



UK-validated Chinese award

BA (Hons): English Language and International Business

Programme Specification

2026 – 2027

CONTENTS

1. INTRODUCTION	- 3 -
2. OVERVIEW.....	- 4 -
3. ABOUT THE PROGRAMME	- 5 -
4. MISSION	- 5 -
5. PROGRAMME STRUCTURE.....	- 5 -
6. PROGRAMME OUTCOMES.....	- 7 -
7. TEACHING, LEARNING, AND ASSESSMENT	- 9 -
8. ENTRY REQUIREMENTS.....	- 11 -
9. EXIT AWARD REQUIREMENTS.....	- 11 -
10. STUDENT SUPPORT AND GUIDANCE	- 11 -
11. PLACEMENT	- 13 -
12. STUDY ABROAD.....	- 14 -
13. REGULATORY FRAMEWORK.....	- 14 -
Ensuring and Enhancing the Quality of the Programme	- 14 -
APPENDIX 1 Curriculum Map.....	- 16 -
Programme Specification Publication Dates	18

1. INTRODUCTION

This document describes the **BA (Hons): English Language and International Business** awarded by the Richmond American University London, using the agreement required by the Higher Education Qualification Framework in England, Wales and Northern Ireland (QAA, 2019).

The programme is devised, delivered and assessed by Chongqing Institute of Foreign Studies, and validated for a UK award by Richmond American University London. The programme is delivered by Chongqing Institute of Foreign Studies, in China, to its own students. Richmond American University London is responsible for the standard and issuance of UK awards and quality assurance and enhancement of the validated programmes at Chongqing Institute of Foreign Studies.

The degree is delivered within the framework set by policies and regulations of *National Standards for Teaching Quality of Undergraduate Majors in General Colleges and Universities of China*. Typically, students complete 40 separate courses over the programme which takes 4 years. Normally, each course carries 1-6 Chinese academic credits and the relationship between credit hours and credits of various types of courses are as follows:

Theoretical courses: 16 credit hours = 1 credit

Experimental / Practical courses: 24 credit hours = 1 credit

Practical Learning Arrangements: 1 week= 1 credit

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the FHEQ and the Higher Education Credit Framework for England. Each course has been assigned to an appropriate level on the FHEQ, based on the course's learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year Chinese undergraduate degree are normally at RQF Level 3). Chinese undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 Chinese credit = 2 ECTS credits = 4 UK CATS credits. A Richmond-validated UK award must have a minimum of 360 UK CATS credits at Levels 4-6 on the FHEQ.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.

The accuracy of the information contained in this document is reviewed by the Institute.

2. OVERVIEW

Programme/award title(s)	BA (Hons): English Language and International Business
Teaching Institution	Chongqing Institute of Foreign Studies
Awarding Institution	Richmond American University London
Date of last validation	
Next revalidation	
Credit points for the award	360 UK Credits (FHEQ Level 4- Level 6)
Programme start date	September 2025
Underpinning subject benchmark(s)	Please see UK Quality Assurance Agency Subject Benchmark Statement for Languages, Cultures and Societies: https://www.qaa.ac.uk/docs/qaa/sbs/sbs-languages-cultures-and-societies-23.pdf?sfvrsn=3c71a881_10 Please see UK Quality Assurance Agency Subject Benchmark Statement for Business and Management: https://www.qaa.ac.uk/docs/qaa/sbs/sbs-business-and-management-23.pdf?sfvrsn=8370a881_10
Professional/statutory recognition	N/A
Language of Study	English
Language of Assessment	English
Duration of the programme for each mode of study (P/T, FT, DL)	FT
Date of production/revision of this specification	(See chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The **BA (Hons): English Language and International Business** awarded by the University of Richmond, American International University in London is a four-year programme where the discipline is studied alongside a range of subjects. The programme outcomes are then applied in each course on the programme through assessed, courses-specific learning outcomes. On successful completion of the programme, a student is expected to be able to demonstrate all of the Programme Outcomes. The compulsory courses in the major provide a thorough grounding in English linguistic knowledge, Western cultures and literature, comprehensive and systematic knowledge in international business and trade.

Main academic courses of this major include:

Comprehensive English (1), English Listening and Speaking (1), English Grammar, Comprehensive English (2), Extensive Reading (1), English Listening and Speaking (2), English Writing Skills, Comprehensive English (3), Extensive Reading (2), Listening and Speaking(1), British Literature, American Literature, Comprehensive English (4), Listening and Speaking (2), An Overview of Western Cultures, Advanced English (1), Advanced English (2), British Literature, English-Chinese Translation, Chinese-English Translation, Consecutive Interpreting , Principle of Marketing, Digital Marketing and Social Media, International Business, International Trade, International Commercial Law and English for Academic Writing.

4. MISSION

This programme focuses on providing students with an education in English language and business knowledge, understanding and skills that helps them achieve their intellectual potential. Throughout the educational process, emphasis is placed on developing English language proficiency and the theories and practice in international business. At the same time, students' cross-cultural communication abilities, critical thinking and innovation skills, as well as self-directed learning capabilities are expected to be strengthened.

5. PROGRAMME STRUCTURE

In order to meet the requirements of the UK award, students must:

- satisfactorily complete ALL required courses listed below at each FHEQ level;
- satisfactorily complete the minimum number of optional courses listed below, at each FHEQ Level;
- earn a minimum of 120 UK credits at each of the levels 4-6 (360 UK credits total)*, and;
- achieve a minimum UK GPA of 1.850.

*Please note, some programmes require a higher minimum UK credit threshold at each FHEQ level, please refer to the structure below for the programme.

For more information about Richmond's UKGPA calculations and UK Degree Classification boundaries, please refer to CIFS's dedicated UK-award policy pages.

The normal number of courses at each level is determined according to the actual schedule of courses in each academic year. In level 3, 11 courses are arranged for 30 credits (120 UK credits). In level 4, 11 courses are arranged for 30 credits (120 UK credits). In level 5, 9 courses are arranged for 30 credits (120 UK credits). In level 6, there are 9 courses with a total of 30 credits (120 UK credits).

RQF Level 3				
Level	Course Code	Course Title	CREDITS (China)	CREDIT (UK)
3	C05020100001	Introduction to English Speaking Countries	2	8
3	C05020100002	Comprehensive English (1)	4	16
3	C05020100003	English Listening and Speaking (1)	4	16
3	C05020100004	English Grammar	2	8
3	C05020100005	Extensive Reading (1)	2	8
3	C05020100006	Comprehensive English (2)	4	16
3	C05020100007	Foundations of Business	2	8
3	C05020100008	English Listening and Speaking (2)	4	16
3	C05020100009	Extensive Reading (2)	2	8
3	C05020100010	An Introduction to British and American Literature	2	8
3	G00000000012	Computer Foundation	2	8
RQF Level 3 Credit Totals			30	120
FHEQ Level 4				
Level	Course Code	Course Title	CREDITS (China)	CREDITS (UK)
4	C05020100011	Comprehensive English (3)	4	16
4	C05020100012	English-Chinese Translation	2	8
4	C05020100013	Public Speaking and Debate (1)	4	16
4	C05020100014	British Literature	2	8
4	C05020100015	English Writing Skills	2	8
4	C05020100016	Chinese-English Translation	2	8
4	C05020100017	Comprehensive English (4)	4	16
4	C05020100018	Public Speaking and Debate (2)	4	16
4	C05020100019	American Literature	2	8
4	C05020100020	An Overview of Western Cultures	2	8
4	C05020100021	Introduction to Entrepreneurship	2	8
RQF Level 4 Credit Totals			30	120
FHEQ Level 5				
Level	Course Code	Course Title	CREDITS (China)	CREDITS (UK)
5	C05020100022	Legal and Ethical Aspects in Business	4	16
5	C05020100023	Consecutive Interpreting	4	16
5	C05020100024	Advanced English (1)	4	16
5	C05020100025	Principles of Marketing	4	16
5	C05020100026	Digital Marketing and Social Media	4	16

5	C05020100027	English for Academic Writing	2	8
5	C05020100028	Advanced English (2)	4	16
5	C05020100029	E-commerce Customer Service	2	8
5	C05020100030	E-commerce Laws and Regulations	2	8
FHEQ Level 5 Credit Totals			30	120
FHEQ Level 6				
Level	Course Code	Course Title	CREDITS (China)	CREDITS (UK)
6	C05020100031	International Trade	4	8
6	C05020100032	International Business	4	8
6	C05020100033	International Business Environment	2	8
6	C05020100034	Employment Guidance	2	8
6	C05020100035	International Commercial Law	4	16
6	C05020100036	Public Relations Practice	4	16
6	C05020100037	Undergraduate thesis (Design)	4	16
6	C05020100038	Global Marketing	4	16
6	C05020100039	International Business Negotiation and Etiquette	2	8
FHEQ Level 6 Credit Totals			30	120
Total credits for UK degree (FHEQ level 4-6)			90	360

Blue = Gen Ed / Common Foundation courses

Black = Major compulsory courses

6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

Key Programme Outcomes

Upon completing the BA (Hons) English Language and International Business, students will be able to:

- Achieve C1 level English proficiency, as defined by the CEFR, by the end of the fourth academic year.
- Gain a comprehensive understanding of a wide range of English language and international business concepts.
- Develop the ability to apply their language skills in various social, academic, and international business contexts.
- Acquire the capacity to critically reflect on different approaches and perspectives.
- Develop professional skills and engage with a variety of challenges and problem-solving situations.

Knowledge and Understanding (A)

A1. Demonstrate comprehensive knowledge of English grammar, vocabulary, and pronunciation, alongside an in-depth understanding of English literature, linguistics, and intercultural communication.

A2. Exhibit an understanding of cross-cultural communication and language variations between English and Chinese, while demonstrating proficiency in English-Chinese translation and interpretation techniques.

A3. Demonstrates knowledge of business negotiation, trade regulations, and ethics, along with a comprehensive understanding of business communication, marketing principles and strategies, and international business practices and etiquette.

A4. Demonstrate knowledge of international finance, supply chain management, and global business operations

Cognitive Skills (B)

B1. Demonstrates effective English language skills in everyday communication while developing critical thinking and analytical skills through literary analysis and evaluation of complex texts.

B2. Analyse business texts and case studies, demonstrating cross-cultural communication skills, critical reflection on ethics and sustainability, and the application of theoretical frameworks and analytical tools to evaluate international business strategies and market risks.

B3. Demonstrate higher-order thinking to analyse and synthesize information in English and Chinese, demonstrating advanced academic writing and research skills while presenting well-reasoned arguments.

Practical Skills (C)

C1. Apply listening, speaking, reading, and writing skills in English while demonstrating research and presentation abilities, and engage in group projects and cultural exchanges to enhance interpersonal and teamwork skills.

C2. Develop effective communication, negotiation, and conflict resolution skills in English through language immersion experiences, while demonstrating proficiency in English-Chinese translation and interpretation for business contexts.

C3. Enhance writing and digital marketing skills in English and Chinese while participating in business simulations and consulting projects and applying advanced language skills in presentations and cross-cultural meetings to analyse global business operations.

Personal Development/Key Skills (D)

D1. Demonstrate cultural awareness, adaptability, and professionalism in diverse work environments and showcase ethical responsibility and autonomy in dynamic business contexts.

D2. Develop teamwork, time management, and leadership skills while demonstrating effective communication in multicultural settings.

D3. Reflect on personal growth and career goals while engaging in self-assessment, networking, and extracurricular activities, and develop a tailored portfolio and continuous learning plan in international business and language fields.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching and Learning Strategy

The teaching and learning strategy adopted within the BA (Hons) English Language and International Business degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each course.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as *Chaoxing* in many courses.
- Plenty of opportunities to practise English in the second class and international communication programs.

The combination of teaching and learning approaches mentioned above develops students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials.
- Directed reading and use of internet materials.
- Independent research.

Their cognitive skills are developed through

- Conducting research.
- Making presentations and preparing other reports.
- Helping others to learn.

Their practical skills are gained through

- Application of theory to practices encountered during internships and practical classes.
- Using information technology to retrieve and manipulate data.
- Negotiating by means of team-based projects.

Their personal development/key skills are gained through

- Employing and using appropriate linguistic skills.

- Independent learning.

Assessment Strategy

In general, our assessment strategies are in accordance with Regulations on *Examination Management of Chongqing Institute of Foreign Studies* and *Measures for Evaluation and Recording of Score of General Performance at CIFS*.

Further details may be found at:

https://www.cqifs.edu.cn/ICE/article_11984.html

Grade (Comprehensive score) (Centesimal) = score of general performance (100 points*X) + score of final exams (100 points*Y). “X” refers to the proportion of the score of general performance in the comprehensive score and “Y” refers to the proportion of the score of final exams in the comprehensive score (X+Y=100%).

Considering the difference between Chinese and UK’s scoring system, here is the explanation to the general performance. It includes different components to score students during the semester, the score will be part of students’ overall mark for the course combined with the score students obtaining in the final exam or other type of assessment at the end of each semester. The general performance will be clearly recorded by individual teachers, for example, presentation in class, taking and asking questions, assignment/homework, reading English authentic materials based on the feature of each course.

In general, the proportion of the score of general performance within the comprehensive score should not exceed 50%. For highly practice or skills driven courses, the proportion of the score of general performance shall not exceed 60%. Score of general performance is composed of scores of performances in class and scores of assigned works. Scores of performances in class include score of classroom disciplines, score of class attendance and score of answering questions in class. Scores of assigned works include scores of quizzes, written assignment, case study, attainment logs from experiment, presentation skills and assessed work. Attendance is one of the compulsory parts of students’ general performance. In addition to that, lecturers will select three types of assessed works to score students based to constitute their total scores of general performance.

Students obtain their scores of final examinations by participating in final exams. According to course specification, assessment forms of final exam can be divided into “final exam” and “performance evaluation”. Final exams are arranged in the last two weeks of each semester and are arranged by Academic Affairs Office, who would issue final exam handbooks for students and for invigilators. In general, a final exam lasts for 100 minutes. Most of the final exams are conducted in a “closed-book” way. While, for courses that focus on general skills/knowledge or innovative abilities the final exams can be conducted in an “open-book” way. Performance evaluation is conducted in the last class, lasting for 90 minutes.

For students with SEN, please refer to the syllabus for more information about SEN concessions.

For more details, see *Appendix 3 - Assessment Policy for Students with Special Education Needs (SEN)*.

8. ENTRY REQUIREMENTS

Admissions

Students are required to take part in the NCEE (*Gaokao*) organized by the Ministry of Education and apply for our programme. CIFS recruits students nationwide. Students majoring in English Language and International Business also need to take an Oral test, and the enrolment is based on the admission score meeting the entry requirements. The upper limit of the total admissions is determined by the Enrolment Plan approved by the provincial government.

9. EXIT AWARD REQUIREMENTS

Certificate of Higher Education in English Language and International Business (UK)

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

Diploma of Higher Education in English Language and International Business

The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses)
- Merit (normally a GPA of 3.0 to 3.54)
- Distinction (normally a GPA of 3.55 and above for all level 4 courses)

10. STUDENT SUPPORT AND GUIDANCE

10.1 Teaching and Learning Spaces and Accessible Facilities

There is a range of student support and guidance, for both academic and general wellbeing, available to students. This is accomplished through a range of work-streams and services which positively impact learning as well as the total student life experience.

10.1.1 Institute's Eco-friendly Space

CIFS has one of the best ecological environments. The ecological botanical garden covers an area of more than 153 acres. And there are hundreds of different types of trees and more than ten thousand shrubs. There are Magnolia Garden, Osmanthus garden, and Cherry Avenue, etc. The overall vegetation area of the campus reaches 60%, and it is a model garden unit in Chongqing Municipality.

10.1.2 Learning Spaces and Teaching Facilities

There are eight teaching buildings in total, covering an area of 134,372 square meters. The School of Arts and School of Music have two separate teaching buildings and No.1 to No.6 teaching buildings are for other teachings. Students use these classes for studying, listening to lectures, conducting experiments, doing research, carrying out academic discussions, and participating in cultural or recreational activities in the teaching buildings and training buildings. The corridors in the buildings support physically disabled students too.

The Institute has numerous Multimedia Classrooms. More specifically, it has more than 400 various types of these classrooms, consisting of around 24,000 seats. Multimedia Classrooms are of three categories according to their functions and purposes. The first category is the Small Classroom, and each classroom has about 45 seats. The second category is the Grand Classroom, which has around 70 seats in all the classrooms. The third category is the Lecture Theatre; each classroom has around 120 seats. Multimedia Classrooms are mainly used for teaching theory courses. Each Multimedia Classroom is equipped with projectors and blackboards. The Multimedia Classroom is also used as Examination Hall to organize students to take their final exams.

At present, the Institute has 4 Smart Classrooms that are located in the teaching Building and the Multi-Function Building. Each Smart Classroom has an area of 72 square meters and can accommodate 60 students simultaneously. These classrooms are divided into regular classrooms and seminar classrooms. The desks and chairs can be adjusted flexibly, according to the teaching contents and the requirements of class tasks, which can be either “group listening” mode or “group task” mode, providing hardware support for the enhancement of teacher-student interaction and interaction between students. During classes, teachers can use modern technologies in the whole teaching process so that the teaching process becomes easy, efficient and intelligent.

At present, there are 5 simultaneous interpretation classrooms and 9 translation classrooms with a total investment of more than 9 million RMB, integrating teaching, practicing and researching to provide students with a high-quality space for learning and practices.

Aiming at preparing innovative international talents to address the critical challenges of the future era, CIFS has provided students with an education that enables them to think globally and innovatively and make practical use of their professional knowledge and skills for cross-cultural communication. The students shall master at least one foreign language.

10.1.3 Library Facilities

The library of Chongqing Institute of Foreign Studies officially opened in 2002 with an area of 40,000 square meters, eight reading rooms and 4000 reading seats. Today the library has

more than 2 million books, including CNKI, Chaoxing, Wanfang, Qidian Independent Examination learning system database, Professional Independent Learning Resource Database (PROEDU), Qidian Postgraduate Entrance Examination website and other book databases and e-books.

10.2 Student Health and Wellbeing Support

To improve students' physical fitness, the Institute has outdoor playgrounds. It has 22 venues in total. The venue has 2 field courts, 11 basketball courts, 6 volleyball courts, 2 football fields and 3 tennis courts with a total area of 62,349 square meters. The venue is for all sorts of sports and can accommodate about 20 sports events; 12 sports specialized courses, extracurricular exercise, sports team training and 15 sporting event competitions.

The Institute has set up a Student Affairs Office which is responsible for daily management and the service of students. The Institute arranges a counsellor for each class. The Institute has also set up a Student Financial Aid Management Center which deals with student loans and scholarships, in order to ensure that students enjoy equal access to education. The mental health education centre disseminates mental health knowledge to students, provides psychological counselling and offers physical and mental health education courses.

The Institute makes a variety of special provisions in exams and assessment for students with a diagnosed learning disability. This might include a physical or sensory impairment, a medical or psychiatric condition or a specific learning difficulty such as dyslexia and may require additional support or adaptations to our facilities.

For a student with a documented specific learning difficulty, mental health condition, or physical disability, it is necessary to provide the Student Affairs Office with the appropriate documentation concerning their additional needs at the point of admission to the Institute or as soon as possible after enrolment.

The Institute will make sure that students with mobility impairments have the required access they need to classroom space, residential areas and study space.

The student and their inspectors are informed of the provisions after they are approved, and reminders are sent to students and invigilators shortly before the examinations.

11. PLACEMENT

The Teaching Affairs Office of CIFS offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace.

Further details may be found in *Internship Notice* at:

https://www.cqifs.edu.cn/jwc/article_2826.html

The Admissions and Employment Office of CIFS provides employment guidance services for students, organizes large-scale enterprise recruitment fairs regularly every year and offers courses like Career Planning and Employment Guidance. Colleges or Schools of CIFS also organize relevant job fairs for students before graduation, providing them with information consultation, resume development and other services.

12. STUDY ABROAD

Study Aboard for this programme is not available at this moment, but we will closely monitor the situation and listen to students' feedback and requests and set up relevant projects or opportunities in the future when necessary.

The Institute has a global perspective. In order to respond to the increasing complexities of globalization, the Institute will build on its success by cultivating a global mindset among its students. The Institute will provide an international experience for students. This will include deepening our exceptional international research and teaching partnerships, refining our curricula in the light of new global demands, and providing appropriate mobility opportunities for students.

Further details of the current studying abroad programmes are presented on the CIFS official website.

13. REGULATORY FRAMEWORK

The BA (Hons) English Language and International Business is operated under the policy and regulatory frameworks of Richmond American University London, the Framework of Higher Education Qualifications, and the UK Quality Code for Higher Education.

Also, key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. (www.qaa.ac.uk)
- QAA (2008). Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.
- SEEC (2016). Credit Level Descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

Ensuring and Enhancing the Quality of the Programme

The University has several methods for evaluating and improving the quality and standards of its provision. These include

- External Examiners
- Internal Moderation
- Teaching Material Review Conducted by Teaching Supervision Office
- Classroom Observations and Peer-to-peer Evaluations
- Student Feedback and Student Evaluation
- Student Forum

- Course Evaluations
- Student Feedback
- New Teachers Training
- President Reception Days
- Feedback from employers
- Annual Inspection & Assessments of Ministry of Education (in 2024)

APPENDIX 1 Curriculum Map

		Knowledge and understanding				Cognitive Skills			Practical Skills			Personal Development/ Key Skills		
		A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
Level 3														
C05020100001	Introduction to English Speaking Countries	X				X	X		X			X	X	X
C05020100002	Comprehensive English (1)	X				X			X			X	X	X
C05020100003	English Listening and Speaking (1)	X				X	X		X			X	X	X
C05020100004	English Grammar	X				X			X				X	X
C05020100005	Extensive Reading (1)	X							X			X	X	X
C05020100006	Comprehensive English (2)	X				X			X			X	X	X
C05020100007	Foundations of Business	X				X			X				X	X
C05020100008	English Listening and Speaking (2)	X				X	X		X			X	X	X
C05020100009	Extensive Reading (2)	X				X			X			X	X	X
C05020100010	An Introduction to British and American Literature	X				X			X			X	X	X
G00000000012	Computer Foundation													X
Level 4														
C05020100011	Comprehensive English (3)	X				X				X	X	X		
C05020100012	English-Chinese Translation		X	X				X			X			X
C05020100013	Public Speaking and Debate (1)	X				X	X			X	X	X		X
C05020100014	British Literature	X	X			X				X	X	X		
C05020100015	English Writing Skills	X				X	X			X	X	X		X
C05020100016	Chinese-English Translation		X	X				X			X			X
C05020100017	Comprehensive English (4)	X				X	X			X	X	X		
C05020100018	Public Speaking and Debate (2)	X				X	X			X	X	X		X
C05020100019	American Literature	X	X			X				X	X	X		
C05020100020	An Overview of Western Cultures	X	X			X	X			X	X	X		X
C05020100021	Introduction to Entrepreneurship	X	X			X	X			X	X	X		X
Level 5														

C05020100022	Legal and Ethical Aspects in Business			X						X		X	X
C05020100023	Consecutive Interpreting		X				X		X	X		X	X
C05020100024	Advanced English (1)		X				X						X
C05020100025	Principles of Marketing			X		X				X		X	X
C05020100026	Digital Marketing and Social Media			X		X				X		X	X
C05020100027	English for Academic Writing						X						X
C05020100028	Advanced English (2)		X				X						X
C05020100029	E-commerce Customer Service			X						X		X	X
C05020100030	E-commerce Laws and Regulations			X						X		X	X
Level 6													
C05020100031	International Trade			X	X		X			X	X		X
C05020100032	International Business			X	X		X			X	X		X
C05020100033	International Business Environment			X	X		X			X	X		X
C05020100034	Employment Guidance												X
C05020100035	International Commercial Law			X	X		X			X	X		X
C05020100036	Public Relations Practice			X						X	X		X
C05020100037	Undergraduate Thesis (Design)						X						X
C05020100038	Global Marketing			X	X		X			X	X		X
C05020100039	International Business Negotiation and Etiquette						X			X	X		X

Programme Specification Publication Dates

Document publication date	
Revision 1	Reviewed and updated for academic year 2026-2027

