



BA (Hons): Visual Communication Design

Programme Specification

2026-2027

Contents

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

INTRODUCTION

This document describes the **BA (Hons) Visual Communication Design** 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 43 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 University and may be verified by the Quality Assurance Agency for Higher Education.

OVERVIEW

Programme/award title(s)	BA (Hons) Visual Communication Design
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	362 UK Credits at <i>FHEQ</i> Levels 4-6
Programme start date	September 2026
Underpinning QAA subject benchmark(s)	Art and Design (December 2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22
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)

ABOUT THE PROGRAMME

Visual Communication Design is the largest major in the School of Fine Arts and Creativity at Guangzhou College of Applied Science and Technology. We started recruiting students in 2004, relying on the advantages of the school's design discipline cluster, closely connecting with the development needs of cultural and creative industries, and building a teaching system that emphasizes practicality and innovation. The major is based on the first level discipline of design, following the national teaching quality standards of visual communication design, focusing on the cutting-edge development of visual communication and digital media, strengthening practical ability cultivation, deepening industry education integration cooperation, and committed to cultivating high-quality composite talents with solid professional foundation, innovative design ability, and cross media expression ability. As a key construction major of the college, this major has high-quality teaching resources, a well-structured faculty team, and a deep integration mechanism of industry and education, continuously providing high-quality professional design talents with practical ability and innovative thinking for the cultural and creative industry.

MISSION

This major adheres to the positioning of application-oriented education and differentiated development strategy, guided by the goal of "building an education powerhouse", relying on the geographical advantages and social needs of the Guangdong Hong Kong Macao Greater Bay Area, and serving the development of Guangdong's economy, society, and creative industries. Adhere to the strategy of characteristic development, strengthen the cultivation of practical abilities, and deepen the integration of industry and education. It aims to cultivate high-level application-oriented high-level design and art talents who have family feelings, a high sense of social responsibility, good professional ethics, profound humanistic arts and scientific literacy, solid basic theoretical knowledge of visual communication design, are familiar with the development characteristics of the creative industry in the Guangdong Hong Kong Macao Greater Bay Area, understand the design industry norms, and systematically master the brand visual construction, digital media design, cultural and creative product development, cross media visual communication and other capabilities. In advertising media enterprises and institutions, cultural and creative institutions, Internet companies, rural revitalization cultural and creative projects, brand planning and other units, they can be competent for design research and development, visual scheme implementation, brand image building, cultural and creative transformation and other work.

PROGRAMME STRUCTURE

BA (Hons) Visual Communication Design

Course Code	Course Title	China Credit	UK Credits
RQF Level 3			
0610005	College English I (Arts)	3	12

0610006	College English II (Arts)	3	12
3210001	Career Planning	1	4
0910024	Fundamentals of Artificial Intelligence	2	8
10072107	Introduction to Visual Communication Design	0.5	2
0702002	Design Fundamentals	3	12
0701001	History of Chinese and Foreign Design	2	8
0702003	Computer-Aided Design (1) (PS)	3	12
0702004	Commercial Photography	2	8
0702042	Computer-Aided Design (2) (AI)	3	12
0702006	Graphic Creativity	3	12
0701003	Introduction to Art	2	8
0702008	Digital video production (PR)	2	8
RQF Level 3 CREDIT TOTALS		29.5	118
FHEQ Level 4			
0610007	College English III (Arts)	2	8
0610008	College English IV (Arts)	2	8
3210002	Innovative Thinking and Practice	1	4
3210003	Entrepreneurship Foundation and Practical Training	2	8
0702007	Layout Design	3	12
0702009	Computer-Aided Design (3) (ID)	2	8
0702013	Commercial Illustration	3	12
0702018	Font Design	4	16
tbc	Lingnan Intangible Cultural Heritage and Modern Design	2	8
0702028	Dynamic Visual Design (AE)	3	12
0702010	3D Visual Design	3	12
0702011	The Psychology of Design	1	4
0702017	Advertising Design	3	12
FHEQ Level 4 CREDIT TOTALS		31	124
FHEQ Level 5			
3210004	Employment Guidance	1	4
0702023	User Experience Design	3	12
0702015	AIGC Creative Design	2	8
0702020	Post-production Compositing (AE)	3	12
0702019	IP Character Design	2	8
0702016	Packaging Design	4	16
0702014	Book Design and Printing Technology	4	16
0702033	VI Design	3	12
0702021	Cultural and Creative Product Design	2	8
0702026	Agricultural Design Project	2	8

0702029	UI Interface design	2	8
0702034	Guided Design	2	8
FHEQ Level 5 CREDIT TOTALS		30	120
FHEQ Level 6			
0702025	Competition Design Project	2	8
0702022	Portfolio Design and Presentation	1	4
0702043	Creative Curation and Exhibition Design	2	8
0702030	Information Visualization Design	3	12
0702031	Web Design	2	8
0701005	Academic Norms and Thesis Writing	1.5	6
0701004	Professional Practice (Field Study)	1	4
0702039	Field Research (Region/Industry/Enterprise)	1	4
0702040	Professional (Production) Internship	6	24
0702041	Undergraduate Practice	3	12
702042	Undergraduate Dissertation (Design)	8	32
FHEQ Level 6 CREDIT TOTALS		30.5	122
DEGREE CREDIT TOTALS		120	484

Blue = Gen Ed / Common Foundation courses

Black = Major compulsory courses

Green = Major elective courses

Purple = Practice / Internship

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. Transferrable Skills

Disciplinary Knowledge and Understanding (A)

LEVEL 3

- I. Identifies and describes key design principles, elements, and terminology in visual communication, recognising basic aesthetic and compositional approaches alongside humanities literacy.
- II. Demonstrates awareness of how visual communication operates within professional, cultural, and social contexts, including basic ideas of responsibility and ethics in design.

LEVEL 4

- I. Demonstrates broad knowledge and understanding of fundamental theories, methods, aesthetic principles, and approaches in visual communication design.
- II. Comprehends core professional and industry norms in visual communication design and their relationship to personal and professional development.

LEVEL 5

- I. Demonstrates critical engagement with historical, contextual, and technological principles in visual communication design.
- II. Applies theoretical knowledge to analyse and reflect upon design concepts and practices, identifying opportunities for innovation.
- III. Manages personal learning and professional development, critically reflecting on ethical and sustainable practices.

LEVEL 6

- I. Demonstrates a systematic understanding of advanced theories, paradigms, and research methods in visual communication design.
- II. Critically evaluates the relationship between design practice, professional norms, and societal contexts, integrating interdisciplinary knowledge.
- III. Develops independent, professional-level responses to complex design challenges, anticipating trends and future developments in the field.

Disciplinary Applied Skills (B)

LEVEL 3

- I. Demonstrates basic visual communication techniques to produce straightforward design outcomes from given instructions.
- II. Show knowledge of design methods and processes in guided tasks, reflecting on strengths and areas for improvement in their work.

LEVEL 4

- I. Applies established ideas, concepts, and techniques to solve basic design problems in visual communication, selecting appropriate tools and processes for the task.
- II. Demonstrates growing proficiency in relevant software, tools, and digital techniques for design projects, working with increasing independence and accuracy.

LEVEL 5

- I. Critically applies theoretical knowledge and research skills to develop innovative, contextually appropriate design solutions.
- II. Evaluates different concepts and methods across art and design disciplines to address practical and professional challenges.
- III. Engages effectively in problem-solving using both individual and collaborative approaches.

LEVEL 6

- I. Demonstrates a systematic understanding of complex practical and professional issues in visual communication design.
- II. Leads and manages design projects from conception to execution, integrating multidisciplinary knowledge and professional standards.
- III. Applies sophisticated disciplinary analysis to evaluate, adapt, and innovate design solutions in professional contexts.

Communication Skills (C)

LEVEL 3

- I. Communicates simple design ideas using basic visual, verbal, and written formats, responding to guidance on clarity, structure, and audience needs.

LEVEL 4

- I. Demonstrates broad communication skills across visual, textual, and digital formats, presenting ideas clearly in individual and group settings.
- II. Demonstrates a broad understanding of research methods and the ability to source relevant and reliable information.

LEVEL 5

- I. Formulates and communicates arguments cogently, retrieves and evaluates information, and engages effectively in teamwork.
- II. Demonstrates adaptability to new perspectives and technologies to enhance communication of design work.
- III. Demonstrates a degree of independence and ability to form critical judgement and analysis.

LEVEL 6

- I. Synthesizes and articulates complex ideas, arguments, and evidence across multiple media, including professional and intercultural contexts.
- II. Plans and manages the organisation and communication of specialist and inter-related information for changing audiences in complex contexts.
- III. Applies and develops interpersonal, team and networking skills to enhance team performance in complex and inter-related contexts and engages with relevant professional communities.

Transferrable Skills (D)

LEVEL 3

- I. Demonstrates responsibility for study and time management and the ability to work effectively in a group.

LEVEL 4

- I. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria.
- II. Demonstrates basic transferable skills relevant to workplace and academic contexts, including personal responsibility and group collaboration.

LEVEL 5

- I. Critically reflects on ethical principles, inclusivity, and professional standards in design practice.
- II. Develops innovative thinking and anticipates emerging trends and challenges, connecting learning with external professional contexts.
- III. Demonstrates the ability to adapt to complex and non-routine performance tasks using the appropriate technology.

LEVEL 6

- I. Acts autonomously with professional responsibility, using feedback and self-reflection to evaluate and improve personal and team performance.
- II. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication.
- III. Demonstrates entrepreneurial mindset, professional ethics, and global citizenship, contributing effectively to professional projects or independent design ventures.

TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

Classroom Teaching: Implement teachers' main responsibilities, enhance students' participation through forms such as "design project seminars" and "mutual evaluation of works", and create a discussion atmosphere of "creative questioning - scheme iteration - visual expression". The course assessment adopts the mode of "process-based assignments (e.g., sketch conception) and summative works (e.g., complete VI design)", which accurately reflects students' mastery of design theories and ability to transform creativity into practice.

Practical Teaching: Deepen "university-local enterprise collaborative talent cultivation", integrate real projects such as cultural and creative design for rural revitalization and brand visual promotion into teaching, and strengthen innovation and entrepreneurship education. Focus on cultivating students' comprehensive abilities to use design software, integrate cultural elements, and solve practical problems in agricultural creative packaging, digital advertising and other fields.

Assessment Strategy

The assessment strategies we use with our **BA (Hons): Visual Communication Design** degree speak directly to how we anticipate progression with student learning to take place.

In general, our assessment strategies are in accordance with *Regulations on Student Academic Records Management of Guangzhou College of Applied Science and Technology (Revised)*.

Further details may be found at:

<https://www.qzasc.edu.cn/qjhzjlen/info/1015/1662.htm>

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%).

In general, the proportion of the score of general performance within the comprehensive score should not exceed 30%. For highly practice or skills driven courses, the proportion of the score of general performance shall not exceed 50%. 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 on skills and assessed work, 2 or 5 of which are assessed by teachers based on course features.

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 120 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 SENDs, please refer to the syllabus for more information about SEND concessions.

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. Students majoring in art and design also need to take an additional examination of art major, and the enrolment is based on the admission score line of local art major. The upper limit of the total admissions is determined by the Enrolment 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.

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 he or she is registered. Students may not enter the university registered for an exit award.

Certificate of Higher Education in BA (Hons) Visual Communication Design (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 BA (Hons) Visual Communication Design (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.

The teaching area of Guangzhou College of Applied Science and Technology is rationally planned. There are 571 classrooms with a total area of 106,086.11 square meters, which can accommodate a large number of students for classes. There are 150 laboratories with a construction area of 28,932.91 square meters, which are equipped with advanced experimental equipment to support students’ experimental teaching and scientific research activities. There are 69 computer rooms with 4,250 computers, with 13.39 teaching - use computers per 100 students, which is convenient for students to carry out computer - related learning and operations. There are 296 multimedia classrooms with 27,579 seats and 16 voice classrooms with 886 seats, which can meet the teaching needs of different courses and teaching methods.

The sports area of the college has advanced and complete facilities. There are indoor and outdoor sports fields with a total area of 57,267.68 square meters, including an indoor sports ground of 26,698.57 square meters and an outdoor sports ground of 30,569.11 square meters. There is a 400 - meter standard plastic track and field stadium, as well as a number of basketball courts, volleyball courts, an indoor swimming pool, 5 - a - side football fields, tennis courts, and expansion training grounds, which are all free for teachers and students to use. These sports facilities can meet the needs of students’ daily sports and fitness and also provide good conditions for sports competitions and extracurricular activities.

The College has set up a Student Affairs Office which is responsible for daily management and service of students. The College arranges a counsellor for each class. The College has also set up a Student Financial Aid Management Centre 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 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 internship 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 Abroad 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 **BA (Hons) Visual Communication Design** 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 **BA (Hons) Visual Communication Design** 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)

BA (Hons) Visual Communication Design 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	Disciplinary Knowledge and understanding (A)			Disciplinary Applied Skills (B)			Communication Skills (C)			Transferrable Skills (D)			
		I	II	III	I	II	III	I	II	III	I	II	III	
Level 3														
0610005	College English I (Arts)	X						X				X		
0610006	College English II (Arts)	X			X			X						
3210001	Career Planning											X		
0910024	Fundamentals of Artificial Intelligence							X				X		
10072107	Introduction to Visual Communication Design	X			X									
0702002	Design Fundamentals	X				X						X		
0701001	History of Chinese and Foreign Design	X	X			X								
0702003	Computer-Aided Design (1) (PS)	X			X			X						
0702004	Commercial Photography	X	X		X									
0702042	Computer-Aided Design (2) (AI)	X			X	X		X						
0702006	Graphic Creativity	X												
0701003	Introduction to Art	X			X									
0702008	Digital video production (PR)	X			X			X						
Level 4														
0610007	College English III (Arts)								X					
0610008	College English IV (Arts)								X					
3210002	Innovative Thinking and Practice											X	X	
3210003	Entrepreneurship Foundation and Practical Training											X	X	
0702007	Layout Design		X			X								
0702009	Computer-Aided Design (3) (ID)	X			X									
0702013	Commercial Illustration		X			X			X					
0702018	Font Design	X	X		X			X						
tbcc	Lingnan Intangible Cultural Heritage and Modern Design		X						X				X	

0702028	Dynamic Visual Design (AE)		X			X		X					
0702010	3D Visual Design		X			X		X					
0702011	The Psychology of Design		X					X				X	
0702017	Advertising Design		X			X						X	
Level 5													
3210004	Employment Guidance												X
0702023	User Experience Design			X			X			X			
0702015	AIGC Creative Design			X			X		X				
0702020	Post-production Compositing (AE)			X			X			X			
0702019	IP Character Design			X			X					X	
0702016	Packaging Design			X		X				X		X	
0702014	Book Design/ Printing Tech		X		X	X		X				X	
0702033	VI Design		X				X						
0702021	Cultural and Creative Product Design			X			X			X		X	
0702026	Agricultural Design Project	X					X	X					
0702029	UI Interface design			X			X			X			
0702034	Guided Design			X			X			X		X	X
Level 6													
0702025	Competition Design Project			X			X		X				
0702022	Portfolio Design and Presentation			X			X						X
0702043	Creative Curation and Exhibition Design			X			X		X				
0702030	Information Visualization Design	X			X	X	X			X			
0702031	Web Design			X			X						X
0701005	Academic Norms and Thesis Writing	X						X					X
0701004	Professional Practice (Field Study)					X	X					X	X
0702039	Field Research (Region/Industry/Enterprise)						X		X				
0702040	Professional (Production) Internship						X			X		X	X
0702041	Undergraduate Practice		X		X	X				X			
0702042	Undergraduate Dissertation (Design)			X			X						X

