PERSONAL DEVELOPMENT CREDITS
Handbook and Application for Organizations Interested in Becoming Approved Providers

https://www.ednet.ns.ca/cbl/personal-development-credits

NOVA SCOTIA

September 2022

September 2022

Dear Course or Program Provider:

Thank you for your interest in the Nova Scotia Department of Education and Early Childhood Development's *Personal Development Credit Policy*. This policy provides Nova Scotia's high school students with some exciting new ways to have their achievements in community-based arts, language, and leadership courses recognized as they pursue their post-secondary education or employment goals.

As you review the information presented in this handbook, you will recognize the Department of Education and Early Childhood Development's commitment to providing high quality and equitable learning for all young people in the province. The Department's *Racial Equity Policy* as well as the "Principles of Learning" and "Graduation Competencies" described in the province's *Public School Programs* provides a foundation for the *Personal Development Credit Policy*.

The criteria set out in this handbook for the evaluation of applications by organizations interested in becoming approved providers are based on our belief that student safety; learning opportunities that foster positive social, emotional, physical, and intellectual growth; and the promotion of equitable practices are the responsibility of all Nova Scotians who support the development of young people in the province.

This handbook will assist you in understanding the requirements of becoming an approved provider. We encourage you to read each section carefully and invite you to contact us if you have any questions regarding the policy, requirements, or approvals process.

The handbook is organized in four sections:

  1. Nova Scotia's *Personal Development Credit Policy*—an overview of the principles, requirements and key guidelines as they relate to course and program providers.

  2. Applying to Become an Approved Provider—important information about the application and approval process.

  3. Application to Become and Approved Courses or Program Provider—a working copy of the Application for Providers.

  4. Application Checklist—a quick summary of steps to follow should your organization decide to apply to become a course and program provider.

We look forward to working with you as we identity new options for high school students in the province.

Sincerely,

Kathy Greeno
Director, Career Pathways
Education Innovation, Programs and Services
Education and Early Childhood Development

Contents

Personal Development Credit Policy

By recognizing a range of credits earned outside of school for high school credit, the policy acknowledges the value of student learning outside the public school system and provides students with a new option for enhancing their high school transcripts. The policy complements the province's Public School Programs and other avenues that students can follow to have their learning experiences recognized through provincial Independent Study and Challenge for Credit policies.

This credit provides students with an opportunity to meet their graduation requirements by using one personal development credit as an elective credit within the 18 credits required to graduate. Students can also have an unlimited number of additional personal development credits recognized on their transcript beyond the minimum requirement of 18 credits. In both cases, students' high school transcripts will provide a clear and more complete picture of the learning, experience, and interests of the student in the areas of arts, languages and/or leadership. The personal development credit is an asset to students as they apply to post-secondary institutions.

Personal development credits are not intended to replace learning opportunities in Nova Scotia's high schools. Therefore, the Department of Education and Early Childhood Development has defined clear parameters for eligible courses and programs, ensuring that they do not duplicate or impact funding for courses that are part of the Public School Program. The Department has also taken steps to ensure that the policy conveys a strong commitment to recognizing personal development credits earned through high quality learning experiences in courses and programs that meet provincial, national, or international standards and are aligned with the provincial Graduation Competencies and Principles of Learning.

Go to https://www.ednet.ns.ca/cbl/personal-development-credits for a complete version of the *Personal Development Credit Policy*.

Roles and Responsibilities

Course or Program Providers
- Providers are responsible for providing the Department of Education and Early Childhood Development with a detailed course or program profile if they wish to be considered for becoming approved providers of personal development credits that meet the requirements of an elective high school credit.
- All courses or programs should be recognized provincially, nationally, or internationally.
- Course or program providers must have policies or practices in place to ensure that the full participation of students is not limited by language, physical or cognitive abilities, gender, race or fees associated with enrolment or ongoing participation in learning activities.
- Providers have appropriate policies and insurance arrangements in place to protect students' health, safety, and privacy while participating in courses or programs.
- All providers are required to have appropriate documentation for issuing evidence of a student's successful completion of a personal development credit.

Students
- Students are responsible for completing the *Student Notification Form* and providing appropriate documentation proving successful completion of the course or program from the list of approved program providers.
- Registration fees associated with personal development credit courses or programs are the responsibility of the student/parent and/or program provider.
- Learning resources including equipment for courses or programs will be the responsibility of the student/parent and/or the program provider.
- Expenses associated with courses or programs, such as transportation costs, are the responsibility of the student/parent and/or the program provider.

Schools
- Schools will be responsible for communicating the Personal Development Policy to students through the course selection process.
- School officials (i.e., counsellors or administrators, as appropriate) are responsible for checking documentation against the official list of approved personal development credits supplied by the Department of Education and Early Childhood Development and entering the appropriate information on the student's transcript.
- For transcript purposes, the reference to the personal development credit will be the course title and credit placed on the student's course transcript.

Regional Centres for Education / CSAP
- Regional Centre for Education/ CSAP will not be responsible for fees associated with students who enrol in programs leading to personal development credits.
- Regional Centre for Education/ CSAP will not charge a fee to students for reviewing or processing their personal development credit requests.

Department of Education and Early Childhood Development
- The Department will not be responsible for fees associated with students who enrol in programs leading to personal development credits.
- The Department will review personal development credit courses and programs on a regular basis and will review and evaluate the related policy within two years of its initial implementation.
- The Department will publicize the *Personal Development Credit Policy* and the opportunities it offers to students.

Course and Program Providers

The Department of Education and Early Childhood Development will accept applications from organizations that provide direct instruction to students as they work toward gaining a personal development credit. Although many courses and programs may take place outside of a traditional classroom setting, students' participation in well-defined learning activities and assessments are required for them to meet the expectations for personal development credits in the three specified learning areas—arts, languages, and leadership.

All approved providers will be required to submit detailed information on each of the following criteria:

1. **Fit with Identified Learning Areas**—all credits are required to reflect one of the following three learning areas:

   a. *Arts*—national or international standards or provincial programs developed to support students' development of knowledge and skills in music, dance, theatre, and visual arts.

   b. *Languages*—Language courses or programs developed by an organization to support students' development of written and oral proficiency in a language that is not currently offered through Public School Programs.

   c. *Leadership*—provincial, national, or international courses or programs designed to provide students with opportunities for leadership development.

2. **Course/Program Quality**

   a. Courses or programs are recognized provincially, nationally, or internationally.
   b. Courses or programs have a written outline of expected learning outcomes (what students will know and be able to do), clearly planned and well-defined learning activities, and appropriate approaches to assessment of student learning.
   Note: Providers of language programs are also required to demonstrate how learning outcomes, activities, and assessment strategies reflect guidelines describe in *Appendix A—Information for Providers of Language Courses and Programs*.
   c. Courses or programs meet minimum instructional time requirements for credit.
   d. Course or program standards reflect the Nova Scotia Department of Education and Early Childhood Development's *Principles of Learning* and *Essential Graduation Competencies.*
   e. Course or program providers have policies or practices in place to ensure that the full participation of students is not limited by language, physical or cognitive abilities, gender, race, or fees associated with enrolment or ongoing participation in learning activities.
   f. Providers have appropriate policies and insurance arrangements in place to protect students' health, safety, and privacy while participating in courses or programs.
   g. A standardized document (e.g., letter or certificate) exists to verify that a student is eligible for a personal development credit.

3. **Supplementary Information**

   a. Course and program instructors are required to complete regular training or certification.
   b. Courses or programs are offered in multiple locations throughout the province.
   c. High quality materials (e.g., books, manuals) are used in all courses and programs.

Applying to Become an Approved Course or Program Provider

Application Process

Organizations interested in becoming an approved provider are required to complete an application, which includes two (2) sections:

1. Organizational Profile—a general overview of the organization and details on how the Department of Education and Early Childhood Development can contact you.

2. Course/Program Profile—detailed information about course/ program standards and the pathways students follow to gain skills and competencies required to attain a credit.

The application is available electronically in Word at https://www.ednet.ns.ca/cbl/personal-development-credits

All sections of the application must be completed in full and submitted on or before the deadline posted on the personal development credit website [(https://www.ednet.ns.ca/cbl/personal-development-credits)](https://www.ednet.ns.ca/cbl/personal-development-credits)

One of the following options can be used to submit a completed application. Deadline will be February 1st, 2021.

1. Send the application by email to pdcredit@novascotia.ca
2. Mail the application to the following post office box:

> Education Innovation, Programs and Services
> Personal Development Credits
> Education and Early Childhood Development
> Brunswick Place
> PO Box 578
> Halifax NS
> B3J 2S9

3. Deliver the application in person or by courier to the Department of Education and Early Childhood Development's offices at 2021 Brunswick Street in Halifax addressed to Education Innovation, Programs and Services, Personal Development Credits.

Timelines

Since the fall of 2012, The Department of Education and Early Childhood Development has invited expressions of interest from course and program providers to become PDC providers. This process has continued biennially. For the 2023–2024 school year, the department is accepting applications until February 1st, 2023. All applications will be reviewed (see *Approval Process* below) by the Department of Education and Early Childhood Development as soon as possible following the final deadline for submission. The Department will make all efforts to notify organizations in writing in a timely manner.

If an organization is approved as a provider, the organization's name and recognized personal development credit(s) will appear on Department's *Approved Course and Program Providers* list for the school year following approval. For example, an organization approved in the spring of 2023 will be recognized on the Department's list for the 2023–2024 school year. High school students who have successfully completed eligible courses/programs delivered by an approved provider prior to the approval date will be able to submit the credit for recognition after the provider and recognized credit(s) appear on the *Approved Course and Program Providers* list, according to the school's procedures for processing Personal Development Credit applications.

Term of Approval

An approved provider will remain on the *Approved Course and Program Providers* list for a period of two years. Once this timeframe has lapsed, providers will be required to submit an application to renew their approved status. At any time during this two-year term:

a. The Department of Education and Early Childhood Development has the discretion to remove a course or program provider from the approved list; or
b. Providers may request to have their organization removed from the approved list.

Approved course and program providers are required to notify the Department of Education and Early Childhood Development of any changes in their organization (e.g., address change) or programs/courses offered (e.g., curriculum changes, sites where the program/course is offered) during this three-year period.

If an organization would like to have additional courses or programs recognized during this three-year period, they will be required to submit a new application during the Department of Education and Early Childhood Development's biennial call for applications.

The Approval Process

To ensure fairness and transparency, all course and program providers submitting an application will be evaluated on the same set of criteria. All organizations must, at minimum, be able to demonstrate that they meet core criteria identified in the *Course or Program Profile* section of the application. All courses or programs should be recognized provincially, nationally, or internationally. The Department of Education and Early Childhood Development also encourages all organizations to work toward reaching standards reflected in the *Supplementary Information* section of the application if it is within their capacity to do so.

All submissions will be reviewed by Department of Education and Early Childhood Development staff and recommendations will be forwarded to the Minister of Education and Early Childhood Development or designate for final approval. All course and program providers will be notified of the Department's decision in writing.

To receive final approval, all providers will be required to submit a copy of a standard document that will be presented to all students who successfully complete a course or program. This document will be used by schools to assess a student's eligibility for a personal development credit; therefore, providers offering courses or programs at more than one site will be required to issue the same document to students who wish to have the credit recognized on their high school transcript.

Application to Become an Approved Course or Program Provider

The following is a **viewing copy** of the course or program provider application. To complete your final submission, please go to https://www.ednet.ns.ca/cbl/personal-development-credits and complete the Word version of the application that is found under Course Providers.

Section 1– Organizational Profile

1	Name of Organization	
2	Address	
3	Email	
4	Phone Number	
5	Fax Number	
6	Contact Information	Name:
		Title:
7	Chair of the Board (If applicable)	
8	Corporate Status (Please Check One)	☐ Registered Not-for-Profit Registration Number _____
		☐ Registered Business Registration Number _____
		☐ Non Registered

If available, please attach a copy of your organization's most recent Annual Report to your final submission and/or provide a list of your organization's current board of directors.

Signed: _____

Title: _____

Date: _____

Section 2 – Course or Program Profile

Please provide the following information for *each* course or program that you wish to have considered for approval.

1. What is the official title of the course or program?

```
[                                                                    ]
```

2. How many years has your organization offered this course or program according to the same standards described below?

_____ Years

3. Please indicate which of the three learning areas identified in the *Personal Development Credit* policy applies to this course or program (check one).

Arts	✔
Languages	
Leadership	

4. Approximately how many hours are required for students to complete independent study and/or classes in preparation for attaining final credit for the course or program?

_____ Hours

   Note: A minimum of 55 hours is required for students to attain a half personal development credit and a minimum of 110 hours are required for a full personal development credit.

5. Please list or attach a list of the learning outcomes (i.e., what students will know and be able to do by the end of the course) of the course or program.

```
[                                                                    ]
```

6. Please describe or attach a list of the key learning activities that students experience in achieving these learning outcomes.

```

```

(a) For language course or program providers only, please indicate how the standards outlined in *Appendix A – Information for Providers of Language Courses or Programs* are reflected in learning outcomes, activities and assessment strategies of the course or program.

```

```

7. What methods are used to:

    a. Assess learning *during* the course (e.g., presentations, demonstrations, performance, written assignments);

```

```

    b. Evaluate learning at the end of the course (e.g., final demonstration, project, test)?

```

```

8. How does the course or program reflect the Atlantic Provinces' **Essential Graduation Competencies** ? Please indicate which of the following Essential Graduation Competencies are reflected in the goals of the course or program.

Graduation Competencies	Applies ☑	How do you reflect these?
Creativity and Innovation	☐	
Citizenship	☐	
Communication	☐	
Personal – Career Development	☐	
Critical Thinking	☐	
Technological Fluency	☐	

9. How does the course or program reflect Nova Scotia's *Public School Program*—**Principles of Learning?** Please indicate which of the following Principles of Learning are reflected in the learning activities and goals of the course or program.

Principles of Learning	Applies ☑
Learning is a process of actively constructing knowledge.	☐
Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.	☐
Learning is enhanced when it takes place in a social and collaborative environment.	☐
Students need to continue to view learning as an integrated whole.	☐
Learners must see themselves as capable and successful.	☐
Learners have different ways of knowing and representing knowledge.	☐
Reflection is an integral part of learning.	☐

10. How does your organization/group reach out to racialized, under-represented, marginalized groups to ensure participation in your programming is representative of the diversity in our schools?

Please describe the policies, practices or training that your organization has in place to ensure that the full participation of students is not limited by: (be specific about how barriers are addressed and/ or removed)

(a) Language barriers

(b) Physical or cognitive ability

(c) Gender

(d) Race

(e) Ability to pay for enrolment fees or other costs associated with the course or program.

11. Please describe your organization's policies regarding student supervision while attending the course, either at a central site or on field trips and other venues.

```
```

12. Please describe your organization's policies regarding student transportation in private vehicles.

```
```

13. Please describe your organization's policies regarding child protection and instructor screening (e.g., criminal record and child abuse registry checks).

```
```

14. Please describe your organization's insurance coverage as it relates to liability. Where applicable, provide details regarding the organization's and/or the parent or guardians' responsibility in the event of an accident.

```
```

15. Please describe the policies and practices in place to protect students' personal information. (i.e. where is the information stored and how is it secured) Student personal information includes, but is not limited to, name, email, address, phone number, etc.

```
```

16. What kind of documentation (e.g., certificate, letter of completion) do students receive if they successfully complete the course?

```
```

17. If the course is offered at multiple sites, please confirm that standard document is used at each site and attach a copy to your application.

```
```

18. What type of assessment do students receive if they successfully complete the course? A Numerical grade or a "pass"? Check One

_____ Numerical Grade   _____ Pass

Section 3—Supplementary Information

19. Does the course or program have provincial, national or international recognition? If yes, please describe.

```
```

20. What is the language of instruction for the course or program?

```
```

21. What learning materials (e.g., books, manuals, online resources) are used in the course? For each, please list the author or organization responsible for publication.

```
```

22. What training do course or program instructors receive? Please describe the training—the content, how often it is provided, who provides it, and the type of certification obtained (if applicable). If instructors do not receive training, what criteria are used to assess their suitability for delivering the course?

```
```

23. Have instructors/staff who deliver the programming have any cultural diversity training and if so, what training have they participated in and how it is implemented in your programs

```
```

24. Where is the course or program offered in Nova Scotia (please list all sites). If the course or program is offered at one site only, please describe your organization's interest and capacity to expand to new sites in different regions of the province over time.

25. Is there any additional information that you would like the committee to be aware of as they review your application?

Application Checklist

<u>Note</u>: This checklist is for your use only and does not have to be returned with your Application.

1. The timeliness and requirements of the application process have been read and understood by everyone involved in completing it.

2. The Application provides detailed information for each section of the course/program profile and supplementary information sheet.

3. A list of the organization's board of directors and a copy of our most recent annual report (if available) are attached.

4. A copy of the documentation issued to students upon successful completion of a personal development credit is attached.

Appendix A—Information for Providers of Language Courses and Programs

The *Personal Development Credit* policy offers students an opportunity to gain a high school credit for languages learned that are not part of the public school program (i.e., English, French, Spanish, German, Gaelic, and Mi'kmaw)

In instances where a student does not have access to Spanish, German, Gaelic, or Mi'kmaw languages at their local public school, but has proficiency in any of these languages as a result of experiences outside of the public school system, the student may use the existing *Challenge for Credit Policy* in order to receive a high school credit for these Public School Program languages.

Students who wish to apply for a personal development credit in the area of languages, other than those in the PSP.

1. Students who have language proficiency as a result of their participation in a community-based language course or program that has been approved by the Department of Education and Early Childhood Development will be required to submit evidence of course or program completion through a standard certificate or letter received from the course or program provider. Standards for language courses and programs will also be based on the *International Framework of Reference for Languages: Learning, teaching, assessment (2001).*

The following information is provided for program providers for the purpose of evaluating the eligibility of **language courses and programs** for approval under the province's *Personal Development Credit* policy*.*

Tables 1 and 2 (below and next page), adapted from the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (2001)*, provide a set of language proficiency indicators.

Based on comparable curriculum outcomes for other Nova Scotia Department of Education and Early Childhood Development second or international language programs at the high school level, candidates applying for a personal development credit in the area of languages, other than those in the PSP, should be able to demonstrate six language competencies (listening, reading, spoken interaction, spoken production, writing and cultural). Elective high school credits will be awarded to students, who are able to demonstrate the following levels of proficiency in language courses or programs,

	Grade Level Credit
A1	n/a
A2	Grade 10, full elective credit
B1	Grade 11, full elective credit
B2	Grade 12, full elective credit
C1	Grade 12, full elective credit
C2	Grade 12, full elective credit

When completing Question 7 of your *Application to Become an Approved Course or Program Provider,* please:

a.   Confirm that the course or program is designed to allow students to attain the minimum standards described above, and

b.   Indicate how the standards outlined in Tables 1 and 2 (included in the following pages) are reflected in the learning outcomes, activities and assessment strategies of the course or program.

International Reference Levels for Language Proficiency[1]

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple

		terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

		A1	A2	B1	B2	C1	C2
Understanding	**Listening**	Students can recognize familiar words and simple phrases about themselves, their family and the things they see around them when people speak slowly and clearly.	Students 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). They can catch the main point in short, clear, simple messages and announcements.	Students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs. They can understand the majority of films in standard dialect.	Students can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. They can understand television programs and films without too much effort.	Students have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided they have some time to get familiar with the accent.
	Reading	Students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Students can read very short, simple texts. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	Students can understand texts that consist mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes in personal letters.	Students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. They can understand contemporary literary prose.	Students can understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialized articles and longer technical instructions, even when they do not relate to their field.	Students can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.

		A1	A2	B1	B2	C1	C2
Speaking	**Spoken Interaction**	**Students 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 them formulate what they are trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.**	Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.	Students can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They 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).	Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussions in familiar contexts, accounting for and sustaining my views.	Students can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes. They can formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers.	Students can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. They can express themselves fluently and convey finer shades of meaning precisely. If they do have a problem they can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	**Students can use simple phrases and sentences to describe where they live and people they know.**	Students can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and present or most recent job.	Students can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions.	Students can present clear, detailed descriptions on a wide range of subjects related to my field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Students can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	Students 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.

		A1	A2	B1	B2	C1	C2
Writing	**Writing**	**Students can write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.**	**Students can write short, simple notes and messages relating to matters in areas of immediate needs. They can write a very simple personal letter, for example thanking someone for something.**	Students can write simple connected text on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.	Students can write clear, detailed text on a wide range of subjects related to my interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.	Students can express themselves in clear, well structured text, expressing points of view at some length. They can write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issues. They can select style appropriate to the reader in mind.	Students can write clear, smoothly-flowing text in an appropriate style. They 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. They can write summaries and reviews of professional or literary works.