


PERSONAL INFORMATION

Boris Ballester Hernández

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 www.borisballester.com

 Skype borbalker | [Google Hangout](#) borbalker

Sex Male | Date of birth 25/02/1991 | Nationality Spanish

PERSONAL STATEMENT

Earning experience as computer engineer in a laboral environment. Learn the workflow of an IT enterprise and mastering my skills or learn some new ones.

WORK EXPERIENCE

01/07/2010–Present

Freelance computer programmer/technician and graphic designer

Santa Cruz de Tenerife (Spain)

Services as: server and network configuration, PCs formatting, data recovery, virus/malware removal, logo and web design, private tutoring...

EDUCATION AND TRAINING

01/09/2011–20/09/2016

Computer Engineering Degree: computation and artificial intelligence itinerary

EQF level 6

Universidad de La Laguna, San Cristobal de La Laguna (Spain)

[Related document\(s\): degree_certificate.pdf](#)

01/09/2009–01/07/2011

Professional Training: Interactive Applications Development in 4th generation environments and CASE tools

EQF level 5

IES Domingo Perez Minik, San Cristobal de La Laguna (Spain)

[Related document\(s\): fp_certificate.pdf](#)

PERSONAL SKILLS

Mother tongue(s)

Spanish

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	B2	B2	B2	B1	B1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills

Good communication skills and positive treatment to customers gained through my experience as private tutor and public relations promoter in Amsterdam.

Organisational / managerial skills

■ Commitment to teamwork.

- Availability to travel.

Job-related skills

- I'm a fast learner. If I don't know something I'll learn it.
- Good adaptability, I'm used to change technologies between projects.
- I'm very creative and innovative, can offer different points of views of the same problem.

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Proficient user	Proficient user	Proficient user	Proficient user	Proficient user

Digital competences - Self-assessment grid

- Use of different Office suites: Google Drive, Microsoft Office, Libre Office, KOffice...
- Basic video edition with Adobe Premiere.
- Creation of digital images/vectors with Adobe Photoshop and Illustrator.
- Basic industrial design with AutoCAD and Autodesk Inventor.
- Windows and GNU/Linux based operating systems.

Other skills

- Digital art and vectorial design: I've been drawing and designing all my life. I'm passionate about digital art.
- Technology: I like science and technology, I'm always informed about the latest advances. And videogames too!

Driving licence

AM, B

ANNEXES

- fp_certificate.pdf
- degree_certificate.pdf

Boris Ballester Hernández

Mother tongue(s)






Spanish

Other language(s)

English

English

Self-assessment of language skills

UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B2 Independent user	B2 Independent user	B2 Independent user	B1 Independent user	B1 Independent user

Certificates and diplomas






Title	Awarding body	Date	Level*
–	–	–	–

Linguistic and intercultural experience

Description	Duration
Using languages at work: Almost all documentation for developers is in english.	1/9/09–Present
Using languages while living or travelling abroad: I worked on holidays, three years in a row, as public relations promoter in Amsterdam. English is my main language when I'm abroad.	1/8/09–1/10/11

* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

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 everyday 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 skilfully 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.

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

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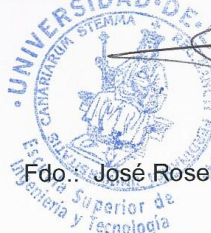
Universidad
de La LagunaEscuela Superior de
Ingeniería y Tecnología

Nº 2079

Dº BORIS BALLESTER HERNÁNDEZ, con NIF 79060603-N ha presentado en el día de la fecha, la documentación correspondiente para la expedición de su Título de **Grado en Ingeniería Informática**, habiendo efectuado el ingreso correspondiente.

La Laguna, 10 de octubre de 2016

El funcionario,


Fdo.: José Rosendo Fuentes Palmero**SOLICITUD DE TÍTULO**

1.- La fecha de pago será la fecha de expedición del Título. A partir del registro y constancia del pago nacerán todos los derechos que al mismo le otorgan las disposiciones vigentes.

Estarán exentos del pago del Título:

- Los alumnos que obtengan el premio extraordinario de fin carrera.
- Los beneficiarios de familia numerosa de 2ª categoría y de honor. Los de 1ª categoría pagarán el 50%
Si se ha acogido a alguna de las exenciones de pago citadas anteriormente presentarán original y copia del documento que justifica la exención.
- 2.- El Título, una vez expedido, deberá ser retirado personalmente por el interesado en el centro donde terminó sus estudios. En el supuesto que no pueda hacerlo personalmente, el interesado podrá autorizar a otra persona, siempre mediante poder notarial, para que lo retire en su nombre.
En el supuesto que el interesado resida en localidad distinta de aquella donde radique el centro, podrá solicitar por escrito, la remisión del Título a la Dirección Provincial de Educación y Cultura, Oficinas de Educación u Oficina Consular más próxima a su residencia.

Duplicados de Títulos:

En caso de extravío del Título, se remite al alumno al Negociado de Títulos, donde se encargarán de publicar el extravío en el BOE.

Una vez pasados 30 días desde la publicación, sin que se hayan presentado reclamaciones, el alumno pasará por la Secretaría del Centro aportando la documentación detallada en el apartado 4. y el justificante del abono de tasas por duplicidad, iniciándose nuevamente los trámites para su expedición.

Suplemento Europeo al Título:

En caso de que el alumno solicite el Suplemento Europeo al Título regulado en el RD 1044/2003 (B.O.E. 11/9/03), se trasladará su solicitud a la Oficialía Mayor.