

International Foundation Programme (IFP)

UK NARIC INDEPENDENT EVALUATION AND BENCHMARKING REPORT

Submitted to Bahrain Institute of Banking and Finance

Commercial in Confidence

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Acronyms

APL	<i>Accreditation for Prior Learning</i>
BIBF	<i>Bahrain Institute of Banking and Finance</i>
BQA	<i>Bahrain Education and Training Quality Authority</i>
IELTS	<i>International English Language Testing System</i>
IFP	<i>International Foundation Programme</i>
ILO	<i>Intended Learning Outcomes</i>
MoE	<i>Bahrain Ministry of Education</i>
PILO	<i>Programme Intended Learning Outcomes</i>
RQF	<i>Regulated Qualifications Framework</i>
TOEFL	<i>Test of English as a Foreign Language</i>

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1. Introduction

1.1 About BIBF and the IFP certification

Established in 1981, the Bahrain Institute of Banking and Finance (BIBF) is an education provider in Bahrain offering over 400 programmes at different levels catering for the financial and business sector, including Accounting and Finance, Leadership and Management, Insurance, Islamic Finance and Information Technology¹. Through its international partnerships with Bangor University², University of London³, DePaul University⁴ and University of Strathclyde Business School⁵, BIBF is a recognised provider of higher education by Bahrain's Ministry of Education's (MoE) Higher Education Council⁷.

In 2010 the BIBF introduced the International Foundation Programme (IFP), a one-year full-time diploma-style programme intended for individuals with a high school diploma '*Shahadat Al-Thanawaya Alaama*' (or comparable qualification) seeking progression to degree-level study with the BIBF or internationally, at institutional discretion. It consists of eight modules, all compulsory, providing students with introductory-level knowledge in business, finance, economics and accounting as well as the study skills required for transitioning from school to higher education.

1.2 Scope

In 2014 UK NARIC conducted an independent and objective evaluation of BIBF's IFP in the context of the UK education system to establish its comparable academic standing. Since 2014 the UK education system⁸ and IFP have undergone change, in which the BIBF have further developed the IFP's content and programme structure, learning outcomes and assessment methods. In light of these changes, this study aims to fully re-evaluate the IFP. This study forms part of the BIBF's mission strategy to leverage global alliances and strategic partnerships⁹ and ensure continued recognition and confidence in the comparability of the IFP nationally and internationally.

¹ Bahrain Institute of Banking and Finance, (n.d). *About Us*. [online].

² Bangor University, 2020. *BIBF Bahrain*. [online].

³ University of London, 2020. *Bahrain Institute of Banking and Finance*. [online].

⁴ DePaul University, 2020. *Bahrain Institute of Banking and Finance*. [online].

⁵ University of Strathclyde, 2020. *MSc Financial Technology (Bahrain)*. [online].

⁶ University of Strathclyde, 2020. *MBA Master of Business Administration, Bahrain*. [online].

⁷ Secretariat of the Higher Education Council, Kingdom of Bahrain Ministry of Education, 2020. *Higher Education Institutions*. [online].

⁸ Educational Reform in the UK in 2015 saw the de-coupling of the GCE AS and A Levels and structural changes to assessments to become linear-assessed qualifications (i.e. assessed at the end of the course), with other assessments only being utilised when required to test essential skills. With the de-coupling of the GCE AS and A Level, GCE AS results no longer contribute to a GCE A Level. In light of these changes, GCE AS and A Level courses are no longer divided into modules or include mid-year assessments.

⁹ Bahrain Institute of Banking and Finance, (n.d). *About Us*. [online].

The study was conducted using UK NARIC's well-established methodology for credential evaluation, in which the IFP's core design components¹⁰ are reviewed and compared in the UK education system using the Regulated Qualifications Framework (RQF)¹¹ as the main reference point. The comparative analysis involved evaluating the breadth and depth of knowledge, understanding and skills the IFP develops and assesses in relation to the RQF, with consideration to other reference points (e.g. similarly-focused qualifications), where appropriate. Additionally, the IFP's documented quality assurance and control provisions are reviewed to understand the mechanisms in place supporting the IFP's operation.

1.3 Structure of the report

To benchmark the IFP certification, UK NARIC has employed its standard benchmarking and evaluation methodology, described in Section 2.

The key findings of UK NARIC's independent evaluation and benchmarking can be found in Section 3.

The sources used in this study are listed in Appendix 1.

Appendix 2 details the documented quality assurance processes BIBF have in place supporting the IFP certification.

Appendix 3 contains an example of an IFP Transcript and final Certificate awarded upon successful completion of the IFP.

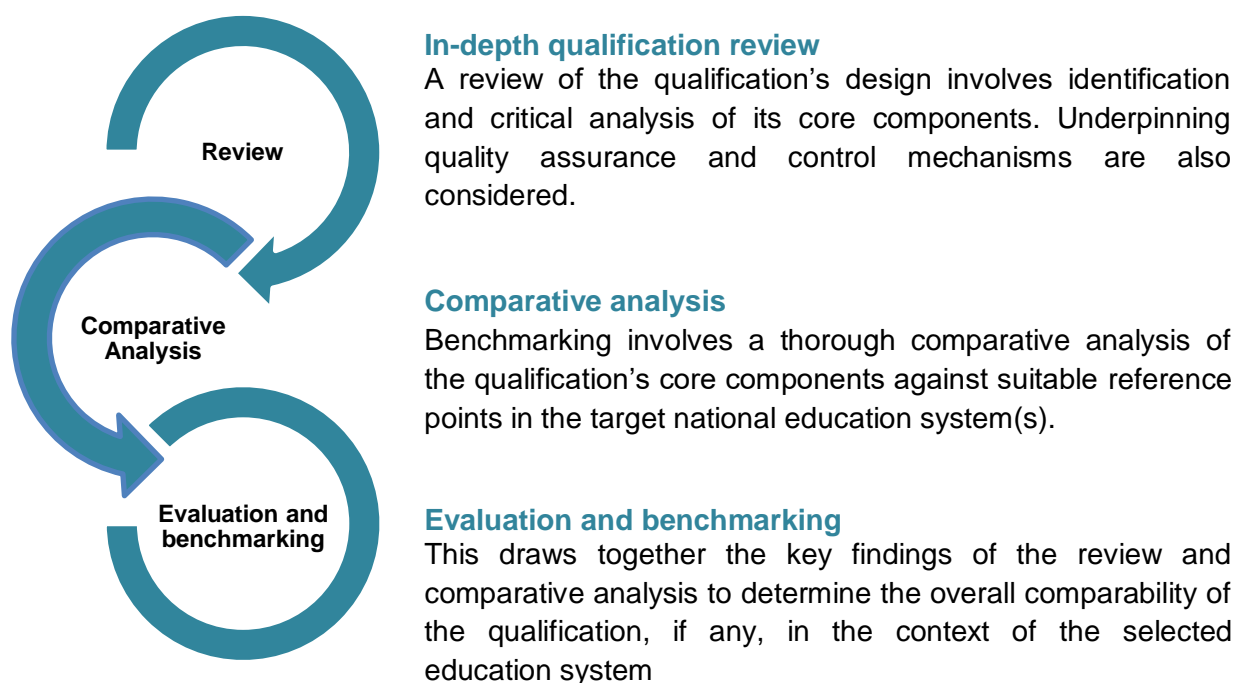
¹⁰ A qualification's core design components are: entry requirements; duration; structure; content; learning outcomes; assessment; and associated outcomes.

¹¹ The RQF (introduced 2015) is an outcomes-based regulatory framework comprising eleven levels (Entry Levels 1-3 and Levels 1-8) for general and vocational qualifications in England and vocational qualifications in Northern Ireland.

2. Methodology

The methodology employed by UK NARIC in this study has been designed to ensure a robust and transparent evaluation of the IFP. It is based on UK NARIC's established process for credential evaluation, which involves the key steps illustrated in Figure 1 below.

Figure 1: UK NARIC's benchmarking process

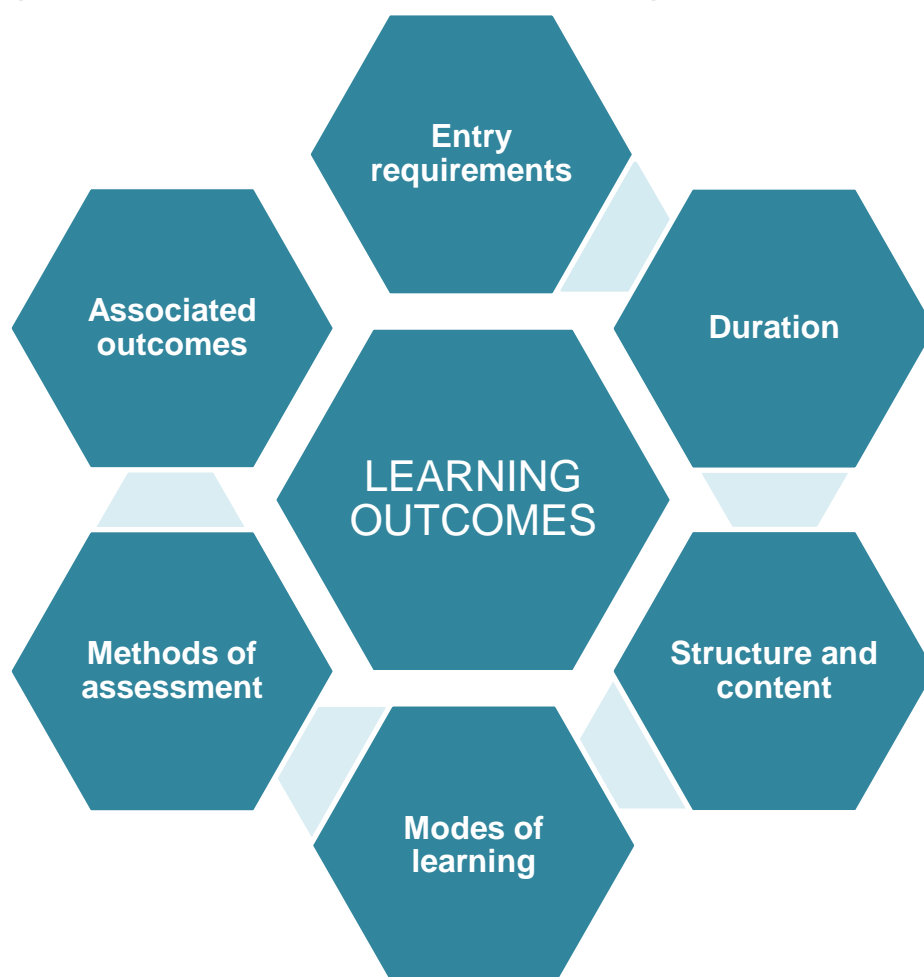


2.1 Qualification review

This review was a desk-based exercise, reviewing qualification documents and other sources of information, as listed in Appendix 1.

In order to benchmark any qualification, it is important to ensure a thorough understanding of its design. This is achieved by first considering the overarching aims and purpose of a qualification before isolating the core qualification design components, outlined in Figure 2.

Figure 2: Core qualification components for benchmarking



UK NARIC adopts an outcomes-based approach to benchmarking, focusing on the comparability of learning outcomes.

Learning outcomes

The term “learning outcome” is used to identify the key knowledge, skills and competencies that candidates are expected to be able to demonstrate upon successful completion of the qualification.

To ensure a thorough understanding of the qualification and inform the subsequent comparative analysis, it is also important to identify the following core qualification components:

- ***Entry requirements***
Entry requirements are used as a general indicator when evaluating qualifications given that they indicate the typical level of students at the beginning of a programme.

- **Duration**

Duration is also a consideration in evaluating qualifications. Whilst not an overriding indicator of academic level, when considered in conjunction with the qualification's entry requirements, it can nevertheless provide an indication of the volume of study that can be completed within the specified timeframe of the programme.

- **Structure and content**

Consideration of the overall structure as well as different pathways or routes to qualification where applicable, along with the breadth and depth of content relative to the identified reference points, helps to establish the overall comparability.

- **Modes of learning and assessment**

Considering the modes through which a qualification is delivered supports understanding of the qualification and identification of suitable reference points in the benchmark education system.

The review of assessment centres on summative assessment and seeks to identify the following:

- The method(s) used to test students, whether these are internal and/or externally set and how these contribute to the overall qualification
- Whether the methods of assessment provide an adequate evaluation of the key skills outlined in the learning outcomes
- Whether the methods of assessment require all candidates to demonstrate the knowledge and skills required to meet the learning outcomes at the appropriate educational level of each qualification.

- **Associated outcomes**

The term 'associated outcomes' is used to encompass any academic (e.g. progression) or professional rights attached to a qualification.

Quality assurance

Consideration must also be given to the quality assurance and control mechanisms that oversee and underpin the development, delivery and assessment of an award. These include:

- Awarding body recognition/status
- Centre requirements and monitoring, where applicable
- Qualification development processes and practice – including processes in place for developing/reviewing content
- Assessment, grading and standard-setting processes – including guidelines and processes in place for assessment development, exam administration, marking, moderation and grading.

2.2 Comparative analysis

The comparative analysis stage of the study involves comparing the IFP's core design components (as listed in Section 2.1) to selected reference points in the UK education system (Section 2.2.2).

2.2.1 Specific methodological application and considerations

The comparative analysis of the IFP, to determine comparability of the programme in the UK education system, focuses primarily on comparing the level of knowledge and skills the IFP develops and assesses through in-depth analysis of its learning outcomes, content and assessment to selected reference points. The programme's entry requirements and associated outcomes provide further indication of the positioning of the IFP in the UK education system. Less emphasis is placed on the programme's duration, structure and method(s) of learning as these can vary between qualifications at the same level.

2.2.2 UK reference points

Following review of the IFP's core design components, UK NARIC uses an outcomes-based comparative analysis approach to compare the IFP to selected reference points in the UK education system. The primary reference point is the RQF. The RQF is an outcomes-based regulatory framework comprising eleven levels (Entry Levels 1-3 and Levels 1-8) for general and vocational qualifications in England and vocational qualifications in Northern Ireland. The RQF is regulated by the independent regulator, Ofqual, and all qualifications accredited on the framework are listed on Ofqual's Register of Regulated Qualifications¹².

School-level qualifications and lower level vocational awards are recognised at RQF Levels 1-3, with, for example, typical university entry level awards (e.g. GCE A Levels) at RQF Level 3. Higher level vocational and academic awards and specialised training are recognised at RQF Levels 4-8. Each RQF level has a 'Level descriptor', which is an outcomes-based description of knowledge, understanding and skills that might typically be expected on completion of a qualification¹³.

The comparative analysis of the IFP, a foundation programme designed to facilitate access to higher education courses, focuses on RQF Level 3, which is the typical level qualifications granting access to higher education in the UK sit, however, consideration is also given to RQF Level 2 and 4, where appropriate. The knowledge and skills at RQF Levels 2-4 are shown in Table 1, with the progression in RQF Levels 3 and 4 highlighted by **bold italics** (progression of RQF Level 3 from RQF Level 2) and **underlined bold italics** (progression of RQF Level 4 from RQF Level 3).

¹² GOV.UK, (n.d.). *Find a regulated qualification*. [online].

¹³ Ofqual, 2015. *Explaining the RQF*. [online].

Table 1: RQF Levels 2-4 Knowledge and Skills descriptors

RQF Level 2	RQF Level 3	RQF Level 4
Knowledge		
<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>
Skills		
<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>

Further analysis draws on a sample of similarly-focused qualifications at appropriate identified levels. As GCE A Levels are the typical university entrance qualification for UK students, GCE A Levels in subjects relating to business, economics, accounting and finance¹⁴, for example, are considered.

¹⁴ The specific GCE A Levels selected are referenced in Appendix 1.

Whilst providing a further reference point, it is important to note there are structure and content differences between a diploma-style programme such as the IFP and GCE A Levels (typically single-subject qualifications) with students usually taking three GCE A Levels for entry to university in the UK. Therefore, analysis of the IFP is against the overall GCE A Level standard and includes a holistic evaluation of the core components, with reference to the common areas of content, particularly the knowledge and skills developed and assessed (learning and assessment outcomes) to determine any parity in standards between the two qualifications.

The study acknowledges that the IFP modules 'Academic Study Skills', 'Academic Writing and Presenting Skills' and 'Business English' are for higher education readiness, to prepare and equip students with the skills necessary for higher education study. Consequently, the comparative analysis places less emphasis on these IFP subjects, focusing more specifically on the breadth and depth of knowledge the IFP develops and assesses in the business, economics and finance-related subjects that could be considered for general entry to university, at institutional discretion.

2.3 Evaluation and synthesis

The overall comparability of the IFP in the context of the UK education system was determined during this stage by combining the findings of the qualification review and the outcomes of the comparative analysis.

The comparability statements provided by UK NARIC are intended as informed guidance and to demonstrate how qualifications align to national education standards. A UK NARIC comparability statement should not be considered as, nor presented as, formal accreditation of a qualification.

3. Key findings

3.1 Review of the IFP

3.1.1 Entry Requirements

Entry onto the BIBF International Foundations Programme (IFP) typically requires the Bahraini High School Diploma '*Shahadat Al-Thanawaya AlAama*' with a minimum overall GPA of 75% (or comparable qualification) from a public or private institution following twelve years of education¹⁵. Occasionally, in exceptional cases and subject to a further assessment of the applicant's general numerical and/or English language skills, offers below the minimum 75% GPA are made. Additionally, evidence of English language proficiency is also required for non-native English speakers, in which an IELTS score of 6.0 or TOEFL score of 550 (paper-based) or 80 (internet-based) is typically required¹⁶.

Applicants who have an IELTS of 5.0 or 5.5 will be accepted onto the IFP on a conditional basis, providing that they attend an IELTS Preparatory Course in Semester 1 (for IELTS of 5.5) totalling 48 hours, or in Semester 1 and 2 (for IELTS 5.0) totalling 96 hours.

Applicants can claim exemptions for prior learning or when transferring from a degree-level programme. This must be done through completion of BIBF's Accreditation for Prior Learning (APL) form and provision of supporting documentation.

3.1.2 Duration and Structure

The IFP is a one-year full-time programme comprising eight modules to be completed over two 12-week semesters totalling 1,200 notional hours (48 hours' guided learning each module). All modules are compulsory, with a minimum attendance of 75% required for the overall course¹⁷. Each module is worth 15 credits, totalling 120 credits (Table 2).

Table 2: IFP modules

IFP Modules	
ACS100 – Academic Study Skills (15 credits)	ECO100 – Introduction to Economics (15 credits)
AWP100 – Academic Writing and Presenting Skills (15 credits)	MAT100 – Introduction to Mathematics for Business and Finance 1 (15 credits)
BEN100 – Business English (15 credits)	ACF100 – Principles of Accounting and Finance (15 credits)
BST100 – Emerging Business Trends (15 credits)	STA100 – Introduction to Statistics (15 credits)

¹⁵ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

¹⁶ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

¹⁷ Bahrain Institute of Banking and Finance, 2019/20. *Student Handbook*. Internal document.

3.1.3 Learning Outcomes/ Assessment Objectives

The IFP aims to equip students with the knowledge and skills required for degree-level study in Bahrain or internationally and support the ‘academic and psychological transition from school to university’¹⁸. The programme has six overarching Programme Intended Learning Outcomes (PILO) presented below¹⁹:

- PILO 1. Demonstrate generalised knowledge and understanding of emerging business trends, as well as of the fundamental theories, concepts, practices and technical terminology used in the contexts of Business, Finance, Accounting and Economics.
- PILO 2. Obtain and organise information from a range of sources to solve problems and make informed decisions.
- PILO 3. Communicate effectively in spoken and written English considering audience and purpose and applying principles of academic integrity.
- PILO 4. Use numerical skills and techniques, including the ability to work with financial and statistical data to solve Business, Accounting and Finance related problems.
- PILO 5. Use basic IT software, packages and search engines to collect, organise and process information.
- PILO 6. Apply the generic and academic study skills needed for degree-level study.

The following example in Table 3 demonstrates how the PILO are addressed within the intended learning outcomes (ILO) of the Business English (BEN100) module²⁰:

Table 3: Learning outcomes and assessment criteria example (BEN100 Business English module)

ILO – BEN100 Business English	Assessment Criteria	PILO
1. Produce clear and detailed written Business communication including reports, press releases, business letters and business proposals, using format grammar structures and vocabulary appropriate to level, audience and purpose.	To execute business-related writing tasks based on a given business scenario.	PILO 3
2. Use a variety of different reading strategies to achieve comprehension of Business-related texts, identifying main ideas, supporting details and using contextual clues.	To apply understanding of business terminology and reading strategies to answer reading comprehension questions and produce a writing task based on comprehension of written text.	PILO 1
3. Demonstrate comprehension of detailed, standard spoken language, live or broadcast, on specialised Business topics by using contextual clues.	To identify main ideas, supporting details and irrelevant information by applying listening strategies in listening comprehension assessed activities.	PILO 1
4. Communicate fluently and accurately in spoken English for different purposes to a range of audiences and using technical Business vocabulary and supporting media.	To apply basic verbal communication strategies to a CEFR level of B2/C1 to deliver a short, oral presentation (5 -7 minutes) on a familiar business topic to a familiar audience.	PILO 3, 5 and 6

¹⁸ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document [p3].

¹⁹ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document

²⁰ Bahrain Institute of Banking and Finance, 2020. *Module Specification: Business English- BEN100*. Internal document.

ILO – BEN100 Business English	Assessment Criteria	PILO
5. Analyse a range of contemporary business issues, to develop the ability to prioritize solve problems and make informed judgements.	To analyse a business communication-related issue (e.g. customer complaint, HR issue) and plan an appropriate written response (e.g. a response letter, a press release) in order to show the ability to make informed judgements, solve problems and improve customer relations through proper written communication.	PILO 2

3.1.4 Modes of Learning

The IFP is a full-time course designed to incorporate both direct teacher-led learning, self-directed modes of learning and supervised assignments. A breakdown of these, by notional hours, is shown for each module in Table 4.

Table 4: IFP notional hours by learning / assessment activity

IFP module	Notional hours (total)	Notional hours by learning / assessment activity
ACS100 – Academic Study Skills	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 2 (Supervised Assessment – invigilated exams – mid terms) • 100 (self-directed study)
AWP100 – Academic Writing and Presentation Skills	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 2 (Supervised Assessment – invigilated exams – mid terms) • 100 (self-directed study)
BEN100 – Business English	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 1.5 (Supervised Assessment – invigilated exams – mid terms) • 3 (Supervised Assessment – invigilated exams – final exam) • 98 (self-directed study)
BST100 – Emerging Business Trends	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 3 (Supervised Assessment – invigilated exams) • 99 (self-directed study)
ECO100 – Introduction to Economics	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 1.5 (Supervised Assessment – invigilated exams – mid semester) • 3 (Supervised Assessment – invigilated exams – final exam) • 98 (self-directed study)
MAT100 – Introduction to Mathematics for Business and Finance	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 1.5 (Supervised Assessment – invigilated exams – mid terms) • 3 (Supervised Assessment – invigilated exams – final exams) • 98 (self-directed study)
ACF100 – Principles of		<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars)

IFP module	Notional hours (total)	Notional hours by learning / assessment activity
Accounting and Finance		<ul style="list-style-type: none"> • 1.5 (Supervised Assessment – invigilated exams – mid terms) • 3 (Supervised Assessment – invigilated exams – final exams) • 98 (self-directed study)
STA100 – Introduction to Statistics	150	<ul style="list-style-type: none"> • 48 (lessons / lectures / seminars) • 1.5 (Supervised Assessment – invigilated exams – mid terms) • 3 (Supervised Assessment – invigilated exams – final exams) • 98 (self-directed study)
Total IFP programme	1,200	

Interactive teaching methods in classroom environments can include group discussions, presentations, problem-solving, team building activities and guided research alongside the use of technology and online resources²¹.

According to the *IFP Programme Specification Form* (March 2020) learners engage in tasks that help them develop transferrable skills in areas such as academic writing, mathematical and statistical problem-solving and analysis of current business issues whilst providing opportunities for regular formative feedback and critical reflection. Typical tasks include problem-solving, critical analysis of case studies and spoken communicative activities incorporating group-, pair- and independent-learning activities²².

3.1.5 Assessment Methods

The IFP is 100% internally assessed by the BIBF using summative assessment methods. The IFP programme specification describes a diverse range of summative assessment methods scheduled at both the middle (approx. week 6) and end of the semesters (approx. week 12), with at least three different methods indicated for each module. Typically, final academic exams and reports equate to 50-60% of the final grade, with the remaining 40-50% being divided between the remaining two to three assessments including; mid-term tests, debates, group projects/assessments and presentations. A breakdown of the summative assessments for each IFP module is given in Table 5.

Table 5: Assessment method weighting by IFP module

Module	Summative Assessment ²³	Module weighting (%)
ACS100 - Academic Study Skills	Mid-Term Multiple Choice and writing Test	30%
	Academic Research Essay (1500 words)	40%

²¹ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²² Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²³ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document

Module	Summative Assessment ²³	Module weighting (%)
	Verbal Presentation	20%
	Reflective Portfolio	10%
AWP100 - Academic Writing and Presentation Skills	Mid-Term Critical Reading and Writing Test	30%
	Debate	20%
	Final Academic Report	50%
BEN100 - Business English	Oral presentation	10%
	Mid- Semester Test (writing, reading and listening)	10%
	Final Examination (reading and writing)	60%
	Listening Task	20%
BST100 - Emerging Business Trends	Group Project 1	40%
	Group Project 2	30%
	Final Written Examination	30%
ECO100 - Introduction to Economics	Mid-Semester Test	20%
	Group Project	20%
	Final Written Examination	60%
MAT100 - Introduction to Mathematics for Business and Finance 1	Mid-Term Test	20%
	In-class graded worksheet assessments	20%
	Final Written Examination	60%
ACF100 - Principles of Accounting and Finance	Mid-Term Test	20%
	Project	20%
	Final Written Examination	60%
STA100 - Introduction to Statistics	Mid-Semester Test	25%
	Group Assessment	25%
	Final Written Examination	50%

Referencing the BEN100 - Business English module as an example, the specific ILOs each of the assessment methods are designed to meet are shown in Table 6.

Table 6: ILOs assessed by the BEN100 Business English assessment methods

BEN100 – Business English module	
Assessment Method	The ILO(s) the assessment methods are designed to meet
Oral Presentation (10%)	4
Mid-semester Test (10%)	1, 2, 3, 4, 5
Final Examination (60%)	1, 2
Listening Task (20%)	5
<p><u>ILOs:</u></p> <ol style="list-style-type: none"> 1. Produce clear and detailed written Business communication including reports, press releases, business letters and business proposals, using format grammar structures and vocabulary appropriate to level, audience and purpose. 2. Use a variety of different reading strategies to achieve comprehension of Business-related texts, identifying main ideas, supporting details and using contextual clues. 3. Demonstrate comprehension of detailed, standard spoken language, live or broadcast, on specialised Business topics by using contextual clues. 4. Communicate fluently and accurately in spoken English for different purposes to a range of audiences and using technical Business vocabulary and supporting media. 5. Analyse a range of contemporary business issues, to develop the ability to prioritize solve problems and make informed judgements. 	

As detailed in the BIBF *Quality Assurance Code of Practice*²⁴ all assessments are subject to pre-assessment moderation (moderation of the developed assessments prior to the assessments being taken) and post-moderation assessment (moderation upon assessment completion) to ensure the reliability and validity of assessment methods. Each of the historic IFP module assessments reviewed in this study had accompanying answer keys, marking rubrics, or model answers, as appropriate, that detail the mark allocations for the assessment. The BIBF *Quality Assurance Code of Practice* document states that every assessment contributing to a final award must be double marked by an internal marker or be subject to internal moderation by a senior examiner. Further detail can be found in Appendix 2.

²⁴ Bahrain Institute of Banking and Finance, 2019. *BIBF Code of Practice*. [pdf, online] Published by: Bahrain Institute of Banking and Finance.

3.1.6 Grading System

The IFP grading system is detailed below and is used throughout all eight modules and for the overall IFP award classification (Table 7)²⁵:

Table 7: IFP grading system

IFP assessment scores (all IFP modules and the IFP overall)	IFP assessment score classification (all IFP modules and the IFP overall)
90% and above	Distinction
80%-89%	Merit
70%-79%	Credit
50%-69%	Pass
49% or below.	Fail.

All eight IFP module grades provide equal weighting (12.5%) to the final IFP award classification. On completion of the IFP, graduates receive a transcript of their grades in all eight modules and, if successfully passed, a final certificate containing the overall IFP grade awarded (examples provided in Appendix 3).

At least two assessment re-sit opportunities are available to any IFP student who has failed any IFP module. Re-sit assessments are taken at the next available assessment opportunity. IFP students failing all re-sit attempts will be required to re-register for the module²⁶. According to the IFP *Programme Specification Form* (March 2020), students who have re-registered twice and failed to pass any re-sit attempts will normally be excluded from further module re-registration. For students with BIBF approved mitigating circumstances, an assessment re-sit attempt will be offered at the next available opportunity, however, for unapproved mitigating circumstances, the overall module mark will be capped at the minimum pass mark (50%)²⁷.

3.1.7 Associated Outcomes

The IFP aims to enable students holding the Bahraini High School diploma (*Shahadat Al-Thawayya AlAama*), or other qualifications below the standard entry requirement for a UK degree programme, to progress to undergraduate study²⁸ at the BIBF or internationally upon successful completion, or seek further study and entry-level employment opportunities. Notably, the IFP allows succession onto Year 1 of the BIBF Diploma in Accounting, Banking and Finance, or Islamic Finance (dependent on an IELTS score of 6.0 if not previously obtained). These BIBF Diplomas are validated by Bangor University²⁹ and can eventually lead (after Year 2) to the third and final year of a BSc Honours degree at Bangor

²⁵ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²⁶ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²⁷ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²⁸ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

²⁹ Bangor University, 2020. *BIBF Bahrain*. [online].

University³⁰. IFP graduates can also enter onto the BSc in Economics and Management from the University of London, which is delivered by the BIBF (a University of London Recognised Teaching Centre)³¹ providing BIBF's entry requirements for the degree have been met³².

The IFP can allow progression onto other UK undergraduate degree programmes, at institutional discretion. For example, Manchester Metropolitan University accepts IFP holders on to select undergraduate programmes providing they have met the required IFP grades for the programme³³.

3.1.8 Quality Assurance

A summary of the IFP quality assurance and control processes and procedures can be found in Appendix 2.

³⁰ Bahrain Institute of Banking and Finance, 2020. *Programme Specification*. Internal document.

³¹ University of London, (n.d.). *Bahrain Institute of Banking and Finance*. [online].

³² BIBF, 2020. *UOL - The London School of Economics and Political Science*. [online].

³³ Manchester Metropolitan University, 2020. *Bahrain and Manchester Met*. [online].

3.2 Comparative analysis summary

3.2.1 Entry Requirements

An analysis of the IFP's entry requirements in the context of the UK education system has presented clear similarities with similarly-focused RQF Level 3 qualifications (e.g. GCE AS / A Levels), which typically follow RQF Level 2 qualifications (e.g. GCSE / GCE O Level study). The Bahraini High School Diploma '*Shahadat Al-Thawayya AlAama*' (or comparable qualification), required for entry onto the IFP³⁴, is considered by UK NARIC as comparable to the General Certificate of Secondary Education ((GCSE), grades A*-C) / RQF Level 2 standard in the UK in every subject passed, with the exception of English Language, which is studied as a second language³⁵.

In the UK education system, for the similarly-focused GCE A Levels reviewed in this study, the UK awarding bodies offering these qualifications have not formally stipulated any prior academic qualifications or English Language proficiency requirements for entry. Whilst this is also the case for a particular RQF Level 3 Diploma in Business Studies³⁶ reviewed, the RQF Level 3 Diploma specifies a minimum entry age (age 16) for applicants and requires that centres delivering the qualification must ensure applicants are capable of undertaking the learning and assessment of the qualification at its associated levels. Typically, UK schools offering GCE A Levels would normally require students to have obtained 5 GCSEs on entry.

3.2.2 Duration and Structure

The overall one-year full-time modular programme design of the IFP is similar to a range of different RQF level qualifications offered in the UK, including at RQF Levels 2-4. Considering the IFP's entry requirements as an indicative orientation of the IFP, analysis of an RQF Level 3 national diploma³⁷ finds overall similarity with the IFP's duration and structure.

In regard to guided learning hours, the IFP has a slightly higher total number of guided learning hours (384 hours) compared to a typical single GCE A Level subject (360 hours). It is worth noting however, universities in the UK typically request three GCE A Levels (1,080 guided learning hours of GCE A Level study in total) for admission onto general undergraduate programmes.

3.2.3 Modes of Learning

The range of IFP learning methods described in the IFP specification (e.g. lectures, case studies, group discussions and self-directed study) are common in a range of similarly-focused RQF level qualifications offered in the UK. Similarities in learning methods were

³⁴ Entry onto the IFP with a Bahraini High School Diploma '*Shahadat Al-Thawayya AlAama*' following twelve years of education at a public or private institution is subject to a minimum GPA of 75%. Applicants with a lower GPA may also be considered on occasion, in exceptional circumstances, providing they meet further numerical and/or English language requirements set by the BIBF.

³⁵ UK NARIC, 2018. *International Comparisons*.

³⁶ OTHM, 2017. *Level 3 Diploma in Business Studies*. [pdf, online] Published by: OTHM.

³⁷ Pearson Education Limited, 2019. *Pearson BTEC Level 3 National Diploma in Business*. [pdf, online].

observed with a range of RQF Level 3 qualifications analysed in this study,^{38 39} in which directed learning, classroom and group discussions, and self-directed research are consistently utilised. Specifically, the use of case studies to explore business trends and issues is consistent throughout the IFP and similarly-focused RQF Level 3 qualifications analysed, thereby facilitating student's interaction across a diverse range of business sectors. Moreover, both the IFP and similarly-focused RQF Level 3 qualifications' use independent learning and free exploration through research and further study tasks to develop transferable skills desirable for undergraduate study.

3.2.4 Learning Outcomes

Having considered knowledge and skills expectations at RQF Level 2 (e.g. addressing straightforward problems and interpreting relevant information and ideas), the IFP's programme intended learning outcomes (PILO) indicate that the programme's intentions to develop generalised and theoretical knowledge and evaluation skills in relation to business, economics and finance is consistent with the learning outcomes expected in a range of RQF Level 3 qualifications analysed in this study.

As detailed in Table 8, the IFP's PILO 1 to 'demonstrate generalised knowledge and understanding of emerging business trends, as well as of the fundamental theories, concepts, practices and technical terminology used in [...] Business, Finance, Accounting and Economics' indicates the programme's intentions to develop an awareness of not only the nature of the business sector but also different perspectives and approaches.

A focus on problem-solving within the PILO and modular learning outcomes is also consistent with RQF Level 3 descriptors with the inclusion of outcomes which are not only focused on the completion of tasks, but also a focus on addressing problems within the context of the task and incorporating the interpretation and evaluation of the subject matter. Specifically, this is addressed in PILO 2 to 'obtain and organize information from a range of sources to solve problems and make informed decisions', as well as the BST100 Emerging Business Trends module learning outcome 2 to 'apply the main theories of business management and people management to suggest solutions to defined routine problems, such as health and safety and workplace diversity in the context of business organizations'.

³⁸ OCR, 2015. *AS and A-Level Business Delivery Guide*. [pdf, online].

³⁹ Pearson Edexcel, 2015. *AS and A-Level Business Scheme of Work*. [pdf, online].

Table 8: Comparison between RQF Level 3 Skills and Knowledge Descriptors and the IFPs PILO and Modular Learning Outcomes

RQF Level 3 descriptors ⁴⁰	IFP Programme Intended Learning Outcomes ⁴¹	IFP Modular Learning Outcomes – BST100 – Emerging Business Trends ⁴²
Knowledge		
Has factual, procedural and theoretical knowledge and understanding of a subject or field of work. Is aware of the nature of the area of study or work.	PILO 1. Demonstrate generalised knowledge and understanding of emerging business trends, as well as of the fundamental theories, concepts, practices and technical terminology used in the contexts of Business, Finance, Accounting and Economics.	ILO 1. Explain the main theories and concepts of business ownership in a local and international context.
Can complete tasks and address problems that while well-defined, may be complex and non-routine.	PILO 4. Use numerical skills and techniques; including the ability to work with financial and statistical data to solve Business, Accounting and Finance related problems.	ILO 2. Apply the main theories of business management and people management to suggest solutions to defined routine problems, such as health and safety and workplace diversity in the context of business organizations. ILO 3. Select a business, research its marketing mix problems and present findings and solutions in written and oral form.
Can interpret and evaluate relevant information and ideas.	PILO 2. Obtain and organize information from a range of sources to solve problems and make informed decisions.	ILO 5. Analyse a current business issue or trend and its current as well as potential future social, economic, and environmental impact and present findings in a group debate.
Is aware of different perspectives or approaches within the area of study or work.	PILO 1. Demonstrate generalised knowledge and understanding of emerging business trends, as well as of the fundamental theories, concepts, practices and technical terminology used in the contexts of Business, Finance, Accounting and Economics.	ILO 5. Analyse a current business issue or trend and its current as well as potential future social, economic, and environmental impact and present findings in a group debate.
Skills		
Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.	PILO 2. Obtain and organize information from a range of sources to solve problems and make informed decisions. PILO 3. Communicate effectively	ILO 2. Apply the main theories of business management and people management to suggest solutions to defined routine problems, such as health and safety and workplace diversity in the context of business

⁴⁰ GOV.UK, 2020. *Ofqual Handbook: General Conditions of Recognition. Section E- Design and development of qualifications. Condition E9 -Qualification and Component levels.* [online].

⁴¹ Bahrain Institute of Banking and Finance, 2020. *Programme Specification.* Internal document.

⁴² Bahrain Institute of Banking and Finance, 2020. *Module Specification: Emerging Business Trends - BST100.* Internal document.

RQF Level 3 descriptors ⁴⁰	IFP Programme Intended Learning Outcomes ⁴¹	IFP Modular Learning Outcomes – BST100 – Emerging Business Trends ⁴²
	<p>in spoken and written English considering audience and purpose and applying principles of academic integrity.</p> <p>PILO 6. Apply the generic and academic study skills needed for degree-level study.</p>	<p>organizations.</p> <p>ILO 5. Analyse a current business issue or trend and its current as well as potential future social, economic, and environmental impact and present findings in a group debate.</p>
<p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>PILO 4. Use numerical skills and techniques, including the ability to work with financial and statistical data to solve Business, Accounting and Finance related problems.</p> <p>PILO 5. Use basic IT software, packages and search engines to collect, organize and process information.</p>	<p>ILO 3. Select a business, research its marketing mix problems and present findings and solutions in written and oral form.</p>

A comparison of the IFP learning outcomes with a similarly-focused RQF Level 3 Diploma in Business Studies also identified similarities. Specifically, similarities were present regarding the development of introductory-level knowledge of business terminology, concepts and theories with the RQF Level 3 descriptor to develop ‘factual, procedural and theoretical knowledge and understanding of a subject or field of work’. Furthermore, both qualifications include a focus on the evaluation of business contexts, with the use of diverse sources and data collection in application to business problem solving and decision making. Moreover, a notable emphasis was placed on academic study skills within the IFP’s PILO and a similarly-focused RQF Level 3 qualification analysed in this study. Specifically, similarities were observed in the emphasis of resource collection and collation, as well as the effective application of verbal and written communication techniques.

3.2.5 Content

Analysis of the IFP’s syllabus has presented similarities in the course content of the IFP and similarly-focused RQF Level 3 qualifications across a range of disciplines including business, economics and statistics. As an example, the IFP’s focus on academic writing and research in the AWP100 Academic Writing and Presenting Skills module is consistent with particular content covered in an RQF Level 3 Diploma in Business Studies analysed in this study. Specifically, both sets of students are exposed to transferable skills such as academic forms of essay writing, research and verbal and written communication. Both qualifications have a focus on project development in which students are taught the skills of project planning from inception, data collection, research and reporting to ultimate dissemination and communication. Moreover, specific similarities such as critical reading and proof reading are also present, in which students are expected to not only interpret information but also evaluate information from a variety of sources as per the knowledge and skills expected at RQF Level 3.

In a business context, the IFP expects students to develop a basic understanding of business environments and emerging business trends, thereby providing an introduction to entrepreneurship and management which can also be found in similarly-focused RQF Level 3 qualifications in business analysed in this study, including a Diploma in Business Studies and GCE A Level in Business. Notably, both the IFP and similarly-focused qualifications introduce students to types of business organisations, marketing, leadership and decision making, who are expected to develop knowledge of business case studies to participate in evaluation tasks which incorporate business theory and procedures.

Although similarities can be drawn between the IFP and similarly-focused GCE A Levels in certain topic areas, it is important to note that, as a foundation programme comprising a range of subject areas including business, economics and finance an IFP module covers less breadth than a single-subject GCE A Level in any of those subjects.

In regards to the IFPs coverage of economics, similarities were present in the content of the IFP's ECO100 Introduction to Economics module and basic economics concepts covered in a GCE A Level in Economics; for example, supply and demand, inflation, the role of the Central Bank, market structure (including monopolies and oligopolies) and macroeconomic policies (including fiscal and monetary). Furthermore, for both qualifications there is an emphasis on the use and application of economic principles and calculations, thereby developing students' practice skills, methods and procedures in relation to economic problem solving, akin to the RQF Level 3 descriptor.

Analysis of the IFP STA100 Introduction to Statistics module and an RQF Level 3 qualification in Business Statistics⁴³ has also identified similarity in certain content areas studied, for example, in relation to the application of basic mathematical principles (calculation of the mean, mode and standard deviation), graphical representations (including histograms and scatter diagrams) and probability distributions.

3.2.6 Assessment

The IFP utilises a diverse range of summative assessment methods, scheduled at both the middle (approx. week six) and end of the semesters (approx. week 12), with at least three different methods indicated for each module. These can include (but are not exclusive to); final written examinations, group projects, presentations and mid-term assessments.

The assessment methods utilised within the IFP programme are intended to provide a complete assessment of students' knowledge and skills in relation to the PILO and specific module learning outcomes. These are discussed, along with the comparability of knowledge and skills the assessment methods assess in relation to the RQF, for the following IFP modules as examples:

- ACF100 – Principle of Accounting and Finance
- BST100 – Emerging Business Trends
- ECO100 – Introduction to Economics
- MAT100 – Introduction to Mathematics for Business and Finance

⁴³ Pearson Edexcel, 2019. *Pearson LCCI Level 3 Certificate in Business Statistics*. [pdf, online] Published by: Pearson Edexcel.

- ACS100 – Academic Study Skills.

ACF100 – Principles of Accounting and Finance

The module ACF100 – Principles of Accounting and Finance utilises three assessments; mid-term test, group project and final written examination. As a new module, to be taken by a first cohort in September 2020, the analysis of the assessment is based on a draft final written examination only. Analysis of this exam shows students are required to demonstrate their knowledge and understanding of finance and business accounting through two variations of questions; (i) mathematical business case studies and (ii) short essay questions (see Table 9 for examples).

For section A of the final written examination, students are required to demonstrate their knowledge of accounting principles through the analysis of data presented in business case studies and completion of tasks including drafting balance sheets, producing profit and loss statements and calculating firm's enterprise value. These tasks specifically align with ILO 2, in which students are intended to 'use basic accounting terminology to identify the assumptions, principles, and constraints of the accounting environment'. This is also consistent with RQF Level 3 descriptors to 'identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems' and 'interpret and evaluate relevant information and ideas'. Additionally, a review of a similarly-focused RQF Level 3 GCE A Level in accounting⁴⁴ identified that students are also required to demonstrate knowledge and application of accounting principles, including the production of profit and loss statements, the analysis of future forecasts and the calculation of basic accounting principles (e.g. cost per unit, sale price variance and annual profit) within business accounting case studies.

Within section B, students were required to analyse and utilise accounting principles and demonstrate an understanding and awareness of varying perspectives within short essay-style questions. Specifically, students were presented with one such question to 'discuss major conceptual differences between GAAP vs IFRS roles and their impact on extensive disclosures in the financial statements', thereby demonstrating an awareness of the different perspectives or approaches within the area of study, as detailed in the RQF Level 3 descriptors. This is consistent with a similarly-focused GCE A Level in accounting⁴⁵ reviewed in this study, in which students are required to assess two projects presented within a case study and thereby demonstrate an understanding of varying perspectives and an overall awareness of the area of study.

⁴⁴ AQA, 2016. *A-level Accounting - Specimen Material: Paper 2, Accounting for Analysis and Decision Making*. [pdf, online]

⁴⁵ AQA, 2016. *A-level Accounting - Specimen Material: Paper 2, Accounting for Analysis and Decision Making*. [pdf, online]

Table 9: Examples of the assessment methods utilised in the ACF100 – Principles of Accounting and Finance

ACF100 – Principles of Accounting and Finance⁴⁶													
Assessment Method	The ILO(s) the assessment methods are designed to meet												
Mid-Term Test (20%)	1, 2, 3, 5												
Group Project (20%)	2, 3												
Final Written Examination (60%)	1, 2, 3, 4, 5, 6												
<p><u>ILOs:</u></p> <ol style="list-style-type: none"> 1. Identify different types of businesses (sole trader, partnership, private, limited liability) 2. Describe the conceptual differences between Generally Accepted Accounting Principles (GAAP) vs International Financial Reporting Standards (IFRS) roles in accounting practice and use basic accounting terminology to identify the assumptions, principles, and constraints of the accounting environment 3. Introduce the importance of Financial statements in valuing the company theoretically and economically 4. Apply the elements of financial statements to match the accounting equation 5. Apply the concept of time value of money 6. Develop Net Present Value calculations using discounting factor tables 													
<p><u>Final Written Examination –Section A: Mathematical Business Case Study (example)</u></p> <p style="text-align: center;">Section A</p> <p>Question 1: At the end of 2012, you forecast the following cash flows (in millions) for a firm with net debt of \$759 million:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Cash flow from operations</td> <td>\$1,450</td> <td>\$1,576</td> <td>\$1,718</td> </tr> <tr> <td>Cash investment</td> <td>1,020</td> <td>1,124</td> <td>1,200</td> </tr> </tbody> </table> <p>You forecast that free cash flow will grow at a rate of 4% per year after 2015. Use a required rate of return of 10% in answering the following questions:</p> <p><u>Required:</u> Calculate the firm's enterprise value at the end of 2012. (15 marks)</p>			2013	2014	2015	Cash flow from operations	\$1,450	\$1,576	\$1,718	Cash investment	1,020	1,124	1,200
	2013	2014	2015										
Cash flow from operations	\$1,450	\$1,576	\$1,718										
Cash investment	1,020	1,124	1,200										

⁴⁶ Bahrain Institute of Banking and Finance (BIBF), 2020. *Module Specification: Principles of Accounting and Finance - ACF100*. Internal document.

ACF100 – Principles of Accounting and Finance⁴⁶**Final Written Examination – Section B: Short Essay Questions (example)****Section B – Essay questions (any two)**

- 1. Discuss major conceptual differences between GAAP vs IFRS roles and their impact on extensive disclosures in the financial statements.**
(10 marks)

- 2. What are the key financial statements that businesses are required to disclose and why they are important?**
(10 marks)

- 3. List the most popular business types and discuss the decisions you will need to make when choosing a business type?**
(10 marks)

BST100 – Emerging Business Trends

The module BST100 - Emerging Business Trends is assessed through two group projects and a final written examination. As a new module, to be taken by a first cohort in September 2020, the analysis of the assessment is based on a draft final written examination. This final written examination includes three variations of questions; (i) multiple-choice (ii) problem solving and (iii) short essays (see Table 10 for examples).

In section A of the final written examination, students are assessed on their theoretical and factual understanding of business concepts through multiple choice questions and in doing so assesses student's 'factual, procedural and theoretical knowledge and understanding of a subject or field of work' as per RQF Level 3. Within section B, students are assessed on their problem solving ability within a business context, specifically their ability to identify, define, explain and analyse information from case studies and present outcomes and solutions. This problem solving ability is akin to the RQF Level 3 framework to 'complete tasks and address problems that while well-defined, may be complex and non-routine' and aligns with the BST100 ILO 2 to 'apply the main theories of business management and people management to suggest solutions to defined routine problems'⁴⁷. GCE A Level students are also assessed on their ability to analyse business concepts such as inventory control, evaluate data within a business case study and explain business concepts such as the issues with rapid growth, as demonstrated in a past written assessment⁴⁸, for example.

Section C features short essay style questions focusing on broad business concepts and theories including the marketing mix, conventional monetary policy tools and corporate social responsibility. In doing so, the final written examination aims to assess student's knowledge of theories and business concepts in relation to ILO 1 and ability to describe,

⁴⁷ Bahrain Institute of Banking and Finance (BIBF), 2020. Module Specification: Emerging Business Trends - BST100. Internal document.

⁴⁸ AQA, 2018. *A-Level Business -Paper 3, Business 3*. [pdf, online] Published by: AQA.

apply and justify the use of business theories in accordance with ILO 2. As was the case within sections A and B, this shows a level of understanding and practical knowledge akin to RQF Level 3 descriptors and the reviewed similarly-focused RQF Level 3 qualification to understand, analyse and apply key business concepts⁴⁹.

Table 10: Examples of the assessment methods utilised in the BST100 Emerging Business Trends

BST100 – Emerging Business Trends⁵⁰	
Assessment Method	The ILO(s) the assessment methods are designed to meet
Group Project 1 (40%)	3
Group Project 2 (30%)	5
Final Written Examination (30%)	1, 2, 4
<p><u>ILOs:</u></p> <ol style="list-style-type: none"> 1. Explain the main theories and concepts of business ownership in a local and international context 2. Apply the main theories of business management and people management to suggest solutions to defined routine problems, such as health and safety and workplace diversity in the context of business organisations 3. Select a business, research its marketing mix problems and present findings and solutions in written and oral form 4. Describe the role of IT and the Accounting and Finance practices and techniques in the context of business operations 5. Analyse a current business issue or trend and its current as well as potential future social, economic, and environmental impact and present findings in a group debate 	
<p><u>Final Written Examination – Section A: Multiple Choice Questions (example)</u></p>	

⁴⁹ OTHM, 2017. *Level 3 Diploma in Business Studies*. [pdf, online] Published by: OTHM.

⁵⁰ Bahrain Institute of Banking and Finance (BIBF), 2020. *Module Specification: Emerging Business Trends - BST100*. Internal document.

BST100 – Emerging Business Trends⁵⁰

15. According to the World Health Organization, 39% of adults are overweight. Over the last 40 years, the prevalence of obesity has tripled around the world. With over half of consumers drinking at least one sugary drink on a given day, regulations towards the beverage sector are likely to become increasingly onerous. In the U.K., for example, a sugar tax was introduced in 2018 on beverages containing more than 5% sugar. Identify the related dimensions of business environment.
- Legal dimension and Social dimension
 - Social dimension and Technological dimension
 - Technological dimension and Legal dimension
 - Political dimension and Technological dimension
16. Which of the following is not a feature of functional structure?
- It promotes functional specialisation.
 - Managerial development is difficult.
 - It is easy to fix responsibility for performance.
 - It is an economical structure to maintain.
17. Which of the following is not a feature of formal organisation?
- It specifies the relationships among various job positions.
 - The standards of behaviour of employees are evolved from group norms.
 - It is deliberately designed by the top management.
 - It places less emphasis on interpersonal relationships among the employees.

Final Written Examination – Section B: Problem Solving Questions (example)**Question 2**

Home Creations Ltd is a well-known chain of large department store offering various types of products under one roof. The company owns fifty stores in various parts of the country. Each store is placed under the charge of a manager who can run their stores autonomously by deciding about the products which may be promoted, the appointment of staff, ways to handle customer complaints etc. As these managers have a deeper knowledge of the local situations, it enables them to take these decisions effectively keeping in view the local circumstances and consumers' needs. This approach helps to improve customer service and at the same time serves to boost morale and increase the job satisfaction of the store managers as it empowers them to innovate and use their initiatives.

In the context of the above case:

- Identify and explain the policy followed by 'Home Creations Ltd.' to run their stores successfully [4]
- What does the term 'Span of management' refer to? [3]
- Describe the features of formal organisation? [4]
- Explain the statement. "Delegation of authority helps in reducing the workload of managers". [4]
- What is meant by divisional structure of organisation? State its advantages. [5]

Final Written Examination – Section C: Short Essay Questions (example)

BST100 – Emerging Business Trends⁵⁰**Section C – Short essay questions (20 marks)**

Answer any two questions out of three.

Question C1 (10 marks)

'Because there is a conflict between profit and corporate social responsibility (CSR), private sector businesses should not have CSR as an objective.' Do you agree? Justify your view.

Question 2

Discuss the best ways a car manufacturer could use the marketing mix to increase its share of the market.

Question 3

Name and describe any TWO conventional monetary policy tools

ECO100 - Introduction to Economics

The module ECO100 - Introduction to Economics, for example, utilises three assessment methods; mid-term test, group project and a final year examination which is divided into three sections (see Table 11). In the May 2019 final year examination students' knowledge and understanding of basic microeconomic and macroeconomic theories and concepts were assessed through multiple-choice questions. This assessed module learning outcomes 1 and 2, in which students are required to demonstrate generalised knowledge of basic microeconomic and macroeconomic theories, concepts and terminology, akin to the factual, procedural and theoretical knowledge required in RQF Level 3 standard qualifications.

In section B of the ECO100 final examination (May 2019) analysed in this study, students are presented with case studies and accompanying questions to demonstrate their problem-solving ability and use of mathematical and economic calculations concerning learning outcome 3 and 4, which relates to RQF Level 3 skills 'identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine'. In the final examination section (section C), students are tasked with small essay questions in which to demonstrate their deeper knowledge of economic concepts and evaluate their use in real-world business and in doing so, demonstrate their ability to interpret and evaluate relevant information and ideas in accordance with the RQF Level 3 knowledge expectations. This application of knowledge is consistent with a similarly-focused GCE A Level in economics, in which students are presented with case studies and tasked to calculate, explain and analyse economic concepts within the context of a case study in a past written examination⁵¹, for example.

⁵¹AQA, 2018. *A-Level Economics - Paper 2, National and International Economy*. [pdf, online] Published by: AQA.

Table 11: Examples of the assessment methods utilised in the ECO100 - Introduction to economics module

ECO100 – Introduction to Economics	
Assessment Method	The ILO(s) the assessment methods are designed to meet
Mid-semester Test (20%)	1, 2, 3, 5
Group Project (20%)	4,5
Final Examination (60%)	1, 2, 3
<p><u>ILOs:</u></p> <ol style="list-style-type: none"> 1. Describe the main theories and concepts of microeconomics 2. Describe the main theories and concepts of macroeconomics 3. Use basic economics practices and techniques to analyse and predict economic behaviour in defined scenarios 4. Solve numerical and graphical economics problems with varying complexity 5. Conduct an analysis of demand and supply of a particular business or industry and present findings and conclusions in a written and oral report 	
<p><u>Final Examination: Section A- Multiple Choice Test (example)</u></p> <p>Q4. Mobile and a mobile charger are _____ goods. The Cross elasticity of demand for a it is _____.</p> <ol style="list-style-type: none"> a. Inferior, positive b. Complementary, negative c. Normal, negative d. Substitute, positive <p>Q5. An increasing opportunity cost determines that the Production Possibility Frontier (PPF) _____ and _____ determines the negative slope.</p> <ol style="list-style-type: none"> a. Bows outwards, tradeoff b. Tradeoff, bows inward c. Bows inward, tradeoff d. Bows outward, opportunity cost 	
<p><u>Final Examination: Section B – Case Studies (example)</u></p>	

ECO100 – Introduction to Economics**Question 3**

Suppose we have a hypothetical economy in which consumers buy only two products: Bread and Apple. The following two tables show the quantities in the CPI basket and the prices in the base period (2017) and the current period (2018).

CPI basket in the base year period (2017)		
Item	Quantity (units)	Price (BD)
Bread	100	1
Apple	40	1.5

CPI basket in the current year period (2018)		
Item	Quantity (units)	Price (BD)
Bread	100	1.2
Apple	40	1.8

Use the data in the above two tables to work the following problems:

- (A) Calculate the cost of the CPI basket in the base year (2017) and in the current year (2018)? **(4 marks)**
- (B) Calculate the CPI for 2017 and 2018? **(4 marks)**
- (C) Calculate the inflation rate for 2018? **(2 marks)**
- (D) Explain “monetary policy instrument.” What are the monetary policy instruments that the Fed would use to combat such high level of inflation? **(4 marks)**
- (E) What policy decision would the Fed make to reduce the inflation rate? **(2 marks)**
- (F) A change in which one of the instruments changes which three components of aggregate expenditure? **(4 marks)**

Final Examination: Section C – Short Essay Questions (example)**Question C1 (10 marks)**

Define total revenue. How does change in total revenue depend upon elasticity of demand? Explain the total revenue test using a graph. **(10 marks)**

MAT100 - Introduction to Mathematics for Business and Finance

The module MAT100- Introduction to Mathematics for Business and Finance utilises three assessment methods, namely; mid-term test, in-class graded worksheet and final examination. The mid-term test and final examination assessment (2019) both required students to demonstrate their mathematical knowledge through three variations of questions; (i) multiple-choice (ii) mathematical problem solving and (iii) applied business problems using mathematical concepts.

For the applied business problems (example provided in Table 12), students were required to use their mathematical knowledge of formulas and equations to address business scenarios and outcomes, akin to the RQF Leve 3 descriptors to interpret and evaluate information using appropriate cognitive and practical skills methods and procedures. This was consistent with a similarly-focused GCE A Level in economics, in which students are required to calculate and interpret statistical data using economic and financial formulas and principles, as found in a previous written examination⁵², for example. Moreover, for the business scenarios presented in the final examination, students were required to interpret

⁵² AQA, 2018. *A-Level Economics - Paper 2, National and International Economy*. [pdf, online] Published by: AQA.

and calculate statistics from a business case study before comparing and evaluating the statistical outcomes in the context of the case study and wider business theory. In doing so, students are required to demonstrate a depth of knowledge comparable to RQF Level 3 standard of having an ‘awareness of the nature of the area of study’ and a ‘factual, procedural and theoretical knowledge and understanding of the field of work’. This aligns with similarly-focused business and economic RQF Level 3 GCE A Level qualifications reviewed in this study, in which past assessments required students to calculate and explain data in relation to business scenarios such as consumer confidence, the impact of interest rates and trade performance⁵³, for example.

Table 12: Examples of the assessment methods utilised in the MAT100 Introduction to Mathematics for Business and Finance module

MAT100 – Introduction to Mathematics for Business and Finance	
Assessment Method	The ILO(s) the assessment methods are designed to meet
Mid-Term Test (20%)	1, 2
In-class Graded Worksheet (20%)	3, 4, 5
Final Exam (60%)	1, 2, 3, 4, 5
<p><u>ILOs:</u></p> <ol style="list-style-type: none"> 1. Solve simple equations including simultaneous and quadratic equations. 2. Solve basic matrix algebra problems. 3. Create and interpret graphs for business, economic and financial models. 4. Solve problems involving differential calculus. 5. Apply basic algebra and differential calculus to solve business related problems. 	
<p><u>Mid-Term Test – Applied Business Problems (example)</u></p> <p>Question C2: [10 marks]</p> <p>A gas station sells regular gas for \$2 per gallon and premium gas for \$3 per gallon. At the end of a business day 400 gallons of gas were sold, and receipts totalled \$900. How many gallons of each type of gas were sold?</p>	
<p><u>Final Exam – Applied Business Problems (example)</u></p>	

⁵³AQA, 2018. *A-Level Economics - Paper 2, National and International Economy*. [pdf, online] Published by: AQA.

MAT100 – Introduction to Mathematics for Business and Finance**Question C2: [20 marks]**

(a) A plant can manufacture 50 tennis rackets per day for a total daily cost of \$3,000 and 60 tennis rackets per day for a total daily cost of \$3,400. Assume that the daily cost C and production level x are linearly related.

(i) Determine the slope of the line $C = mx + b$ **(2 mark)**

(ii) Determine the linear equation that relates cost to production **(3 marks)**

(iii) Graph the total daily cost for $0 \leq x \leq 80$. **(3 marks)**

(b) A family has a \$150,000, 30-year mortgage loan at 6% compounded monthly. Calculate the monthly payment. **(7 marks)**

(c) Compare between the following nominal interest rates. Which rate is the most attractive as an investment opportunity?

(i) 20.72% compounded semi-annually

(ii) 20.22% compounded quarterly

(iii) 19.95% compounded monthly

(iv) 19.77% compounded continuously **(5 marks)**

ACS100 - Academic Study Skills

The module ACS100 - Academic Study Skills utilises four assessment methods of differing weightage; mid-term multiple choice and writing test, academic essay, verbal presentation and reflective portfolio (see Table 13). Notably, for the academic essay assignment, students are tasked to produce a 1,500 word essay using academic writing conventions which utilises primary and secondary research (Table 13).

Table 13: Examples of the assessment methods utilised in the ACS100 Academic Study Skills module

ACS100 – Academic Study Skills	
Assessment Method	The ILO(s) the assessment methods are designed to meet
Mid-Term Multiple Choice and Writing Test (30%)	2, 3, 4
Academic Essay (40%)	1, 2, 3
Verbal Presentation (20%)	5
Reflective Portfolio (10%)	1, 2
<u>ILOs:</u>	
1. Produce meaningful written communication from the integration of a variety of information sources in a style appropriate to audience and purpose, using language structures and vocabulary appropriate	

ACS100 – Academic Study Skills

to the text and level

2. Use a range of reading strategies to deal effectively with different types of appropriately levelled text based on reasonably familiar topics.
3. Apply key concepts related to academic integrity and avoiding plagiarism to academic, written communication.
4. Demonstrate the ability to reflect independently on the development of key skills required for academic success and self-development (critical thinking, problem solving, self-directed learning, team work, time management) and set targets for improvement.
5. Work independently to plan and deliver effective oral presentations (5-7 minutes) on reasonably familiar topics, using relevant academic communication techniques and supporting media.

Academic Essay (example)

Your Task:

You are required to carry out basic, supervised primary and secondary research and use academic writing conventions to write an Essay of **1500 words (10% +/-)** based on a community issue.

The issue must be current and approved by your lecturer. You must demonstrate in your paper the ability to analyse and evaluate information from at least 6 reliable sources.

The community issue can be a world issue, but in your paper, you must include information relevant to the Gulf/Bahrain context and evaluate the relevance of your findings in terms of their applicability to the Gulf/Bahrain context.

Mid-Term Multiple Choice and Writing Test (Example)

11. What is the difference between a Reference list and a Bibliography?

- a. There is no difference
- b. The Reference list includes all the sources that appear in the written work. The bibliography lists all the sources that appear in the writer work, as well as the background readings used in preparation of the written work.
- c. A bibliography lists only the sources cited within the written work, but a reference list includes both the sources that appear in-text as well as the readings used in preparation for the work.
- d. None of the above

12. What does **et al.** refer to in the in-text citation below?

According to Roberts et al. (2017)

- a. The source has more than three authors
- b. The source has more than two authors
- c. The source has more than four authors
- d. The source can be accessed online

13. Which of the statements reflects a critical thinking process?

- a. Discussing the significance of a problem and evaluating possible solutions
- b. Describing a problem
- c. Identifying the people involved in a problem
- d. Describing where a problem happens

The academic essay example in Table 13 has been specifically designed by the BIBF to assess students' abilities in relation to learning outcomes 1, 2 and 3 regarding the production of meaningful written communication and the utilisation a variety of information sources whilst maintaining academic integrity and avoidance of plagiarism. Additionally, students were required to demonstrate an ability to analyse and evaluate information from at least six reliable sources, thereby aligning with the RQF Level 3 descriptors to have a 'factual, procedural and theoretical knowledge and understanding of a subject or field of work' and be able to 'interpret and evaluate relevant information and ideas'.

Moreover, for the mid-term multiple choice and writing test (2019) students were tasked to complete a 20 question multiple-choice test assessing their knowledge of academic study skills and learning methods, as well as to produce a minimum 300-word essay on the reasons for the decline in High School student's test scores utilising three [provided] written sources. In doing so, students were able to demonstrate their ability to interpret and analyse appropriately levelled texts, as per the module's learning outcome 2 and 'use appropriate investigation to inform actions' in line with the RQF Level 3 descriptors. This is consistent with a similarly-focused GCE A Level qualification reviewed in this study, in which students were required to analyse business scenarios which utilised information from case study sources⁵⁴ in a past examination, for example.

3.2.7 Associated Outcomes

Analysis of the IFP's associated outcomes has revealed similarities with similarly-focused RQF Level 3 qualifications in regard to facilitating access and preparing students for higher education. In the UK, entry to undergraduate study is at the discretion of higher education institutions in which GCE A Level (RQF Level 3) qualifications are the most typical entrance pathways⁵⁵. IFP graduates are also eligible to apply for undergraduate study at the BIBF, in particular the BIBF-delivered University of London BSc in Economics and Management. In addition, IFP graduates are eligible to apply for Year 1 of the BIBF's Diploma in Accounting, Banking and Finance or Islamic Finance, which after Year 2, can lead to the third and final year of a BA/BSc Honours degree from Bangor University. Moreover, wider UK university acceptance of the IFP for entry onto undergraduate study has also been confirmed, with Manchester Metropolitan University accepting the IFP with required grades to select undergraduate courses⁵⁶.

3.3 Comparability of the IFP

UK NARIC's in-depth, independent and objective review (including documented quality assurance measures) and comparative analysis of the IFP in the context of the UK education system finds the IFP overall comparable to RQF Level 3 standard in regard to the broad knowledge and skills it develops and assesses, consistent with overall expectations on entry to higher education. As a foundation programme providing introductory education, including in subjects such as business, finance and economics, differences have been found in the content and structure of the IFP curriculum compared with GCE A Levels in these

⁵⁴ AQA, 2018. *A-Level Business -Paper 3, Business 3*. [pdf, online] Published by: AQA.

⁵⁵ British Council, (n.d.). *Pathways into UK Higher Education*. [online].

⁵⁶ Manchester Metropolitan University, 2020. *Bahrain and Manchester Met*. [online].

subjects. Despite these differences, a holistic comparison of the full IFP against the overall GCE A Level standard has identified that a comparable level of knowledge and skills are developed and assessed.

Qualification title	International Foundation Programme (IFP)
Country:	Bahrain
Awarded by:	Bahrain Institute of Banking and Finance (BIBF)
Comparison	
UK framework level:	RQF Level 3
Comparable UK qualifications:	Overall GCE A Level standard

Appendices

Appendix 1: Documentation reviewed and information sources

IFP and additional documentation supplied by the BIBF:

Module Specifications for:

- ACS100 – Academic Study Skills
- AWP100 – Academic Writing and Presentation Skills
- BEN100 – Business English
- BST100 – Emerging Business Trends
- ECO100 – Introduction to Economics
- MAT100 – Introduction to Mathematics for Business and Finance 1
- ACF100 – Principles of Accounting and Finance
- STA100 – Introduction to Statistics

Past assessments for:

- ACS100 – Academic Study Skills
- AWP100 – Academic Writing and Presentation Skills
- BEN100 – Business English
- ECO100 – Introduction to Economics
- MAT100 – Introduction to Mathematics for Business and Finance 1
- STA100 – Introduction to Statistics

Draft final assessments for:

- ACF100 – Principles of Accounting and Finance (Draft Final Examination only)
- BST100 – Emerging Business Trends (Draft Final Examination only)

Academic Student Handbook

Academic Programmes for Registration in Private Higher Education institutions (Kingdom of Bahrain, Ministry of Education)

Admissions and Registration – COP-CH01-02-03

Advanced Placement Credits and Exemption

APL Guidelines (Version 2)

Certificate and Transcript Template

IFP Student Calendar

Programme Specification

Quality Assurance Code of Practice 2020.

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Appendix 2: Documented quality assurance procedures

A2.1 BIBF recognition / status

The BIBF is recognised both nationally and internationally. Nationally, the Ministry of Education's (MoE) Higher Education Council recognises the BIBF as a higher education provider in regard to its provision of undergraduate and postgraduate diploma and degree programmes with Bangor University, University of London, DePaul University and University of Strathclyde⁵⁷. In addition, in December 2017 Bahrain's Education and Training Quality Authority (BQA)⁵⁸ judged three of BIBF's DipHE qualifications (listed below) with 'confidence', meaning that each qualification met all four of BQA's indicators for determining whether a programme meets international standards:

- First Cycle – Phase 2: DipHE Banking and Finance (leading to BSc Banking and Finance / BSc Business Administration and Finance)
- First Cycle – Phase 2: Dip HE Accounting and Finance leading to (BSc Accounting and Finance)
- First Cycle – Phase 2: DipHE Islamic Finance (leading to BSc Banking and Finance).⁵⁹

A2.2 IFP development processes and practice

The Quality Assurance department of the BIBF is tasked with formulating, maintaining and enhancing best practice throughout the BIBF⁶⁰ and documents the BIBF's quality assurance processes in their *Code of Practice*⁶¹. Within the *Code of Practice*, the BIBF details their procedures for developing and periodically reviewing all programme and module designs (including the IFP), as summarised below:

As part of the proposal for new modules and programmes, a business case report is presented, detailing the proposal's feasibility including feedback where appropriate from employers, evidence of market research and a completed module/programme specification template.

⁵⁷ Secretariat of the Higher Education Council, Kingdom of Bahrain Ministry of Education, 2020. *Higher Education Institutions*. [online].

⁵⁸ Established in 2008 and reorganised in 2012, the BQA is an independent authority attached to the Council of Ministers for the purposes of reviewing quality performance of education and training providers, managing National Qualifications Framework Operations and conduct National Examinations (BQA. Education & Training Quality Authority. Kingdom of Bahrain, 2020. *Facts and Figures*. [online]).

⁵⁹ BQA. Education & Training Quality Authority. Kingdom of Bahrain, 2020. *Bahrain Institute of Banking and Finance*. [online].

⁶⁰ Bahrain Institute of Banking and Finance, (n.d). *Quality Assurance*. [online]

⁶¹ Bahrain Institute of Banking and Finance, 2019. *BIBF Code of Practice*. [pdf, online] Published by: Bahrain Institute of Banking and Finance.

Additionally, each Learning Centre⁶² has a Centre level advisory board consisting of members from the industry and specialisation, members of faculty, admin and quality assurance who convene to review the appropriateness of all new and existing qualifications and programmes. The proposal for new programmes and modules is presented to the Quality Assurance department for pre-approval administrative checks in which further evidence, clarification or amendments may be requested. Upon the completion of any changes, the proposal can then be approved by the Head of Centre and Head of Quality Assurance who confirm the revised templates into the definitive module/programme template⁶³.

A2.2.1 Periodic review and internal auditing

Approval for modules and programmes are typically provided for on a three year period, in which a periodic review is conducted at the end of the three-year cycle. This periodic review follows a similar process to the initial approval review for new programmes and modules but with additional considerations of how the programme functioned in the last three years. In doing so the BIBF aims to ensure the module/programmes continue to adhere to their quality assurance standards.

The periodic review process is conducted by a review panel, convened on behalf of BIBF's Education Standards Committee (ESC), who are presented with a critical review document detailing summaries of performance data, student's end-of-module/semester feedback, statements of proposed changes, and revised specification templates, where appropriate. The outcome of the periodic review confirmed by the Chair of the ESC can be one of three possible outcomes:

- The proposal is reapproved without conditions or recommendations for typically another three-year period and any departure from the content must be justified.
- The proposal is approved with conditions which must be met by an appointed date and/or advisory recommendations which Learning Centres are required to comment on during the first annual report. The Chair of the periodic review panel (convened on behalf of the ESC) must confirm that any conditions have been met before final approval from the ESC is given.
- The proposal is rejected with a written statement of the rationale being provided by the Chair of the ESC.

Furthermore, to ensure and maintain academic standards, Learning Centres are required to conduct annual monitoring reports which are presented for review to the ESC. The monitoring reports include a review of the following:

- Educational performance of learners (e.g. benchmarked with regional and international programs where possible)
- Performance of teaching and training staff,
- Stakeholder satisfaction data

⁶² BIBF Learning Centres are essentially institutional departments/faculties by which BIBF's qualifications, programmes, courses and training are grouped according to knowledge area (e.g banking, insurance, Islamic finance). The IFP sits under the Academic and Executive Studies Department.

⁶³ Bahrain Institute of Banking and Finance, 2019. *BIBF Code of Practice*. [pdf, online] Published by: Bahrain Institute of Banking and Finance.

- Outcomes of external accreditation or assessments (e.g. program validation, NQF qualification alignment and external institute accreditation).

In addition, all Learning Centres are subject to at least two audits per year from the Quality Assurance department and can take the form of either of the following⁶⁴:

- Policy audit – the internal policies and procedures of the auditee are reviewed against the relevant external requirements such as the BQA and Higher Education Council
- Process audit – the practices of the auditee are reviewed against the established policies and procedures of the BIBF
- System audit – typically a training audit in which several related processes are reviewed regarding the integration of all the relevant processes and whole systems performance as compared to the expected outcomes of internal or external frameworks/policies.

As a result of the internal audit, suggestions or minor areas of improvement may be presented, in which actions and evidence of follow up will be addressed in the subsequent quality audit. Alternatively, major areas of improvement may be presented with the requirements of immediate action, typically within a month from the issued audit report.

A.2.2 IFP Assessment, grading and standard-setting processes

Assessment development and monitoring

The *Code of Practice* details the assessment policy utilised throughout BIBF courses in which new assessments are prepared for each sitting based on assessment plans by course instructors or programme managers in line with the associated marking schemes/assessment rubrics or criteria at a module and programme level. Assessment plans are located within module and program specifications and aim to guide; (i) the number and weight of separate assessments which contribute to the overall module assessment and (ii) the type of assessments along with an indication of size and duration.

Pre-assessment verifications are also conducted internally by another faculty member or program manager prior to the commencement of the assessment through pre-assessment verification reports to verify the validity of the assessment item for the intended purpose.

Grading and standard setting

In regards to specific assessment procedures, the *Code of Practice* stipulates that every assessment contributing towards a final award must be double marked by an internal marker or subject to a process of internal moderation by a senior examiner. Double marking is conducted from a randomly selected representative sample of at least 5% of the total assessments, with student's personal details being anonymised where possible and following one of two procedures:

⁶⁴ Bahrain Institute of Banking and Finance, 2019. *BIBF Code of Practice*. [pdf] Published by: Bahrain Institute of Banking and Finance.

- blind double marking - where the outcome and feedback of the first marker are not made available to the second marker
- non-blind double marking - where the outcome and feedback of the first marker are shared with the second marker, with disparities in the two results involving the Head of Centre in the final moderation.


Moreover, any adjustments made as a result of double marking or moderating the marking of an assessment is to be agreed and signed off by the Head of Centre. In instances where the initial marking has not been carried out in line with the approved marking scheme/assessment criteria, or inconsistencies are presented in regards to the standards applied to the course, a re-mark will be conducted by another marker.

In addition, the BIBF also facilitates post-assessment external moderations by independent external moderators who, along with the Head of Centre, form a subject specialist panel to moderate all programmes offered in the Centre. In doing so, the BIBF aims to maintain and strengthen the reliability and validity of assessments with the consistency of marking across the current and future cohorts, as well as ensure the fairness and equality of assessment. Typically conducted at the end of each semester, the external moderation panel are provided with a randomly selected representative sample of each assessment item (e.g. mid-term test, assignment and final examination).

Finally, for all credit-bearing courses (including the IFP), results of examinations are to be reviewed and approved by an appointed examination board, which for courses over 30 notional hours consists of at least three senior members of the BIBF and a quality assurance representative. Before declaring the final result to students, the examination board consider the assessment of modules in accordance with feedback from the following; (i) analysis of detailed student performance data, (ii) faculty feedback on assessment and (iii) examiner/external examiner feedback, to confirm the marks awarded for all modules on each program and confirm students have achieved all the ILOs detailed in the programme assessment plan.

Appendix 3: Example IFP Transcript and Final Certificate

A3.1 Example IFP Transcript



BIBF
LEADING EXCELLENCE

معهد البحرين للدراسات المصرفية و المالية
BAHRAIN INSTITUTE OF BANKING AND FINANCE

OFFICIAL TRANSCRIPT

TRCID-11082

BIBF International Foundation Programme


Student Name :

Student ID :

Personal Number :

Code	Module	Start Date	End Date	Teaching Hours	Status	Grade	Score	Grade Scheme
MAT101	Introduction to Math for Business and Finance 2	17 Feb 2019	07 May 2019	48.00	Completed	Pass	50.00	GNL-A
MAT100	Introduction to Mathematics for Business and Finance Tutoring Sessions	02 Apr 2018	30 Apr 2018	4.00	Completed			N/A
MAT101	Introduction to Math for Business and Finance 2	26 Feb 2018	16 May 2018	48.00	Completed	Fail	42.00	GNL-A
STA100	Introduction to Statistics	26 Feb 2018	17 May 2018	48.00	Completed	Pass	52.00	GNL-A
AWP100	Academic Writing & Presentation Skills	25 Feb 2018	15 May 2018	48.00	Completed	Pass	56.00	GNL-A
ECO100	Introduction to Economics	25 Feb 2018	15 May 2018	48.00	Completed	Pass with Credit	76.00	GNL-A
MAT100	IFP 5 Introduction to Mathematics for Business and Finance - Group B	25 Sep 2017	20 Dec 2017	48.00	Completed	Pass	50.00	GNL-A
ACS100	IFP 5 Academic Study Skills - Group B	25 Sep 2017	20 Dec 2017	48.00	Completed	Pass	51.00	GNL-A
BAF100	IFP 5 Introduction to Business and Finance - Group B	24 Sep 2017	19 Dec 2017	48.00	Completed	Pass with Merit	87.00	GNL-A
BEN100	IFP 5 Business English - Group B	24 Sep 2017	19 Dec 2017	48.00	Completed	Pass with Merit	85.00	GNL-A

Note: The grade legends are available on the last page of this document.



Registrar

Date :01-Oct-2019

P.O. Box 20525, Manama, Kingdom of Bahrain

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Page 1 of 2

OFFICIAL TRANSCRIPT

TRCID-11083

Status & Grade Legends

Grade Legend		
Grade Scheme	Grade	Score Range
GNL-A	Distinction	90% - 100%
	Pass with Merit	80% - 89%
	Pass with Credit	70% - 79%
	Pass	50% - 69%
	Fail	Below 50%
	incomplete	Incomplete Course Assessment
	Hold	Grade on Hold
N/A	Grade Not Applicable	

Date :01-Oct-2019

Page 2 of 2

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A3.2 Example IFP final Certificate

