



BSc (Hons): Computer Science and Technology

Programme Specification

2026-2027

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1. INTRODUCTION

This document describes the **BSc (Hons) Computer Science and Technology** awarded by Richmond American University London, using the protocols required by *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (QAA, 2024).

The programme is devised, delivered and assessed by Guangzhou College of Applied Science and Technology, and validated for a UK award by Richmond American University London. The programme is delivered by Guangzhou College of Applied Science and Technology, 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 Guangzhou College of Applied Science and Technology.

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 47 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 they take 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 University and may be verified by the Quality Assurance Agency for Higher Education.

2. OVERVIEW

Programme/award title(s)	BSc (Hons) Computer Science and Technology
Teaching Institution	Guangzhou College of Applied Science and Technology
Awarding Institution	Richmond American University London
Date of last validation	
Next revalidation	
Credit points for the award	372 UK Credits at <i>FHEQ</i> Levels 4-6
Programme start date	September 2026
Underpinning QAA subject benchmark(s)	Computing (March 2022)
Professional/statutory recognition	N/A
Language of Study	Chinese
Language of Assessment	Chinese
Duration of the programme for each mode of study (P/T, FT, DL)	FT
Date of production/revision of this specification	*INSERT DATE* (see chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The Computer Science and Technology programme is designed to align with both domestic and international trends in the discipline and is closely aligned with industry needs. It has established an application-oriented curriculum system, which includes foundational, specialized, and practical modules, forming a structure of "Fundamental Theory + Professional Skills + Innovative Ability." Foundational courses such as Programming and Practice and Computer Organization and Architecture focus on developing students' basic programming skills and systemic understanding. Specialized courses including Data Structures and Algorithms, Operating Systems, and Principle and Application of Database Systems aim to help students grasp the core theories and methodologies of computer science while enhancing their practical abilities in software development, system analysis, and design. Practical courses such as Comprehensive Practical Experience of Application Software Projects and Project-Based Learning in Computing strengthen students' professional skills and teamwork capabilities through intensive training.

4. MISSION

The bachelor's program in Computer Science and Technology is rooted in the Guangdong-Hong Kong-Macao Greater Bay Area, dedicated to serving the development of the new-generation information technology industry. It aims to educate students with profound patriotism, social responsibility, firm ideals, scientific and humanistic literacy, professional ethics, and strong teamwork spirit. The program equips students with solid foundational knowledge in natural sciences, engineering, and computer science. Through a deeply integrated theory-practice teaching model, it emphasizes outstanding practical engineering capabilities and familiarizes students with technical methodologies in the information engineering field. Graduates are prepared to conduct research and promotion in intelligent applications, and undertake the analysis, design, development, testing, and maintenance of complex computer software/hardware systems in various sectors. They will possess abilities in computational thinking for complex problem-solving, cross-cultural teamwork, lifelong learning adapting to technological change, and adhere to engineering ethics and sustainable development principles. Within about five years, graduates are expected to become technical backbones in the IT industry, eligible for roles such as Engineer, Technical Lead, Project Leader, or Department Manager.

5. PROGRAMME STRUCTURE

BSc (Hons) Computer Science and Technology

Course Code	Course Title	China Credits	UK Credits
RQF Level 3			
0610001	College English I	3	12
0610002	College English II	3	12

3210001	Career Planning	1	4
1110001	Applied Writing	1	4
0910013	Higher Mathematics A (1)	4	16
0910014	Higher Mathematics A (2)	4	16
0910015	Probability Theory and Mathematical Statistics	3	12
0500790	Discrete Mathematics	3	12
0910012	Linear Algebra (Comp Sci) A	2	8
0905001	Introduction to Computer Science and Technology	1	4
0905002	Programming and Practice	4	16
RQF Level 3 CREDIT TOTALS		29	116
FHEQ Level 4			
0610003	College English III	2	8
0610004	College English IV	2	8
3210002	Innovative Thinking and Practice	1	4
3210003	Entrepreneurship Foundation and Practical Training	2	8
0905005	C/C++ Programming	3	12
0905003	Fundamentals of Computer Hardware	3	12
0905006	Web Front-End Technologies	2	8
0905009	Object Oriented Programming and Design	3	12
0905008	Data Structure and Algorithms	4	16
0905010	Operating Systems	3	12
0905004	AI Applications	2	8
0905011	Computer Organisation and Architecture	3	12
FHEQ Level 4 CREDIT TOTALS		30	120
FHEQ Level 5			
3210004	Employment Guidance	1	4
0905018	Computer Networks	3	12
0905019	Software Engineering	3	12
0905012	Principles and Applications of Database Systems	3	12
0905020	Machine Learning	3	12
0905021	Software Development Frameworks	2	8
0905029	Front-end Responsive Technology	3	12
0905030	Deep Learning	3	12
0905044	Professional Communication Skills	2	8
0905039	Front-end Framework Application Technology	2	8
0905045	Distributed Framework Technology	3	12
0905017S	Project-Based Learning in Computing	2	8
FHEQ Level 5 CREDIT TOTALS		30	120
FHEQ Level 6			
0905033	Engineering Management and Ethics	1	4
0905038	Software Design Patterns	2	8

0905026	Software Project Management	2	8
0905036	Software Quality Assurance and Testing	2	8
0905032S	Comprehensive Practical Experience of Application Software Projects	4	16
0905057S	Specialized (Production) Practice	6	24
0905054	Professional Competence and AI in the Workplace	2	8
0905058S	Undergraduate Practice	3	12
0905059S	Undergraduate Dissertation (Design)	8	32
0905056S	(Region, Industry, Enterprise) On-site Research	1	4
One of the following			
0905040	Natural Language Processing	2	8
0905041	Computer Vision		
FHEQ Level 6 CREDIT TOTALS		33	132
DEGREE CREDIT TOTALS		122	488

Blue = Gen Ed / Common Foundation courses

Black = Major compulsory courses

Green = Major elective courses

Purple = Practice / Internship

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.

- A. Disciplinary Knowledge and Understanding
- B. Disciplinary Applied Skills
- C. Communication Skills
- D. Transferable Skills

A. Disciplinary Knowledge and Understanding

Level 3

- I. Describes the key ideas and basic concepts that underpin computing, information systems, and digital technologies.
- II. Outlines how hardware, software, networks, and programming logic operate at a fundamental level.
- III. Recognises how computing and technology are applied in everyday life and across different industries.

Level 4

- I. Explains core theories, models, and principles in computer science, including programming, algorithms, and data representation.

- II. Demonstrates understanding of system components such as operating systems, databases, and network architecture.
- III. Describes ethical, legal, and sustainability considerations in computing and technology.

Level 5

- I. Analyses and evaluates computing concepts, algorithms, and data structures to design and improve software and systems.
- II. Integrates theoretical understanding of software engineering, human–computer interaction, and emerging technologies into practical applications.
- III. Critically discusses issues of data security, privacy, and governance in contemporary computing environments.

Level 6

- I. Demonstrates systematic understanding of advanced computing paradigms, including artificial intelligence, distributed systems, and cloud technologies.
- II. Critically appraises current research, tools, and frameworks to address complex, real-world problems.
- III. Synthesises knowledge of computing, ethics, and innovation to evaluate the societal impact of technology.

B. Disciplinary Applied Skills

Level 3

- I. Applies structured problem-solving to develop simple programs and digital artefacts with guidance.
- II. Uses standard software tools to implement and test basic computational solutions.
- III. Demonstrates practical digital skills, including data entry, presentation, and safe use of systems.

Level 4

- I. Designs, implements, and tests software solutions for defined problems using appropriate programming languages.
- II. Applies standard methods in data management, networking, and system design in structured contexts.
- III. Demonstrates effective use of development environments, version control, and technical documentation practices.

Level 5

- I. Develops and maintains moderately complex software systems following recognised engineering practices.
- II. Employs analytical and design methods, including algorithms and data modelling, to solve real-world problems.
- III. Uses appropriate frameworks, APIs, and automation tools to support professional development workflows.

Level 6

- I. Designs and delivers substantial, research-informed projects that demonstrate creativity, autonomy, and critical reflection.
- II. Applies advanced methodologies, research tools, and data analytics to investigate and solve complex problems.
- III. Integrates interdisciplinary knowledge—such as cybersecurity, AI, or data science—to produce innovative and ethical solutions.

C. Communication Skills

Level 3

- I. Communicates basic computing information clearly using appropriate technical and non-technical language.
- II. Works effectively as part of a small team to complete structured learning tasks.

Level 4

- I. Produces structured reports and presentations that follow academic and professional conventions.
- II. Contributes actively to team-based problem-solving and project activities.

Level 5

- I. Communicates technical ideas and results coherently to specialist and non-specialist audiences using digital formats.
- II. Demonstrates professional written, oral, and visual communication skills, aligned with sector conventions.

Level 6

- I. Constructs and defends evidence-based arguments on complex computing issues, critically engaging with alternative perspectives.
- II. Adapts communication style and format for professional, academic, and interdisciplinary audiences.
- III. Produces professional-quality documentation suitable for publication or industry submission.

D. Transferable Skills

Level 3

- I. Demonstrates emerging self-management, teamwork, and digital literacy skills through guided learning.
- II. Shows awareness of personal learning needs and begins to take responsibility for development.

Level 4

- I. Plans and monitors learning, using feedback to improve performance.
- II. Demonstrates awareness of ethical, legal, and environmental considerations in computing.
- III. Uses collaboration tools responsibly to support individual and group work.

Level 5

- I. Reflects on personal performance and applies feedback to enhance learning and employability.
- II. Shows initiative, adaptability, and critical thinking when addressing unfamiliar problems.
- III. Engages with professional and ethical issues in computing practice and project work.

Level 6

- I. Acts autonomously with professional accountability and ethical integrity in complex contexts.
- II. Demonstrates leadership, creativity, and innovation in projects and teamwork.
- III. Integrates sustainability, inclusivity, and responsible technology use into professional and research practice.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

The teaching and learning strategy adopted within the **BSc (Hons) Computer Science and Technology** 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 specific learning outcomes.

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

- Systematic use of formal lectures in all courses to impart knowledge frameworks.
- Extensive adoption of discussion-based methods in seminars, technical forums, and online platforms to facilitate interaction between instructors and students, as well as among peers.
- Frequent implementation of practice-based exercises in programming and lab courses to reinforce theory and skills.
- Employment of heuristic and problem-driven teaching methods to guide students in independent exploration and problem-solving.
- Utilization of blended learning approaches that combine classroom instruction with online resources and collaborative platforms.
- Comprehensive implementation of task-based and project-based learning through individual and team assignments to develop comprehensive competencies.
- Application of exemplar-based instruction in core courses to analyze complex principles and practices.

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

Their knowledge is acquired through:

- Structured lectures, directed reading, and a wealth of online learning materials.
- Independent research and exploration underpinned by problem-driven and heuristic teaching.
- Analysis and learning are based on examples and case studies.

Their cognitive skills are developed through:

- Participating in classroom discussions, seminar debates, and online collaborative forums.
- Completing complex learning tasks and projects involving analysis and synthesis.
- Conducting research, designing solutions, and delivering presentations for open-ended problems.

Their practical skills are gained through:

- Extensive use of professional software and hardware tools in labs, workshops, and project development.
- Application of theoretical knowledge to solve practical technical problems through tasks and projects.
- Practicing the full software development lifecycle, collaboration, and project management within team projects.

Their transferable skills are gained through:

- Exercising effective communication and presentation skills through diverse assessments and team tasks.
- Cultivating self-management and independent learning capabilities in blended learning and self-directed project environments.
- Enhancing resilience in solving complex problems and collaborative abilities through problem-driven activities and teamwork.

Assessment Strategy

The assessment strategies we use with our **BSc (Hons) Computer Science and Technology** degree speak directly to how we anticipate progression with student learning to take place.

The general components of our teaching strategies usually involve a variety of approaches, including providing many of the following:

- Regular use of formal lectures in all courses to systematically impart core theoretical knowledge.
- Frequent implementation of programming labs, project workshops, and technical seminars in most courses.
- Regular use of individual and/or team-based projects in all courses as a key method for assessing comprehensive abilities.
- Consistent employment of guided reading and self-directed learning to encourage in-depth understanding of specific technical domains.
- Extensive use of advanced lab equipment, online judging systems, and industry-standard software development tools in many courses.

The combination of the above teaching methods develops our students' knowledge, thinking ability, and practical ability.

6. ENTRY REQUIREMENTS

Admissions

Students are required to take part in the NCEE (Gaokao) organized by the Ministry of Education and apply for our programme. GCAST recruits students nationwide. The upper limit of total admissions is determined by the Enrollment Plan approved by the provincial government.

Transfer Credit

The applicants for programme transfer are first-year undergraduate students, and the process must be based on students' voluntary choice, subject to the availability of educational resources, and approved by the corresponding academic schools, reviewed by the Academic Affairs Office, and ultimately authorized by the Teaching Guidance Committee. Permissible circumstances for programme transfer include students having a genuine aptitude, strong interest, or health-related reasons; prohibited cases include targeted-area students, special admission schemes, those on leave, or students with disciplinary records. Major transfers are processed centrally each year in May, involving procedures such as application, approval, and public notification. After transferring, students must complete all the courses required by the new programme and meet all requirements to graduate and obtain their degree. If the courses taken in the original programme are of the same category, nature, content, level and credit as those in the transferred programme, the original grades will be valid; otherwise, make-up courses should be taken.

9. EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which they are registered. Students may not enter the university registered for an exit award.

Certificate of Higher Education in BSc (Hons) Computer Science and Technology (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)

Of the total number of credits required for the UK CertHE, 60 UK credits must be completed at Validated partner institution.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements.

Diploma of Higher Education in BSc (Hons) Computer Science and Technology (UK)

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)

Of the total number of credits required for the UK DipHE, 60 UK Level 4 credits and 60 UK Level 5 credits must be completed at the University.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements. Level 6 courses can be “dipped down” to fulfil missing Level 5 credits.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

10. STUDENT SUPPORT AND GUIDANCE

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.

There are 15 teaching buildings and 34 dormitory buildings in the College, with about 9,000 dormitories. There are 328 classrooms of various types with a total seating capacity of 33,194, and a total of 230 experimental and practical training rooms. Students can study in the teaching area, listen to lectures, perform experimental (training) classes, and carry out academic exchanges and cultural and recreational activities. There are 44 outdoor sports grounds and 22 sports support facilities on campus, with a total area of 113,000 square meters. There is also one large sports ground and a gymnasium building. There is also a modernized library with a total area of 33,000 square meters. The library provides a total of 3,200 self-study seats for students. In addition to normal working days, it is also open to students during non-working hours. The opening hours of the library are from 8:00 a.m. to 22:30 p.m. from Monday to Sunday.

The College has set up a Student Affairs Office which is responsible for daily management and service for students. The College arranges a counselor for each class. The College 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 center disseminates mental health knowledge to students, provides psychological counselling, and offers physical and mental health education courses.

Related web links will be provided in the future.

The College 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.

If you are a student with a documented specific learning difficulty, mental health condition or physical disability you need to provide the Student Affairs Office with the appropriate documentation concerning your additional needs at the point of admission to the University, or as soon as possible after enrolment.

The College 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 College offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised under the College's Internship Leadership Office and Teaching Affairs Office and executed by each secondary school respectively.

These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. There are two modes of internships: designated internships in companies with partnership of the College and individual internship in workplaces found by students themselves.

Admissions and Employment Office of GCAST provides employment guidance services for students, organizes large-scale enterprise recruitment fairs regularly every year and offers courses like Career Planning and Employment Guidance. Schools 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 timely monitor and listen to students' requirement and setup relevant projects or opportunities in the future, when necessary.

13. LIBRARY RESOURCES

The library of Guangzhou College of Applied Science and Technology covers an area of 47,000 square meters. As of 2024, it has a collection of 1,830,500 copies of books (including 1,098,300 paper books and 732,200 e-books), 576 kinds of professional periodicals, and rich digital resources such as CNKI journal databases, CNKI master - doctoral thesis databases, and CNKI academic album databases. The college has formulated a series of library management regulations to ensure the order of the library and the integrity of book resources.

The library provides 5,847 reading seats for students, and is open from Monday to Sunday, with a long opening time of 98 hours per week, which is convenient for students to study and read. In addition to providing basic borrowing and reading services, the library also regularly

holds various reading promotion activities, such as reading sharing sessions, reading marathons, and academic lectures, to create a strong reading atmosphere on campus.

14. REGULATORY FRAMEWORK

The **BSc (Hons) Computer Science and Technology** is operated under the policy and regulatory frameworks of Richmond American University London, the Framework of Higher Education Qualifications, the Office for Students conditions and the UK Quality Code for Higher Education.

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

- QAA (2024). *UK Quality Code for Higher Education*. (www.qaa.ac.uk)
- QAA (2021). *The Higher Education Credit Framework for England: Advice on Academic Credit Arrangements*. (www.qaa.ac.uk)
- SEEC (2021). *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 **BSc (Hons) Computer Science and Technology** features detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The College 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 Staff
- New Teachers Training
- President Reception Days
- Feedback from employers
- Assessments of Ministry of Education (every 5 years)

BSc (Hons) Computer Science and Technology is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives and uses the results to improve the effectiveness of the programme.

APPENDIX 1 Curriculum Map

Course Code	Course Title	A. Disciplinary Knowledge and Understanding			B. Disciplinary Applied Skills			C. Communication Skills			D. Transferable Skills		
		I	II	III	I	II	III	I	II	III	I	II	III
Level 3													
0610001	College English I								X			X	
0610002	College English II								X			X	
3210001	Career Planning											X	X
1110001	Applied Writing								X				X
0910013	Higher Mathematics A (1)	X							X				
0910014	Higher Mathematics A (2)			X					X				
0910015	Probability Theory and Mathematical Statistics			X					X				
0905007	Discrete Mathematics	X					X		X				
0910012	Linear Algebra (Comp Sci) A			X			X		X				
0905001	Introduction to Computer Science and Technology	X		X								X	
0905002	Programming and Practice		X		X	X							X
Level 4													
0610003	College English III								X				X
0610004	College English IV								X				X
3210002	Innovative Thinking and Practice												X
3210003	Entrepreneurship Foundation and Practical Training												X
0905005	C/C++ Programming	X			X		X					X	
0905003	Fundamentals of Computer Hardware	X	X			X							
0905006	Web Front-End Technologies	X			X				X				X
0905009	Object Oriented Programming and Design	X			X		X					X	
0905008	Data Structure and Algorithms	X				X			X			X	
0905010	Operating Systems		X	X		X							X

0905004	AI Applications	X				X						X	
0905011	Computer Organisation and Architecture		X			X		X				X	
Level 5													
3210004	Employment Guidance												X
0905018	Computer Networks			X	X			X					
0905019	Software Engineering		X			X			X			X	
0905012	Principles and Applications of Database Systems	X				X		X					
0905020	Machine Learning		X			X		X					
0905021	Software Development Frameworks		X				X		X			X	
0905029	Front-end Responsive Technology		X				X	X					
0905030	Deep Learning		X				X	X					
0905044	Professional Communication Skills							X	X			X	
0905039	Front-end Framework Application Technology		X				X		X				
0905045	Distributed Framework Technology		X				X		X			X	
0905017S	Project-Based Learning in Computing		X				X		X				X
Level 6													
0905033	Engineering Management and Ethics			X			X			X	X		
0905038	Software Design Patterns	X				X		X					
0905026	Software Project Management				X				X			X	
0905036	Software Quality Assurance and Testing		X			X				X			
0905032S	Comprehensive Practical Experience of Application Software Projects	X			X					X		X	
0905057S	Specialized (Production) Practice			X		X			X		X		
0905054	Professional Competence and AI in the Workplace		X			X				X	X		
0905058S	Undergraduate Practice			X		X			X		X		
0905059S	Undergraduate Dissertation (Design)		X			X		X		X			X
0905056S	(Region, Industry, Enterprise) On-site Research			X	X					X			
0905040	Natural Language Processing	X					X	X					
0905041	Computer Vision	X					X	X					

