

**THE INTERNATIONAL ENGLISH
FLUENCY CERTIFICATE**

ALBALAGH INTERNATIONAL PREMIUM COLLEGE

London Campus

The International English Fluency Certificate

The Curriculum, Award Architecture and Academic Framework

FIRST EDITION

Reference Edition

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The Curriculum, Award Architecture and Academic Framework

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A NOTE ON THIS EDITION

This edition is generated directly from the College's academic database and its approved institutional documents. Every figure in it is counted from that source at the moment of generation rather than transcribed by hand, and the generator refuses to publish a figure it cannot count.

The College is not an accredited institution and this publication makes no claim of accreditation, recognition, or external approval. Where the College cannot yet evidence something it states, the shortfall is named in the text rather than omitted.

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Editorial Note

This publication was prepared to the standards of a scholarly reference edition. Its governing rule is the one stated in the commissioning directive: where a claim cannot be supported, it is qualified or omitted rather than overstated.

Three consequences of that rule are visible in the pages that follow, and are stated here so that a reader does not have to infer them.

ONE — SECTIONS THAT WOULD REQUIRE INVENTING PEOPLE

A publication of this kind conventionally opens with a Foreword, a Presidential Message and a message from the Academic Senate. Those are signed statements by named officers. Albalagh International Premium College has no appointed President, and its Academic Senate and its Board of Academic Standards and Curriculum Excellence are established but not yet constituted — no members have been appointed to either. Composing those sections would mean writing the words of officers who do not exist. They are omitted. The institutional voice in this edition is the College's own, unsigned, and it does not pretend otherwise.

TWO — THE EXTENT OF THE CURRICULUM

The College's public materials state 120 learning units per level, which would be 720 across the qualification. The academic database holds 294 authored learning items, approximately 49 per level. Both figures are counted, not estimated.

What is complete is the module structure: 60 modules, ten at every one of the six levels, each with an assessed assignment and an assessed quiz. What is in progress is lesson-level depth within those modules. This edition presents the module architecture in full and describes lesson-level content as it stands. It does not repeat the 720 figure, which the College cannot presently evidence.

THREE — WHAT THE QUALIFICATION CLAIMS ABOUT ITSELF

The College's definition of the IEFCE asserts seven things. Six are evidenced by the platform today and one is not. Rather than soften the definition or bury the gap, both are printed together in the chapter that follows, with the evidence for each element and the shortfall where there is one.

ON GENERATED EDITIONS

Because this edition is generated from the academic database, it is a snapshot. Every count in it was true at the moment of generation and will change as the curriculum grows. A reader comparing this edition against the College's live systems should expect the systems to be ahead of the page, never behind it.

About Albalagh International Premium College

Albalagh International Premium College, London Campus, is an online institution teaching English as an international language. It confers its own awards, maintains its own Graduate Register, and publishes the architecture of its qualification so that the awards can be read and checked by people who have never met the College.

The College is not accredited by any external body, and makes no claim to be. Its academic architecture is built so that accreditation could be sought on the evidence the platform already produces — a hash-chained register, signed credentials, published assessment policy, and an evidence centre that records what is missing as carefully as what exists.

Governance

Academic authority rests with two bodies, both established by the Executive and recorded in the College's governance ledger.

BODY	REMIT	STATUS
Board of Academic Standards and Curriculum Excellence (BASCE)	Defines institutional competencies; maps every assessment to one or more competencies; ensures each competency is assessed multiple times across each level; approves competency ...	Established; not yet constituted
Academic Senate (SENATE)	Approves the mapping between assessments and the four language skills, and the descriptor thresholds that turn assessed evidence into a skill descriptor.	3 members appointed

ESTABLISHED IS NOT CONSTITUTED

Both bodies exist as offices with defined remits. Neither has appointed members. Until they do, the academic judgements reserved to them — principally the mapping of assessments to the competency framework — cannot be made, and the platform reports them as outstanding rather than as complete.

About the IEFC

THE DEFINITION, AS ADOPTED

IEFC is an advanced academic qualification built on CEFR proficiency, extending it through competency verification, leadership, professional communication, critical thinking, authentic assessment, and independently verifiable digital credentials.

Adopted 2026-08-04 by the Executive.

What supports each element

A definition cannot be verified as a sentence. The College therefore decomposes its own definition into the seven things it asserts, and records the evidence for each. The states below are derived from the academic database, not asserted.

ELEMENT	POSITION
Built on CEFR proficiency	Evidenced
Extended through competency verification	Not evidenced
Extended through leadership	Partial
Extended through professional communication	Evidenced
Extended through critical thinking	Evidenced
Extended through authentic assessment	Evidenced
Independently verifiable digital credentials	Partial

Built on CEFR proficiency

EVIDENCED

Six programme levels mapped A1 to C2 in programme_levels, each with an award definition carrying the same CEFR band (award_definitions). Sixty modules authored across the six levels.

Extended through competency verification

NOT EVIDENCED

The framework exists: six competencies defined in `competencies`, a mapping table (assessment_competencies) and a marking table (competency_marks) with per-submission marks from named markers. The Board of Academic Standards and Curriculum Excellence (BASCE) is established as its authority.

SHORTFALL

ZERO of the sixty assessments are mapped to any competency, so no competency has been verified for any graduate. This is the element that distinguishes an advanced academic qualification from a well-built CEFR course, and it is the reason BASCE exists. BASCE is established but not yet constituted; until it is appointed and completes the mapping, the College cannot evidence this part of its own definition.

Extended through leadership**PARTIAL**

Leadership is taught: dedicated modules at Level V (Leadership and Persuasion, Professional Advocacy) and Level IV (Meetings and Negotiation), with presentation modules across levels. Leadership contribution outside assessment is recordable in academic_distinctions, approved by a named person.

SHORTFALL

Taught and recordable, but not yet ASSESSED against a framework: leadership sits within the BEARING and REACH competencies, which share the mapping gap above. A distinction record is evidence that somebody led something; it is not a verified attainment.

Extended through professional communication**EVIDENCED**

Professional communication is the spine of Levels IV to VI: The World of Work, Meetings and Negotiation, Professional Advocacy, Research and Presentation, and the academic writing sequence. Assessed by assignment against published rubrics.

Extended through critical thinking**EVIDENCED**

Taught and assessed from Level III upward: Opinions and Debate, Arguing a Position, Media Literacy and Critical Reading, and the critical-thinking element normalised across quizzes in the V1.0 consistency sweep.

Extended through authentic assessment**EVIDENCED**

Sixty assignments, one per module, each marked by a person against a published rubric normalised to the AIPC rubric policy — not auto-scored. Spoken work is captured as learner recordings and reviewed in the instructor workspace.

Independently verifiable digital credentials**PARTIAL**

A hash-chained Graduate Register; ES256 credential signing with published JWKS; QR codes verified against an independent decoder; issued documents frozen at issue; and a public verification portal answering across identity, integrity and standing without requiring the verifier to hold an account or the

issuer to participate.

SHORTFALL

The signing key is held in development key management, not a production HSM or KMS. Under Executive decision P2.1 the signing layer therefore claims no production-grade assurance, and every verification says so on its face. The Graduate Register remains the authoritative record until a production KMS is provisioned.

The Qualification Framework

The IEFC is a six-level ascent, mapped to the Common European Framework of Reference from A1 to C2. Each level confers its own award, and each award is complete in itself: a learner who stops at Level III has not failed to become something. They are an English Associate of Albalagh International Premium College, permanently, and the College says so in those words.

That is the load-bearing decision of the architecture. An award that only means something as a step toward the next is not an award; it is a receipt.

LEVEL	CEFR	AWARD	POST-NOMINAL
I — Foundation Programme	A1	English Aspirant of Albalagh International Premium College	ApAIPC
II — Elementary Programme	A2	English Candidate of Albalagh International Premium College	CnAIPC
III — Intermediate Programme	B1	English Associate of Albalagh International Premium College	AsAIPC
IV — Upper Intermediate Programme	B2	English Envoy of Albalagh International Premium College	EnAIPC
V — Advanced Programme	C1	English Orator of Albalagh International Premium College	OrAIPC
VI — English Mastery Programme	C2	English Laureate of Albalagh International Premium College	LrAIPC

The standing each award confers

AWARD	STANDING CONFERRED
ApAIPC	Entry into the tradition
CnAIPC	Recognised learner of the College
AsAIPC	Established member of the academic community
EnAIPC	Trusted representative and communicator
OrAIPC	High-level intellectual and professional communicator
LrAIPC	Distinguished master of the programme

The Competency Framework

Six competencies describe what a communicator can do, independently of the language level at which they do it. They are the College's own contribution and are not derived from CEFR, which describes proficiency rather than conduct.

COMPETENCY	WHAT IT MEANS
Clarity	Understood the first time, by the audience actually present
Command	Controls the language rather than being carried by it
Judgement	Chooses register, channel and moment; knows what not to say
Reason	Constructs an argument, tests it, concedes what should be conceded
Bearing	Holds a room, a call, a difficult conversation
Reach	Communicates across cultures, and across the distance between expert and layperson

THE FRAMEWORK IS DEFINED AND NOT YET APPLIED

0 of the 120 assessments in the curriculum are mapped to any competency. No competency has therefore been verified for any graduate, and no competency attainment appears on any record.

This is the element of the College's own definition that it cannot currently evidence, and it is the founding task of the Board of Academic Standards and Curriculum Excellence. Mapping an assessment to a competency is an academic judgement; the platform records such judgements for review and approval and does not make them.

The Language Skill Framework

CEFR is defined skill by skill: a reader at B2 may be a speaker at B1. A qualification reporting a single level without saying which skills stood where would hide the most useful thing it knows.

SKILL	MODE	WHAT IT CERTIFIES
Listening	Receptive	Understands speech at natural pace, including unfamiliar accents and imperfect conditions
Reading	Receptive	Reads for argument and detail, not only for gist, across registers
Speaking	Productive	Speaks with control of grammar, pronunciation and register, in real time
Writing	Productive	Writes to a purpose and an audience, and revises

Attainment descriptors

Attainment is reported as one of five ordered descriptors, never as a percentage. "Writing: 82%" claims a precision that no rubric supports and invites comparisons between graduates that the marks cannot bear.

DESCRIPTOR	DEFINITION
Emerging	Beginning to operate in the skill, with support and in familiar conditions.
Developing	Operates independently in familiar conditions; still effortful in unfamiliar ones.
Proficient	Operates reliably across the range the level describes.
Advanced	Operates with control and range beyond what the level requires.
Distinguished	Operates at a standard that would be recognised well outside the College.

THE DESCRIPTORS ARE DECIDED; THE THRESHOLDS ARE NOT

The Executive has named the five bands. Nobody has yet determined what evidence earns a graduate Proficient rather than Developing — a harder academic question than naming the bands, and one reserved to the Academic Senate. Until both the assessment mapping and the thresholds are approved, no skill descriptor is reported for any graduate.

The Assessment Framework

Assessment in the IEFEC is authentic: learners are asked to do the thing, and a person judges how well they did it against a published rubric.

INSTRUMENT	COUNT	HOW IT IS JUDGED
Assessed assignments	60	Marked by a person against a published rubric normalised to the College rubric policy
Assessed quizzes	60	Scored server-side at submission
Quiz questions authored	660	Authored per module and reviewed for consistency
Reading and study items	174	Formative; not separately assessed

- Every module carries exactly one assessed assignment and one assessed quiz, at every level.
- Assignment marks are recorded on a 0 to 1 scale by a named marker, with written feedback, and are never auto-generated.
- Spoken work is captured as learner recordings and reviewed in the instructor workspace, so speaking is assessed on evidence rather than on impression.
- A moderated mark and a first-marker mark are recorded distinctly, so an assessment board can tell them apart.

Credentials and Verification

An award is worth what it can be checked against. The College therefore publishes a verification service that answers a stranger — an employer, a registrar — without requiring them to hold an account, and without requiring the College to participate in the check.

The Principle of Institutional Verification

Every verification answers across three independent layers, and the answers are never averaged into one verdict.

LAYER	THE QUESTION IT ANSWERS
Identity authenticity	Is this the person the College awarded?
Credential integrity	Has this credential been altered?
Institutional standing	What is the status of this award today?

They are separated because they genuinely disagree. A withdrawn award reports identity verified, integrity verified and standing failed, simultaneously. A single verdict cannot express that, and every way of collapsing it misleads somebody: "invalid" tells an employer a genuine certificate is a forgery, which is a serious accusation about a real person; "valid" admits a candidate on a qualification the College has withdrawn.

What the College operates today

- A Graduate Register in which every award is hash-chained to its predecessor, so an altered record breaks the chain and says so.
- ES256 credential signing, with the public keys published so that verification does not require the College's cooperation.
- QR codes on credentials, verified against an independently written decoder across every version and error-correction level.
- Issued transcripts and diploma supplements frozen at the moment of issue, so a document keeps saying what it said on the day it was issued.
- A public verification portal, and a separate key-authenticated service for institutions verifying in volume.

THE SIGNING LAYER IS IN DEVELOPMENT MODE

The College's signing key is held in development key management rather than a production hardware security module. Under the Executive decision governing credential trust, the signing layer therefore claims no production-grade assurance, and every verification says so on its face. The Graduate Register — not the signature — remains the authoritative record until a production key management service is provisioned.

The Curriculum

Six levels, 60 modules, 294 authored learning items. The module architecture is complete: ten modules at every level, each with an assessed assignment and an assessed quiz. Lesson-level depth within those modules is in progress, and the per-level tables state what each level currently holds.

Level I — Foundation Programme

English Aspirant of Albalagh International Premium College · ApAIPC · CEFR A1

ACADEMIC OVERVIEW

The learner arrives with little or no English. By the end of Foundation, they can introduce themselves, handle short everyday exchanges (shopping, ordering food, asking directions, basic scheduling), read and write short simple texts, and understand slow, clear speech on familiar topics.

GRADUATE PROFILE

The learner arrives with little or no English. By the end of Foundation, they can introduce themselves, handle short everyday exchanges (shopping, ordering food, asking directions, basic scheduling), read and write short simple texts, and understand slow, clear speech on familiar topics.

LEARNING OUTCOMES

By the end of Level I, the learner can: introduce themselves and others; ask/answer simple personal questions; describe their home, family, and daily routine in simple sentences; make simple purchases and requests; tell the time and discuss simple schedules; ask for and give basic directions; write a short personal message or form; understand short, simple spoken instructions given slowly and clearly.

THE AWARD, AND WHY THIS WORD

English Aspirant of Albalagh International Premium College (ApAIPC). Entry into the tradition.

honours the decision, which at A1 is the achievement. Beginning a language in adulthood is harder than any later step and is where most people stop. Overclaims nothing.

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Meeting People

NO.	MODULE
2	Module 2: Everyday Objects & Places
3	Module 3: Family & Routines
4	Module 4: Food & Shopping
5	Module 5: Around Town
6	Module 6: Describing People & Things
7	Module 7: Past Experiences
8	Module 8: Plans & Abilities
9	Module 9: Health & Feelings
10	Module 10: Review & Consolidation

Level II — Elementary Programme

English Candidate of Albalagh International Premium College · CnAIPC · CEFR A2

ACADEMIC OVERVIEW

The learner builds from survival phrases to handling routine tasks and simple social exchange — describing experiences, expressing simple opinions, and managing everyday situations with more independence.

GRADUATE PROFILE

The learner builds from survival phrases to handling routine tasks and simple social exchange — describing experiences, expressing simple opinions, and managing everyday situations with more independence.

LEARNING OUTCOMES

By the end of Level II, the learner can: describe past experiences and events in simple terms; express likes, dislikes, and simple opinions; make and respond to invitations, suggestions, and apologies; describe future plans and intentions; compare people, places, and things; give simple reasons and explanations; handle simple phone/service conversations; write short connected texts (a short email, a simple description, a short story).

THE AWARD, AND WHY THIS WORD

English Candidate of Albalagh International Premium College (CnAIPC). Recognised learner of the College.

formal admission to candidature. The moment the College recognises someone as its own.

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Life Stories

NO.	MODULE
2	Module 2: Travel & Transport
3	Module 3: Work & Study
4	Module 4: Likes, Dislikes & Opinions
5	Module 5: Making Plans
6	Module 6: Homes & Neighbourhoods
7	Module 7: Food, Health & Habits
8	Module 8: Shopping & Services
9	Module 9: Telling Stories
10	Module 10: Review & Consolidation

Level III — Intermediate Programme

English Associate of Albalagh International Premium College · AsAIPC · CEFR B1

ACADEMIC OVERVIEW

The learner becomes a genuinely independent user — coping with most travel/work/study situations, expressing and defending opinions, and beginning structured, purposeful writing. This is also where academic English begins, introduced deliberately early rather than left until Advanced.

GRADUATE PROFILE

The learner becomes a genuinely independent user — coping with most travel/work/study situations, expressing and defending opinions, and beginning structured, purposeful writing. This is also where academic English begins, introduced deliberately early rather than left until Advanced.

LEARNING OUTCOMES

By the end of Level III, the learner can: describe experiences, hopes, and ambitions with reasons; give a structured opinion and respond to a counter-opinion; write a structured paragraph/short essay with a clear topic sentence; handle unscripted, moderately complex conversations on familiar and some unfamiliar topics; understand the main points of clear standard input on work, school, or leisure; produce simple connected text on familiar topics; ask clarifying questions to manage a conversation.

THE AWARD, AND WHY THIS WORD

English Associate of Albalagh International Premium College (AsAIPC). Established member of the academic community.

membership. Not "can do B1 things"; belongs. This is the point on the Ascent where a learner stops being someone taking a course and becomes a member of an academic community, and the word says exactly that.

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Present Perfect & Life Experience
2	Module 2: Education & Learning
3	Module 3: Work, Careers & Entrepreneurship
4	Module 4: Opinions & Debate
5	Module 5: Environment, Ethics & Global Citizenship
6	Module 6: Technology & Media
7	Module 7: Health, Body & Mind
8	Module 8: Travel & Culture
9	Module 9: Academic Foundations
10	Module 10: Review & Consolidation

Level IV — Upper Intermediate Programme

English Envoy of Albalagh International Premium College · EnAIPC · CEFR B2

ACADEMIC OVERVIEW

The learner becomes fluent enough to follow extended discourse, argue a position in depth, and produce genuinely structured academic and professional writing. This level carries the heaviest step-up in register and complexity in the programme.

GRADUATE PROFILE

The learner becomes fluent enough to follow extended discourse, argue a position in depth, and produce genuinely structured academic and professional writing. This level carries the heaviest step-up in register and complexity in the programme.

LEARNING OUTCOMES

By the end of Level IV, the learner can: understand extended speech and complex argumentation on familiar and abstract topics; interact with a degree of fluency that makes regular interaction with native speakers possible without strain on either party; produce clear, detailed text on a wide range of subjects; explain a viewpoint, weighing advantages/disadvantages; write a structured 4-5 paragraph essay with a clear thesis and evidence; participate in a structured meeting/seminar-style discussion; write a professional email/report in an appropriate register.

THE AWARD, AND WHY THIS WORD

English Envoy of Albalagh International Premium College (EnAIPC). Trusted representative and communicator.

one who can be sent: to the meeting, the client, the interview, to speak for someone other than themselves. B2 is precisely the representation threshold, and representation is what an employer is buying.

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Advanced Present & Past Systems
2	Module 2: Academic Writing I
3	Module 3: The World of Work
4	Module 4: Arguing a Position
5	Module 5: Science, Technology & Ethics
6	Module 6: Global Issues
7	Module 7: Media Literacy & Critical Reading
8	Module 8: Meetings & Negotiation
9	Module 9: Academic Writing II
10	Module 10: Review & Consolidation

Level V — Advanced Programme

English Orator of Albalagh International Premium College · OrAIPC · CEFR C1

ACADEMIC OVERVIEW

The learner refines fluency into precision — flexible, effective language use for social, academic, and professional purposes, including implicit meaning, nuance, and stylistic control.

GRADUATE PROFILE

The learner refines fluency into precision — flexible, effective language use for social, academic, and professional purposes, including implicit meaning, nuance, and stylistic control.

LEARNING OUTCOMES

By the end of Level V, the learner can: understand a wide range of demanding, longer texts and recognise implicit meaning; express ideas fluently and spontaneously without much obvious searching for expression; use language flexibly and effectively for social, academic, and professional purposes; produce clear, well-structured, detailed text on complex subjects, controlling organisational patterns and cohesive devices; understand and produce nuanced, idiomatic, register-appropriate language; lead a discussion or negotiation to a productive outcome.

THE AWARD, AND WHY THIS WORD

English Orator of Albalagh International Premium College (OrAIPC). High-level intellectual and professional communicator.

composition and delivery: clear, structured argument on complex subjects, delivered fluently. That is oratory in the classical sense, and C1 is where the leadership and executive-communication strands become the substance of the award rather than an addition to it. Chosen over Scholar, which implies research and carries a funding connotation ("a scholar" is often someone with a scholarship).

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Nuance & Idiom
2	Module 2: Academic Writing III
3	Module 3: Leadership & Persuasion
4	Module 4: Complex Systems (Science, Economics, Policy)
5	Module 5: Cross-Cultural Communication
6	Module 6: Advanced Media & Discourse Analysis
7	Module 7: Research & Presentation
8	Module 8: Professional Advocacy
9	Module 9: Style & Voice
10	Module 10: Review & Consolidation

Level VI — English Mastery Programme

English Laureate of Albalagh International Premium College · LrAIPC · CEFR C2

ACADEMIC OVERVIEW

The capstone level. The learner refines toward near-native command: spontaneous, precise, and persuasive across virtually any register or context, capable of leading, teaching, and representing an organisation in English at the highest level.

GRADUATE PROFILE

The capstone level. The learner refines toward near-native command: spontaneous, precise, and persuasive across virtually any register or context, capable of leading, teaching, and representing an organisation in English at the highest level.

LEARNING OUTCOMES

By the end of Level VI, the learner can: understand with ease virtually everything heard or read; summarise information from different spoken and written sources, reconstructing arguments and accounts coherently; express themselves spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in complex situations; produce publication-quality written work; represent a position or organisation persuasively at a senior/leadership level; mentor or coach another learner's English development, demonstrating command of the language as a system, not just as a skill.

THE AWARD, AND WHY THIS WORD

English Laureate of Albalagh International Premium College (LrAIPC). Distinguished master of the programme.

the crown. Conferred rather than accumulated, associated with distinction rather than administration, and — critically — not confusable with a degree. Master was rejected outright: a reasonable person reads it as a master's degree, and an architecture whose summit is a misunderstanding is not an architecture.

Programme structure

MEASURE	THIS LEVEL
Duration	4 months
Modules	10
Assessed assignments	10
Assessed quizzes	10
Reading and study items	29
Authored learning items, total	49

Modules

NO.	MODULE
1	Module 1: Mastery Diagnostic & Executive Leadership
2	Module 2: Diplomacy & International Relations
3	Module 3: Global Business Strategy
4	Module 4: Public Policy
5	Module 5: Law & Justice
6	Module 6: Innovation & Emerging Technologies
7	Module 7: Media & Public Communication
8	Module 8: Research & Scholarship
9	Module 9: Ethics & Responsible Leadership
10	Module 10: Capstone -- Global Challenges & Mastery Examination

The Alumni Society

Every graduate belongs to the Albalagh International Premium College Alumni Society, and within it to the chapter of their highest award. Membership is not applied for and is not recorded separately: it follows from the award, and it moves when the award does.

CHAPTER	AWARD	OFFICERS
Aspirant Chapter	ApAIPC	Not yet elected
Candidate Chapter	CnAIPC	Not yet elected
Associate Chapter	AsAIPC	Not yet elected
Envoy Chapter	EnAIPC	Not yet elected
Orator Chapter	OrAIPC	Not yet elected
Laureate Chapter	LrAIPC	Not yet elected

No chapter has elected officers. The Society is newly established, and officers are elected by members rather than appointed — a chapter elects when it has members enough to hold an election.

Glossary

TERM	DEFINITION
IEFC	The International English Fluency Certificate, the College's qualification.
CEFR	The Common European Framework of Reference for Languages, the international scale from A1 to C2 against which the six levels are mapped.
AIPC Credit	The College's unit of academic credit, recorded on each award at conferral.
Total Qualification Time	The College's design figure for the hours a level represents. It is the same for every holder and is not a measure of any individual's effort.
Guided Learning Hours	The portion of Total Qualification Time delivered under instruction.
Post-nominal	The abbreviation a holder may place after their name, conferred with the award.
Graduate Register	The College's hash-chained record of every award conferred, publicly checkable by verification code.
Verification code	The permanent identifier printed on a credential, carrying a check character so a mistyped code is refused rather than misread.
Competency	One of the College's six descriptions of what a communicator can do, independent of language level.
Descriptor	One of the five ordered bands in which skill attainment is reported.
BASCE	The Board of Academic Standards and Curriculum Excellence, the authority for the competency framework.

Colophon

This edition was generated from the College's academic database and its approved institutional documents. Both the editable and the print editions are rendered from one content definition, and their text is compared token by token before release, so they are identical by verification rather than by proofreading.

Set in Cambria and Calibri in the editable edition, and in their metric equivalents in the print edition. Faces were chosen because they are present wherever this document will be opened; a more distinguished face that is substituted silently at the printer is a worse choice than a plainer one that renders as set.

Counts in this edition: 6 levels · 60 modules · 294 learning items · 660 quiz questions.

Albalagh International Premium College Press · London Campus