



AOU

الجامعة العربية المفتوحة
Arab Open University
Faculty of Computer Studies



The Graphic and Multimedia Design Technology BSc. Programme

Including Two Pathways

- 1 – Graphic and Multimedia
Design Technology (GMDT)
- 2 – Animation and Game Design (AGD)

Programme specification

1. Overview/ factual information

Programme /award title(s)	1. BSc (Honours) Graphic and Multimedia Design Technology (360 Point). - BSc (Honours) Graphic and Multimedia Design Technology. - BSc (Honours) Graphic and Multimedia Design Technology. (Animation and Game Design).
Teaching Institution	Arab Open University (AOU)
Awarding Institution	Arab Open University (AOU) and Open University (OU)
Date of first OU validation	2024
Date of latest OU (re)validation	N/A
Next revalidation	2029
Credit points for the award	360 points
UCAS Code	
HECoS Code	Animation and Game Design (AGD) pathway 100403 – mathematics 100366 – computer science 100061 – graphic design 100375 – web and Multimedia design 101268 – computer games design 100057 – animation 100363 – computer animation and visual effects Graphic and Multimedia Design Technology (GMDT) pathway 100403 – mathematics 100061 – graphic design 100375 – web and Multimedia design 100366 – computer science 100363 – computer animation and visual effects

LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2024
Underpinning QAA subject benchmark(s)	Subject Benchmark Statement of Art and Design 2019 by Quality Assurance Agency for Higher Education's (QAA's), refer to https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16 Subject Benchmark Statement of Computing 2019 by Quality Assurance Agency for Higher Education's (QAA's), refer to https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-computing.pdf?sfvrsn=ef2c881_10 Subject Benchmark Statement Mathematics, Statistics and Operational Research 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-mathematics-statistics-and-operational-research.pdf

Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework AGDinst which it will be delivered.	External - Graphic Design– The NASAD standards for graphic design and all other programs in the visual arts and design https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2016/03/NASAD-Advisory-Graphic-Design-March2005.pdf - International Council of Graphic Design Associations ICOGRADA https://snaccooperative.org/view/34940994 - The Future of Jobs Report 2020–World Economic
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	Forum https://www.weforum.org/reports/the-future-of-jobs-report-2020 Internal: • AOU Mission, Vision and Values – https://www.arabou.edu.kw/university/Pages/vision-and-mission.aspx • Learning and Teaching Strategy, Arab Open University https://www.arabou.edu.kw/blended-learning/Pages/about.aspx • The Bachelor Degree Award Requirements Bylaws, Arab Open University https://www.arabou.edu.kw/university/Documents/Regulations/student/en/The%20Bachelor%20Degree%20Award%20Requirements%20Bylaws.pdf The Bachelor Award Examinations and Assessment Bylaws, Arab Open University https://www.arabou.edu.kw/university/Documents/Regulations/student/en/The%20Bachelor%20Award%20Examinations%20and%20Assessment%20Bylaws.pdf
Professional/statutory recognition	Recognized by Ministries of Higher Education in KSA, Kuwait, Lebanon, Egypt, Oman, Jordan, Bahrain, and Sudan.
For apprenticeships fully or partially integrated Assessment.	N.A.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Blended Learning
Duration of the programme for each mode of study	Full time [3.5 – 12] Years
Dual accreditation (if	• The Open University (OU), United Kingdom • The Arab Open University (AOU), accredited

applicable)	from the Ministry of Higher Educations (MoHEs)
Date of production/revision of this specification	January 2024
2. Programme Aims and Objectives	
2.1 Educational aims and objectives	
Educational aims and objectives of Graphic and Multimedia Design Technology (GMDT) programme The Graphic and Multimedia Design Technology (GMDT) program is designed and developed to provide a high-quality program of study for students in the Faculty of Computer Studies (FCS), Arab Open University (AOU). The design and development of this program took into account the guidelines provided by professional standards bodies, including the QAA, UK (QAA2019) Hence, this program addresses these requirements by providing a structured curriculum that integrates and links key methodologies and technologies, and graphic design for animation and digital production. However, the program supports these with a solid grounding in the technical and practical foundations of the creative world as a discipline to enable graduates to continue working efficiently in an ever-evolving, changing, and complex sector in terms of technology as well as end-user/customer requirements 2.1.1 Educational aims and objectives of the Animation and Game Design (AGD) Pathway • The graduates grasp the cognitive abilities and skills related to aesthetics for creative conceptualization, media and visual literacy, qualitative analysis, oral and written communication, and life-long learning and self-developing. • The graduates demonstrate critical self-awareness and visual literacy allowing for progress, individually and in group-learning, which incorporates creativity, diversity and active teamwork. • The graduates show skills in computer graphic applications and efficiently handling tools (hardware or software) to consolidate his/her skills that is transferable to combinations of disciplines supporting career portfolios and	

creative communities.

- Translate personal responsibility in relation between audience and professional needs to be able to present their works and evaluate their efforts within due dates.
- The graduates Operate in the context of the practice in the industry field and its workflow and can analyze related to the market and cultural industries, and develop entrepreneurial skills.

2.1.2 Educational aims and objectives of the Media Arts & Design (MAD) Pathway

- All our graduates have an appreciation and understanding of the fundamentals of the creative world;
- Provide students with a reliable and appropriate set of intellectual, analytical and practical tools such that they can competently and professionally practice within the fields of graphic and multimedia design.
- Provide the opportunity, through critical and cultural studies delivered as an integral part of studio projects, for students to develop critical insight into contemporary graphic and multimedia design practices and debates.
- Students will be able to locate their own work within a wider cultural context, with a clear understanding of the cultural, aesthetic and professional forces that shape contemporary graphic and multimedia design and development, using them to reflect on their own practice;
- Develop in students an ability to communicate effectively to a range of audiences, to work with others, to listen, discuss and negotiate and to develop self-reflective practices;
- Enable students to develop a range of personal & entrepreneurial skills, which will equip them with the ability to respond to current and future career challenges.

2.1.3 Educational aims and objectives of the Graphic and Multimedia Design Technology Pathway

- Provide students a keen grasp of graphic design and multimedia, including 3D model construction, lighting, animation, UX, UI, video production, motion

graphics, and other multimedia.

- Enable the interested individuals to create exciting, engaging, and interactive experiences.
- Teaching students about how to correct and enhance already developed images/multimedia and develop all types of graphic media including web pages, marketing campaign, advertising, instructional material, and multimedia projects.
- Help in developing strong skills in artistic creativity, historical background of graphic/multimedia design, multimedia and graphic design standards, specialized theoretical background, business fundamentals, and mastering the relevant technologies and tools.
- Balance the theoretical and the practical aspects, and the artistic and technology aspects.

6.1.Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

To obtain the BSc. (Honours) Graphic and Multimedia Design Technology degree, students must achieve 360 credit points.

Opportunities to transfer between GMDT Programme Pathways

A Transition Plan has been prepared to enable students registered in the current GMDT Programme pathways to transition smoothly to the updated pathways after validation. Proper academic advising will be provided to such students to help them to achieve smooth transition into updated pathways.

Employment Opportunities

The Graphic and Multimedia design program is one of the Arab Open University programs that provides students with basic knowledge and skills about the fields of multimedia, advertising, branding, Animation and Game Design.

Graduates of this program will be able to design 3D animation, game design, mobile

applications, and development projects involving interactive and advanced graphics. graduates will be able to use creative, artistic, design and critical thinking skills. will also be able to make the connection between design and industry by developing visual communication.

Graduates will be able to evaluate and select appropriate design techniques and technological tools applicable to real-world projects. Graduates of this program will have a wide range of potential career opportunities in professional sectors, based on the implementation of projects in audiovisual, motion graphics, filmmaking, photography, advertising, branding and interactive design.

The program will help develop strong skills in artistic creation, historical background of graphic design/multimedia, interactive and graphic design standards, specialized theoretical background, business fundamentals, and mastery of relevant technologies and tools. Therefore, this program balances theoretical and practical aspects, technical and technical aspects.

Graphic and Multimedia Design technology graduates have a broad range of Potential job opportunities in the professional sectors of image production, based on the execution of projects in the field of audiovisual, motion picture, television, photography and multimedia. In addition to Post Production, 2D/3D animators and Video Editors.

We also make sure our students are well prepared to enter the world of design as in house designers, within Advertising Agencies, Printing Press, Product Packaging... They can be responsible for the visual style and images in Magazines, Newspapers, Movies and Television Productions.

Some of the key areas in which our graduates can find employment opportunities include the following but not limited to:

Pathway	Job Opportunities	
Animation and Game Design (AGD)	• Animator 3D or 2D. • Storyboard artist. • 3D digital Modeler • Character designer for comics, cartoon	• Game Designer • Graphic designer • Motion Graphic Animator • UI/UX designer • photography director

	• Animation director.	
Graphic and Multimedia Design Technology (GMDT)	• Advertising and marketing agencies • Graphic design studios • Printing houses • Publishing houses • Web, UI, UX design companies • Freelance • Teaching and research • Television	• Video, and motion graphics production studios • Social media agencies • Video game companies • Communications offices in major 'in house' commercial structures • Illustration, storyboard and comics • Animation studios
6.1 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.		
NA		
List of all exit awards		
NA		

7. Programme structure and learning outcomes

7.1 GMDT Programme Pathways

7.1.1 Animation and Game Design (AGD) Pathway

Programme Structure							
Compulsory modules			Credit points	Optional modules	Credit Hours	Is module compensable?	Semester runs in
Level 1 (AOU) = Level 4 (UK)	GD101	Drawing	15	Nil	4	NA	A.Y. 2024-2025
	GD102	Basic design and composition	15	Nil	4	NA	
	GD103	Introduction to digital media design	15	Nil	4	NA	
	GD104	Digital photography	15	Nil	4	NA	
	GD105	Typography 1	15	Nil	4	NA	
	GPR101	Playgramming	15	Nil	4	NA	
	GD106	Design Thinking & Research Methodologies	15	Nil	4	NA	
Level 2 (AOU) = Level 5 (UK)	GD107	Motion graphic	15	Nil	4	NA	A.Y. 2025-2026
	GD201	2D Animation	15	Nil	4	NA	
	GA205	Character design	15	Nil	4	NA	
	GA206	Fundamentals of Game Design	15	Nil	4	NA	
	GA207	Understanding Game Engines	15	Nil	4	NA	
	GA208	Visual narrative and Storytelling	15	Nil	4	NA	
	GD202	UX/UI	15	Nil	4	NA	
Level 3 (AOU) =	GD203	Video editing	15	Nil	4	NA	
	GD204	Introduction to 3D	15	Nil	4	NA	
	GA301	Level Design	15	Nil	4	NA	
	GA302	3D Environments and Effects	15	Nil	4	NA	

Level 6 (UK)	GPR303	virtual worlds and online communities	15	Nil	4	NA	A.Y. 2026-2027
	GD307-A	Graduation project part 1	15	Nil	4	NA	
	GD305	Internship/Portfolio	15	Nil	4	NA	
	GA304	3D Animation Production	15	Nil	4	NA	
	GD307-B	Graduation project part 2	15	Nil	4	NA	
	GD306	Digital marketing	15	Nil	4	NA	

<u>Learning Outcomes – AGD Pathway</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students graduating from the AGD pathway should be able to: A1. Recognize historical and current technologies in the disciplines of graphic, animation, and game design. A2. Identify the potentials and limitations of the existing methods, technologies, and delivery mechanisms to maximize output quality. A3. Describe the importance of integrating creativity, critical context, and technical competence into visual workflows. A4. Recognize the social, legal and ethical skills required for the professional environment in the field, locally and internationally. A5. Achieve an understanding of market needs, client and designer relations, the role of creative industries, and entrepreneurial skills.	Learning and teaching strategy: Knowledge and understanding is acquired from specially prepared teaching texts for majority of modules, supported by self-assessment and in-text questions, reference texts, multi-media packages, directed reading, computer-mediated conferencing, web-based resources, and video and audio recordings. Student learning is supported by a tutor, who is the student's first and main point of contact, answering their queries, grading and commenting on their work. AOU's learning/teaching strategy provides contact hours. Thus, AOU students experience the benefits of both the open and traditional university systems. The AGD Pathway will be delivered through two complementary modes: • Face-to-face interactive tutorials. Interactive self-learning is delivered through specially designed teaching and support materials that are conducive for self-learning.

	Students work independently with the teaching materials but are encouraged to form self-help groups with other students, communicating face-to-face, email and computer conferencing. Assessment Strategy: Assessment of the knowledge and understanding components of the AGD Pathway is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises of: ▪ Tutor marked assignments (TMAs) ▪ Midterm Assessment (MTA) ▪ Final Exam However, other assessment mechanisms are used for specific modules and graduation project.
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students graduating from the AGD pathway should be able to: B1. Form a visual literacy and Obtain Cognitive abilities related to analyzing and tasting aesthetics. B2. Gain the creative thinking process through research	Learning and teaching strategy: Cognitive skills and processes are introduced at a very simple level at Level 1, primarily via material specifically designed to develop mathematical, programming and technological skills in a

and restating the link between theory and practice to carry out original projects and self-express.

B3. Compare and distinguish a variety of materials, techniques, software methods, tools and development methods, for identifying the best options to a particular project.

B4. Analyze, and grasp the workflows of Art and Design creative projects in Animation and Game Design industries.

B5. Interact with the global related creative industries and explore up-to-date techniques in the field.

progressive way. Although modules at Levels 2 and 3 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials.

Cognitive skills are promoted in the teaching materials via a range of activities including self-assessment exercises, multi-media tasks and computer-based investigations. They are supported by tutor led face to face discussions and activities. Computer conferencing facilities provide an environment for interaction bringing students, tutors and module team's members together for critical discussions and guidance. Tutor feedback aids the development of these skills.

Assessment Methodology: Assessment of the cognitive skills of the programme are achieved through a combination of continuous assessment:

Every major module comprises of:

- Tutor marked assignments (TMAs)
- Midterm Assessment (MTA)
- Final Exam

The cognitive skills are assessed by questions asking for the application of concepts in new situations for analysis, for

	synthesis, etc., In some modules, this skill will be assessed using more open-ended design, investigative and project activities. However, other assessment mechanisms are used for specific modules and graduation project
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students graduating from the AGD pathway should be able to: C1. Demonstrate professional competence in accordance with ethical and legal standards with respect to different contexts and cultures. C2. Contextualize and creatively visualize their work in the world of contemporary art and design for specialized and non-specialized audiences. C3. Plan and manage a major project, including costing, time management, and task/resource allocation.	Learning and teaching strategy: Practical and professional skills are taught cumulatively throughout the programme. Students are exposed to a variety of introductory courses, which would lead to more advanced courses in GMDT. These skills are developed and enhanced through the teaching and communication with the tutor. Modules will include supplementary material that will enrich the learning experience and increase the knowledge learnt. Some modules will adopt the practical hands-on approach that aim to develop the student's skills in the contexts of computation, testing and analysis. Some modules will include specialized software and tools that will improve the teaching strategy. Modules also provide study guides, assignment and project guides and specimen examination

C4. Apply problem-solving skills in the development of animations and game design using professional tools.

C5. Demonstrate the ability of using professional materials, updated techniques to produce visual products in different formats.

papers. Feedback on assignments provides individual tuition and guidance.

Students are taught this material through interactive classroom activities and presentations. In writing their TMA, students make use of different electronic resources such as the internet and the e-library. AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, and conference proceedings to support the students in research-based assignments.

Assessment Methodology: Assessment of the practical skills of the programme is achieved through a combination of continuous assessment:

- Tutor marked assignments (TMAs)
- Midterm Assessment (MTA)
- Final Exam

However, other assessment mechanisms are used for specific modules and graduation project

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students graduating from the AGD pathway should be able to: D1. Organize and communicate effectively in a variety of formats written, oral, and visual presentations. D2. Manage, develop, and prioritize their own work schedule. D3. Prepare and present findings from literature and personal tutorial activities in an appropriate academic form of communication. D4. Work independently and interact effectively within a team or group, collaborating, and exchanging information and ideas toward a specified outcome. D5. Active participation in activities of social, academic, and professional environments.	Learning and teaching strategy: Transferable skills are developed throughout the programme. The skills of research, presentation, self- reflection and communication are essential to all modules and are increasingly developed as the student progresses throughout the pathway. The interactive blended learning delivered through specially designed support material helps students to enhance their own independent learning skills. AOU expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills-based assessment and tutor feedback during face-to-face tutorials and feedback to assignments. Level-1 and level-2 modules supports the students in acquiring basic skills and level 3 modules expect students to show application of skills developed earlier levels. Higher level modules aim to develop students' ability to conduct independent research using a variety of databases and websites, and to develop group-working skills. As work becomes more complex at these modules, students are

	tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. Assessment Methodology: Assessment of the key skills of the programme is achieved through a combination of continuous assessment: ▪ Tutor marked assignments (TMAs) ▪ Midterm Assessment (MTA) ▪ Final Exam In some cases, the assessment is implicit, but where the relevant skills have been taught in the related course material the assessment is generally explicit. However, other assessment mechanisms are used for specific modules and graduation project.
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7.1.2 Graphic and Multimedia Design Technology pathway (GMDT)

Programme Structure							
Compulsory modules			Credit points	Optional modules	Credit Hours	Is module compensatable?	Semester runs in
Level 1 (AOU) = Level 4 (UK)	GD101	Drawing	15	Nil	4	NA	A.Y. 2024-2025
	GD102	Basic Design and Composition	15	Nil	4	NA	
	GD103	Introduction to Digital Media Design	15	Nil	4	NA	
	GD104	Digital Photography	15	Nil	4	NA	
	GD105	Typography I	15	Nil	4	NA	
	GMT112	Design history & visual language	15	Nil	4	NA	
	GD106	Design Thinking & Research Methodologies	15	Nil	4	NA	
	GD107	Motion Graphic	15	Nil	4	NA	
Level 2 (AOU) = Level 5 (UK)	GD201	2D Animation	15	Nil	4	NA	A.Y. 2025-2026
	GD211	Typography II	15	Nil	4	NA	
	GD222	Branding	15	Nil	4	NA	
	GMT208	Advertising	15	Nil	4	NA	
	GMT203	Introduction to media production	15	Nil	4	NA	
	GD202	UX/UI	15	Nil	4	NA	
	GD203	Video Editing	15	Nil	4	NA	
	GD204	Introduction to 3D	15	Nil	4	NA	
Level 3 (AOU) = Level 6 (UK)	GD312	Packaging Design	15	Nil	4	NA	A.Y. 2026-2027
	GMT312	Motion graphic 2	15	Nil	4	NA	
	GMT309	Sound production for mixed media	15	Nil	4	NA	
	GMT314	Interactive design	15	Nil	4	NA	
	GD306	Digital Marketing	15	Nil	4	NA	
	GD305	Internship & Portfolio	15	Nil	4	NA	
	GD307-A	Graduation Project I	15	Nil	4	NA	
	GD307-B	Graduation Project II	15	Nil	4	NA	

<u>Learning Outcomes – GMDT pathway</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students studying the GMDT pathway should be able to: A1. Recall and comprehend fundamental concepts and principles of design and composition. A2. Explain the principles of typography and the role it plays in visual communication. A3. Summarize the history and evolution of design and how it has impacted contemporary design practices. A4. Discuss the importance of research and design thinking in the creative process. A5. Recognize the principles of visual language to communicate messages effectively.	Learning and teaching strategy: Knowledge and understanding is acquired from specially prepared teaching texts for majority of modules, supported by self-assessment and in-text questions, reference texts, multi-media packages, directed reading, computer mediated conferencing, web-based resources, and video and audio recordings. Student learning is supported by a tutor, who is the student's first and main point of contact, answering their queries, grading and commenting on their work. AOU's learning/teaching strategy provides contact hours that are equal to 25% of what traditional universities require. Thus, AOU students experience the benefits of both the open and traditional university systems. The DS programme will be delivered through two complementary modes:

<u>Learning Outcomes – GMDT pathway</u>	
3A. Knowledge and understanding	
	Face-to-face interactive tutorials, constituting 25% of course credit hours. Interactive self-learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 75% of course credit hours. Students work independently with the teaching materials but are encouraged to form self-help groups with other students. Assessment Strategy: Assessment of the knowledge and understanding components of the DS programme is achieved through a combination of continuous assessments: Tutor marked assignments (TMAs) Midterm Assessment (MTA) Final exam. However, other assessment mechanisms are used for specific modules and graduation project.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students studying the GMDT pathway should be able to: B1. Analyse and evaluate the effectiveness of visual communication in various design contexts. B2. Design original and innovative solutions based on research and analysis of design problems. B3. Synthesize design concepts and principles to solve complex design problems. B4. Compare and contrast different design approaches and techniques to make informed design decisions. B5. Evaluate and critique design solutions based on established design principles and industry standards.	Learning and teaching strategy: Cognitive skills and processes are introduced at a very simple level at Level 1, primarily via material specifically designed to develop, mathematical, statistical and technological skills in a progressive way. Although modules at Levels 2 and 3 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Cognitive skills are promoted in the teaching materials via a range of activities including self-assessment exercises, multi-media tasks and computer-based investigations. They are supported by tutor led face to face discussions and activities. Computer conferencing facilities provide an environment for interaction bringing students, tutors and module team's members together for critical discussions and guidance. Tutor feedback aids the development of these skills.

3B. Cognitive skills

Assessment Methodology: Assessment of the cognitive skills of the programme is achieved through a combination of continuous assessment:

- Tutor marked assignments (TMAs)
- Midterm Assessment (MTA)
- Final exam

The cognitive skills are assessed by questions asking for the application of concepts in new situations for analysis, for synthesis, etc., In some modules, this skill will be assessed using more open-ended design, investigative and project activities.

However, other assessment mechanisms are used for specific modules and graduation project

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students studying the GMDT pathway should be able to: C1. Demonstrate proficiency in using various design tools and software to create multimedia and graphic designs. C2. Develop effective design briefs, proposals, and presentations to communicate design concepts to clients and stakeholders. C3. Develop and execute effective branding, packaging, and advertising campaigns. C4. Apply UX/UI design principles to create intuitive and user-friendly digital products and interfaces, including websites and mobile applications. C5. Create professional-quality multimedia content, such as videos, animations, and interactive media, for a variety of platforms and audiences.	Learning and teaching strategy: Practical and professional skills are taught cumulatively throughout the programme. Students are exposed to a variety of introductory courses, which would lead to more advanced courses in graphic & multimedia. These skills are developed and enhanced through the teaching and communication with the tutor. Modules will include supplementary material that will enrich the learning experience and increase the knowledge learnt. Some modules will adopt the practical hands-on approach that aim to develop the student's skills in the contexts of computation, modelling, analysis and simulation. Some modules will include specialised software and tools that will improve the teaching strategy. Modules also provide study guides, assignment and project guides and specimen examination papers. Feedback on assignments provides individual tuition and guidance. Students are taught this material through interactive classroom activities and presentations. In writing their TMA, students make use of different electronic resources such as the internet and the e-library. AOU has

3C. Practical and professional skills

developed its e-library through the addition of relevant databases which include academic refereed journals, publications, and conference proceedings to support the students in research-based assignments.

Assessment Methodology: Assessment of the practical skills of the programme is achieved through a combination of continuous assessment:

Tutor marked assignments (TMAs)

Midterm Assessment (MTA)

Final Exam

However, other assessment mechanisms are used for specific modules and graduation project

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Students studying the GMDT pathway should be able to: D1. Develop effective communication and collaboration skills to work in interdisciplinary design teams. D2. Demonstrate effective problem-solving skills to overcome design challenges and obstacles. D3. Develop and apply effective research skills to inform and improve design decisions. D4. Develop time management and organizational skills to manage complex design projects. D5. Develop and maintain a professional portfolio that showcases skills and abilities in various media.	Learning and teaching strategy: Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communication are essential to all modules and are increasingly developed as the student progresses throughout the programme. The interactive blended learning delivered through specially designed support material helps students to enhance their own independent learning skills. AOU expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback during face-to-face tutorials and feedback to assignments. Level-1 and level-2 modules supports the students in acquiring basic skills and level 3 modules expect students to show application of skills developed earlier levels. Higher level modules aim to develop students' ability to conduct independent research using a variety of databases and websites, and to develop group-working skills. As work becomes more complex at these modules, students are tested on their abilities to respond

3D. Key/transferable skills

positively to feedback from a variety of audiences, as well as to manage increasingly large workloads.

Assessment Methodology: Assessment of the key skills of the programme is achieved through a combination of continuous assessment:

Tutor marked assignments (TMAs)

Midterm Assessment (MTA)

Final exam.

In some cases the assessment is implicit, but where the relevant skills have been taught in the related course material the assessment is generally explicit.

8. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - Where in the structure above a professional/placement year fits in and how it may affect progression
 - Any restrictions regarding the availability of elective modules
 - Where in the programme structure students must make a choice of pathway/route

The Graphic and Multimedia Design Programme is designed to deliver valuable pathways with unique set of courses that can help students to equip a set of analytical, practical and professional skills. This program is designed to meet the requirements of AOU policies and frameworks. In addition, the programme complies with the AOU strategic plan to offer new programmes that meet MENA market's needs.

The students' admission in the Graphic and Multimedia design programme is consistent with AOU's vision and mission. The programme is designed to allow students from different ages and experiences to join the programme and move on smoothly. However, some restrictions might be applied according to the local policies at the offering countries.

The profile of admitting students is according to the mission of AOU and also in compliance with the programme aims and available resources in the various branches. All freshmen shall sit for the Language Placement Test in English pursuant to the standards approved by the University Council. The students, who score low grade in the admission test, shall register for the English orientation course. However, the credit hours due to such courses shall not be included in his/her cumulative averages. Students may study for the first semester of the programme, only the university general requirements. Elective modules are not part of the 360 points validated by the OU but are present to satisfy overall aims of the programme and the labour market needs. The programme comprises of two types of elective modules: faculty mandatory electives and faculty general electives. Students are allowed to choose modules from the faculty general electives. The elective modules assess a number of learning outcomes that blend well in terms of covering some of the learning outcomes of practical and professional skills, and key/transferable skills from the GMDT programme.

In addition to the above mentioned, the programme has the following distinctive features:

- The program will be offered in blended learning teaching style, which provide our students with more flexibilities in term of completing time and without any geographical restrictions. All modules are delivered based on a blended learning model, which consist of 25% face-to-face and 75% is self- learning. The 25% face-to-face consist of 2 hours per week for 8 CHs module, and 2 hours biweekly for the 4 and 3 CHs modules or based on local regulations of MoHE, in addition to one office hour per 2 taught hours. On the other hand, the 75% self-learning depends on the students' self-study based on the teaching materials uploaded on the Central-LMS. Such materials are mainly PowerPoint slides, lectures note, activities, and other e-resources.
- The selected courses in the program are unique and meet the market needs locally and globally.
- Professional staff with good experience in GMDT are hired to deliver the core courses.
- The program will enable the students to acquire professional certificates in the domain of GMDT.
- Boosted by the collective intelligence of multiple tutor teams at different branches.
- The programme will be offered by complying the local requirements of the higher education ministries in the offering countries.
- The Industrial Advisory Board (IAB) members in each branch will update the demanding labor market skills and support in getting industrial training for the graduates.

8.1 BSc (Honours) degree in GMDT at AOU

Students seeking a BSc (Honours) degree in GMDT at AOU (Egypt) must complete successfully **138** credit hours including the **96** CHs core modules (validated by OU).

1. Overall Programme Requirements (AOU) (Table-1)
2. University requirements (Mandatory) (Table-2)
3. University requirements (Electives) (Table-3)
4. Faculty Requirements(Mandatory) (Table-4)
5. Faculty requirements (Electives) (Table-5)
6. Programme Core Requirements (Table-6)

Table 1: Programme Requirements

University Requirements/ Mandatory	15
University Requirements/ Electives	3
Faculty Requirements/ Mandatory	9
Faculty Requirements/ Electives	15
Specialization Requirements/ Mandatory	96
Total Credit Hours	138

The details of the previous requirements will be described as follows:

University Requirements/ Mandatory (15 Credit Hours)

Table 2: University Requirements (Mandatory)

Module	Module Title	Credit	Pre-requisites
EL099	English - Foundation	0	--
EL111	English Communication Skills I	3	EL099
EL112	English Communication Skills II	3	EL111
AR113	Arabic Communication Skills	3	----
GT101	Learning and Information Technology	3	EL111
GB102	Principles of Entrepreneurship for Non-Specialists	3	-----
Total		15	

The list of modules and/or the modules contents may be updated/replaced as per AOU university council decision or local accreditation requirements.

University Requirements/ Electives (3 Credit Hours)

Table 3: University Requirements (Electives)

Module Code	Module Title	Credit Hours	Pre-requisite
GR111	Arabic Islamic Civilization	3	--
GR112	Issues and Problems of Development in the Arab	3	--
GR131	General Branch Requirement	3	--
CH101	Chinese for Beginners (I)	3	--
CH102	Chinese for Beginners (II)	3	CH101
SL101	Spanish for Beginners (I)	3	--
SL102	Spanish for Beginners (II)	3	SL101

FR101	French for Beginners (I)	3	--
FR102	French for Beginners (II)	3	FR101
EL118E	Reading	4	EL111

The list of modules and/or the modules contents may be updated/replaced as per AOU university council decision or local accreditation requirements.

Faculty Requirements / Mandatory (9 Credit Hours)

Table 4: Faculty Requirements (Mandatory)

Module Code	Module Title	Credit Hours	Source	Pre-requisites
GM101	Calculus	3	AOU	-----
GM102	Linear Algebra	3	AOU	-----
GL260	Ethics and law in graphic and multimedia design	3	AOU	GD202 ⁺

⁺ the pre-requisite can be registered in parallel

Faculty Requirements / Elective (15 Credit Hours)

Table 5: Details of Faculty (Electives)

code	Module title	Credit Hours	Pre-requisites
GDE101	Art and design history	3	EL111
GDE102	Drawing 2	3	GD101
GDE202	Visual Programming	3	GPR101
GDE204	Social Media Advertising	3	GD105
GDE205	Script writing	3	GD106
GDE206	Brand identity design	3	GD105
GDE207	Software Sound design	3	GD106
GDE302	Sculpture	3	GA205
GDE310	Artificial intelligence	3	GA207
GDE311	Augmented Reality	3	GA207

- Animation and Game Design Students are highly recommended to study GDE201-GDE205-GDE306-GDE311 as elective modules.
- The branding and interactive design Students are highly recommended to study GDE102-GDE206-GDE204-GDE306 as elective modules.
- ALL elective modules for all tracks are based on advising.
- Note- The student will not be allowed to take more than one elective module per level from the above Table-5, according to proper Academic Advising. Core modules of any pathway might serve as Elective modules for other pathways, according to proper Academic Advising.

BSc (Honours) degree in GMDT at AOU

Students seeking a BSc (Honours) degree in GMDT at AOU must complete successfully **138** credit hours including the **96** CHs core modules (validated by OU).

1. Overall Programme Requirements (AOU) (Table-1)
2. University requirements (Mandatory) (Table-2)
3. University requirements (Electives) (Table-3)
4. Faculty Requirements (Mandatory) (Table-4)
5. Faculty requirements (Electives) (Table-5)

1. Programme Core Requirements (Table-6)

Table 1: Programme Requirements

Requirement type	Credit Hours
University Requirements/ Mandatory	15
University Requirements/ Electives	3
Faculty Requirements/ Mandatory	9
Faculty Requirements/ Electives	15
Programme Core Requirements	96
Total Credit Hours	138

The details of the previous requirements will be described as follows:

University Requirements/ Mandatory (18 Credit Hours)

Table 2: Details of University Requirements (Mandatory)

Module	Module Title	Credit	Pre-
EL099	English - Foundation	0	--
AR113	Arabic Communication Skills	3	--
EL111	Communication Skills in English 1	3	--
EL112	Communication Skills in English 2	3	--
GT101	Learning and Information Technology	3	EL111
GB102	Principles of Entrepreneurship for Non-	3	--
Total		15	

University Requirements/ Electives (3 Credit Hours)

Table 3: Details of University Requirements (Electives)

Module Code	Module Title	Credit Hours	Pre-requisite
GR111	Arabic Islamic Civilization	3	--
GR112	Issues and Problems of Development in the	3	--
GR131	General Branch Requirement	3	--
EL118	Reading Comprehension	3	--
CH101	Chinese for Beginners (I)	3	--
CH102	Chinese for Beginners (II)	3	CH101
SL101	Spanish for Beginners (I)	3	--
SL102	Spanish for Beginners (II)	3	SL101
FR101	French for Beginners (I)	3	--
FR102	French for Beginners (II)	3	FR101
EL118E	Reading	4	EL111

Faculty Requirements / Mandatory (9 Credit Hours)

Table 4: Faculty Requirements (Mandatory)

Module Code	Module Title	Credit Hours	Source	Pre-requisites
GM101	Calculus	3	AOU	-----
GM102	Linear Algebra	3	AOU	-----
GL260	Ethics and law in graphic and multimedia design	3	AOU	GD202 ⁺

⁺ the pre-requisite can be registered in parallel

Faculty Requirements / Elective (20 points) (15 Credit Hours)

Table 5: Details of Faculty Requirements (Electives)

Module code	Module title	Credit Hours	Pre-requisites
GDE101	Art and design history	3	EL111
GDE102	Drawing 2	3	GD101
GDE103	Storyboarding	3	EL111
GDE201	Intro to game design	3	EL111
GDE204	Social Media Advertising	3	GD105
GDE205	Script writing	3	GD106
GDE302	Sculpture	3	GD204
GDE310	Artificial intelligence	3	GMT203
GDE311	Augmented Reality	3	GMT203

Table 6: Details of Faculty Core (96 CHs)

Level 1 (AOU) = Level 4 (UK)							
Code	Module title	Source	Point	CHs	AGD	GMDT	Pre-Requisite
GD101	Drawing	AOU	15	4	✓	✓	EL099
GD102	Basic design and composition	AOU	15	4	✓	✓	EL111 + GD101
GD103	Introduction to digital media design	AOU	15	4	✓	✓	EL111 + GD101
GD104	Digital photography	AOU	15	4	✓	✓	GD103
GD105	Typography I	AOU	15	4	✓	✓	GD102 + GD103
GPR101	Playgramming	AOU	15	4	✓		EL111+TU170
GD106	Design Thinking & Research Methodologies	AOU	15	4	✓	✓	EL111
GD107	Motion graphic	AOU	15	4	✓	✓	GD103 + GD102
GMT112	Design history & visual language	AOU	15	4		✓	EL111
Level 2 (AOU) = Level 5 (UK)							
Total CHs= 32 hours							
Code	Module title	Source	Point	CHs	AGD	GMDT	Pre-Requisite
GD201	2D Animation	AOU	15	4	✓	✓	GD107
GA205	Character design	AOU	15	4	✓		GD102 + GD103
GA206	Fundamentals of Game Design	AOU	15	4	✓		GPR101
GA207	Understanding Game Engines	AOU	15	4	✓		(GA206) ⁺
GA208	Visual narrative and Storytelling	AOU	15	4	✓		GA205 +GD104
GD202	UX/UI	AOU	15	4	✓	✓	GD105

GD203	Video editing	AOU	15	4	✓	✓	GD104+ GD107 or (MD212) + (MD211)
GD204	Introduction to 3D	AOU	15	4	✓	✓	GD201 OR GD103
GD209	Typography II	AOU	15	4		✓	GD105
MD213	3D Production	AOU	15	4			GD204
GD222	Branding	AOU	15	4		✓	GD209
GMT208	Advertising	AOU	15	4		✓	GD222
GMT203	Introduction to media production	AOU	15	4		✓	GD102
Level 3 (AOU) = Level 6 (UK)							
Total CHs= 32 hours							
Code	Module title	Source	Point	CHs	AGD	GMDT	Pre-Requisite
GA301	Level Design	AOU	15	4	✓		GA207+GD204
GA302	3D Environments and Effects	AOU	15	4	✓		GD204
GPR303	virtual worlds and online communities	AOU	15	4	✓		GPR101+GA207
GD307-A	Graduation project part 1	AOU	15	4	✓	✓	GD222 + MD212 OR GA302+GA301 OR GMT208+GD312+GMT312
GD305	Internship/Portfolio	AOU	15	4	✓	✓	GA302 or GD222
GA304	3D Animation Production	AOU	15	4	✓		GA301+ GA302
GD307-B	Graduation project part 2	AOU	15	4	✓	✓	GD307-A+(GA304) ⁺
GD306	Digital marketing	AOU	15	4	✓	✓	GD106

GD312	Packaging	AOU	15	4		✓	GD222
GMT312	Motion graphic 2	AOU	15	4		✓	GD107 + GMT203
GMT309	Sound production for mixed media	AOU	15	4		✓	GMT203
GMT314	Interactive design	AOU	15	4		✓	GD202
Total CHs= 32 hours							
Overall total = 96 CHs							

()⁺ can be registered in parallel.

GMDT Programme's Pathways - Study Plan

The academic year at AOU consists of two main academic semesters (Fall and Spring), each consists of 16 weeks, and additional (optional) summer semester of 10 weeks. The following structure plan is a suggested plan based on Fall and Spring semesters.

• The Animation and Game Design (AGD) Pathway –Recommended Study Plan

First Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1 st (16 CHs)		Uni Requirement	3	
		Uni Requirement	3	-
		Uni Requirement	3	-
	GD101	Drawing	4	EL099
		Faculty Mandatory	3	
2 nd (17 CHs)		Uni Requirement	3	-
	GD102	Basic design and composition	4	EL111 - GD101
	GD103	Introduction to digital media design	4	EL11 - GD101
		Faculty elective	3	
		Faculty Mandatory	3	
Second Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1 st (19 CHs)	GD104	Digital photography	4	GD103
	GD105	Typography I	4	GD102 - GD103
	GPR101	Playgramming	4	EL111-TU170
	GD106	Design Thinking & Research Methodologies	4	EL111
		Faculty elective	3	
2 nd (19 CHs)	GD107	Motion graphic	4	GD102 - GD103
	GD201	2D Animation	4	GD107
	GA205	Character design	4	GD102 - GD103
	GA206	Fundamentals of Game Design	4	GPR101
		Faculty elective	3	
Third Year				

Semester	Modules	Title	Credit Hours	Prerequisite
1st (15 CHs)	GD202	UX/UI	4	GD105
	GD203	Video editing	4	GD104-GD107
	GA207	Understanding Game Engines	4	(GA206) ⁺
	GD204	Introduction to 3D	4	GD201
		Faculty Elective	3	
2nd (14 CHs)	GA208	Visual narrative and Storytelling	4	GA205+GD104
	GA301	Level Design	4	GA207- GD204
	GA302	3D Environments and Effects	4	GD204
	GPR303	Virtual worlds and online communities	4	GPR101-GA207
		Faculty Elective	3	
Fourth Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1st (15 CHs)	GD307-A	Graduation project part 1	4	GA301 - GA302
	GD305	Internship/Portfolio	4	GA302
	GA304	3D Animation Production	4	GA301- GA302
		Uni Requirement	3	
2nd (14CHs)	GD307-B	Graduation project part 2	4	GD307-A + (GA304) ⁺
	GD306	Digital marketing	4	GD106
		Uni elective	3	
		Faculty Mandatory	3	

Graphic and Multimedia Design Technology (GMDT) Pathway

–Recommended Study plan

First Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1st (19 CHs)		Uni. Requirements/ Mandatory	3	
	GD101	Drawing	4	EL099
		Uni. Requirements/ Mandatory	3	
		Uni. Requirements/ Mandatory	3	
		Uni. Requirements/ Mandatory	3	
		Faculty Mandatory	3	
2nd (17 CHs)	GD102	Basic design and composition	4	EL111–GD101
	GD103	Introduction to Digital Media Design	4	EL111, GD101
		Uni. Requirements/ Mandatory	3	
		Uni. Requirements/ Mandatory	3	
		Faculty Mandatory	3	
Second Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1st (20 CHs)	GMT112	Design history & visual language	4	EL111
	GD104	Digital Photography	4	GD103
	GD105	Typography I	4	GD102, GD103

	GD106	Design Thinking & Research Methodologies	4	EL111
	GD107	Motion Graphic	4	GD102 - GD103
2nd (18 CHs)	GMT203	Introduction to media production	4	GD102
		Faculty Elective	3	
	GD209	Typography II	4	GD105
	GD201	2D Animation.	4	GD107
		University Requirement/Elective	3	
Third Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1st (15 CHs)		Faculty Elective	3	
	GD222	Branding	4	GD209
	GD202	UX/UI	4	GD105
	GD203	Video Editing	4	GD104+ GD107
2nd (19 CHs)		Faculty Mandatory	3	
	GMT208	Advertising	4	GD222
	GD204	Introduction to 3D	4	GD201
	GD312	Packaging Design	4	GD222
	GMT312	Motion graphic 2	4	GD107, GMT203
Fourth Year				
Semester	Modules	Title	Credit Hours	Prerequisite
1st (12 CHs)	GMT309	Sound production for mixed media	4	GMT203
	GMT314	Interactive design	4	GD202
	GD307-A	Graduation Project I	4	GMT208, GD312, GMT312
2nd (12 CHs)	GD306	Digital Marketing	4	GD106
	GD305	Internship & Portfolio	4	GD222
	GD307-B	Graduation Project II	4	GD307-A

Programme Structure of all pathways of GMDT Programme

	Animation and GameDesign (AGD)	Graphic and Multimedia Design Technology(GMDT)
LEVEL 1 (AOU) = Level 4 (OU)	GD101 (4 CHs) Drawing	
	GD102 (4 CHs) Basic design and composition	
	GD103 (4 CHs) Introduction to digital Media design	
	University Requirements (All Pathways)	
	Faculty Requirements (All Pathways)	
	Faculty elective (All Pathways)	
	GD104 (4 CHs) Digital photography	
	GD105 (4 CHs) Typography	
	GD106 (4 CHs) Design Thinking & Research Methodologies	
	GPR101 (4 CHs) Playgramming	GMT112 (4 CHs) Design history & visual language
	GD107 (4 CHs) Motion graphic	
	Faculty elective (All Pathways)	
LEVEL 2 (AOU) = Level 5 (OU)	GD201 (4 CHs) 2D Animation	GD201 (4 CHs) 2D Animation
	GA205 (4 CHs) Character design	GMT208 (4 CHs) Advertising
	GA206 (4 CHs) Fundamentals of Game Design	GD209 (4 CHs) Typography II
	GD204 (4 CHs) Introduction to 3D	
	GD202 (4 CHs) UX/UI	
	GD203 (4 CHs) Video editing	
	GA207 (4 CHs) Understanding Game Engines	GD222 (4 CHs) Branding

LEVEL 3 (AOU) = Level 6 (OU)	GA208 (4 CHs) Visual narrative and Storytelling	GMT203 (4 CHs) Introduction to media production
	Faculty elective (All Pathways)	
	GA301 (4 CHs) Level Design	GMT312 (4 CHs) Motion graphic 2
	GA302 (4 CHs) 3D Environments and Effects	GD321 (4 CHs) Packaging Design
	GD307-A (4 CHs) Graduation project part 1	
	GD305 (4 CHs) Internship / Portfolio	
	GD306 (4 CHs) Digital Marketing	
	GPR303 (4 CHs) Virtual Worlds and Online Communities	GMT314 (4 CHs) Interactive design
	GA304 (4 CHs) 3D Animation Production	GMT309 (4 CHs) Sound production for mixed media
	GA307-B (4 CHs) Graduation project part 2	
	University elective (All Pathways)	
	Student can select from variety of elective modules	

9. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

AOU provides various services to ensure that all students enjoy peaceful and calm stay, and assists them in dealing with any psychological, behavioural, social, educational, financial, health and safety problems. Students at AOU, including FCS students, are offered various methods of student support. These include:

Learning Management System (LMS)

LMS is a software application / Web-based technology that is used as the major media of communication between students and tutors. LMS main page gives up-to-date information about AOU branches to students from concerned programmes.

LMS features help students to post queries, search for information over a certain topic, read daily posts and comments. Some of the LMS features are as follows:

- Assignment submission through the TMAs submission links
- Discussion forum between all users
- Downloading and uploading processes
- Getting marks
- Using Moodle Instant Messages
- Doing online quizzes
- Accessing mock up exams
- Having access to the E-Library
- adding course page for student/tutors (introduction, communication tools, announcement section, TMA & MTA grades section, contact your teacher section)
- Providing a free plagiarism online checker website on the LMS to help students in checking their TMA similarity.
- Check all university announcements through the LMS Home Page
- Joining LMS online training link
- Having access to all official social media accounts and YouTube channel through the LMS
- Availability of exams schedule and semester calendar etc.
- Availability of E-Books materials are available for all courses as a PDF files

SIS (Student Information System)

AOU established a centralized SIS that integrates data obtained from the branches' student databases. The SIS comprises security, student information, financial services, academic advising and online registration.

The system allows the student to benefit from various electronic services, which include:

- **Online Registration:** to register, update and delete course to be studied at AOU.
- **Online Payment:** to view and pay the fee online.
- **View/Print Semester Timetable:** to view a detailed timetable whenever needed
- **View/Print Student Schedule:** to view a detailed schedule whenever needed
- **View/Print Academic Plan:** to view or print academic plan which is reflective of the studied courses and the remaining courses.
- **View/Print Examination Results:** to view or print unofficial slip of the academic performance (transcript).
- **Create a Student Personal Development Plan (PDP):** to facilitate the achievements of academic and career goals.
- **Edit Students' Contact profile:** to update the contact details at any time assuring appropriate channel of communication with AOU.
- **View student Exam Slip:** to view the location of the exams.
- **View Advising details:** to view the advising details logged by the advisor.

Student Support Services:

- **Exam Postponing System:** To submit a request to postpone a midterm or final exam with attaching the excuse.
- **Appeal System:** To submit a request for formal review of an academic decision regarding course final examination grade or course continuous assessment marks.
- **Complaint System:** To submit any claim unrelated to academic grades.
- **Inquiries System:** To submit an inquiry related to subject other than appeal and complaint.
- **Disability and Dyslexia Support System:** To submit a description of any disabilities or learning difficulties, so the university can take it in consideration and to provide the necessary services to enable the student to fulfil the intended learning outcomes of their study in a friendly educational and social environment.
- **Induction Programme/Orientation Day:** Students Affairs Department organizes an induction program/orientation day for the new students, in coordination with all administrative and academic departments at the beginning of each semester.
- **Practical laboratory sessions for programming courses.**
- **The university website** www.arabou.edu.kw embodies a lot of guidance and support materials such as: Course Guides, Study Calendars etc.
- **Tutor Contact:** Tutors hold weekly office hours. Tutors are committed to helping students with their problems. All tutors have regular office hours to meet students. The tutors can also be contacted through email. All part-time and full-time tutors are requested to hold

two weekly office hours for each taught section. There are also chat sessions online with tutors, and face-to-face feedback sessions. Additionally, emails are constant means by which tutors and students can discuss important ideas related to course material. Furthermore, tutors are available via phones, as well, to answer any urgent queries and offer support.

- **Academic Advising:** Proper academic advising is regarded as a very critical factor affecting student's success and retention and is given exceptional attention in all branches. Each student is assigned to an advisor. Each advisor should show his advisee the ultimate way to achieve his/her goal while taking into account his strengths, weaknesses, and past performance.

Given that, AOU adopts a blended learning approach that fosters flexibility for the students; two types of advising are offered at the AOU: Face to face advising and E-Advising. Both are offered within certain context and in accordance to specific criteria and guidelines. Advising usually starts at the beginning of the semester, before registration, but continues throughout the semester, where students can meet their advisors in their office during the semester. Face to face advising is mandatory for new comers, and for old students who are not eligible for e-advising. The advisor takes into consideration several factors, among these factors, the financial situation of the student, his workload (part time/full time job), and the student's results in the placement test. The e-advising is offered for continuing students with good GPA and according to the academic advising policy.

Student Counselling Unit: The unit, available at some branches and being adopted for future implementation in many, provides a range of services and activities that help the student to achieve social and psychological adaptation. Individual sessions in which the student meets with the Psychological Counsellor. These sessions help the students to identify the problems facing them or the difficulties that prevent them from achieving their objectives. The Psychological Counsellor helps them to develop skills and capabilities which can help them to handle all kinds of problems.

Written guidance including:

Student Handbook

- Teaching and Learning policy <https://www.arabou.edu.kw/blended-learning/Pages/about.aspx>
- The Bachelor Degree Award Requirements Bylaws
- <https://www.arabou.edu.kw/university/Documents/Regulations/student/>

[en/The%20Bachelor%20Degree%20Award%20Requirements%20Bylaws.pdf](https://www.arabou.edu.kw/university/Documents/Regulations/student/en/The%20Bachelor%20Degree%20Award%20Requirements%20Bylaws.pdf)

- The Bachelor Award Examinations and Assessment Bylaws,
<https://www.arabou.edu.kw/university/Documents/Regulations/student/en/The%20Bachelor%20Award%20Examinations%20and%20Assessment%20Bylaws.pdf>
- Equal opportunity policy
<https://www.arabou.edu.kw/university/Documents/Regulations/aou/en/Equal%20Opportunity%20and%20Respect%20for%20Diversity.pdf>
- Student Guide on Plagiarism
<https://www.arabou.edu.kw/students/guide/Pages/cheating.aspx>
- Plagiarism Policy
<https://www.arabou.edu.kw/university/Documents/Regulations/academic/en/Scheme%20of%20penalties%20-%20AUG%202020.pdf>
- Appeals and complaints
<http://www.arabou.edu.sa/students/examinations/Pages/student-appeal-system.aspx>
https://mdl.arabou.edu.kw/oman/pluginfile.php/38519/mod_folder/content/0/7.%20Academic_Appeal_Complaints%20June-2018.pdf?forcedownload=1

ICT facilities:

- IT Help Desk
- Student email
- Wireless Internet access most of the AOU country campuses.
- Student representatives in the Student Council and Branch Council allowing students to share in the decision making process.
- Career planning guidance and services.

10. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

AOU, based on its belief in equal-opportunity education and the two interconnected principles of lifelong learning and education for all, tries to reach out to as many learners as possible. This is why it tries – in those branch countries where there are interested learners – to open, in addition to the main branches themselves, centres in remote areas, making education available to those who may not have an opportunity otherwise.

The standard criterion for admission to FCS programme is a high school certificate or its equivalent in the scientific pathway. The FCS follows the AOU's policies and Rules and Regulations, considering the students' entry into the undergraduate AI programme. The main Entry Requirement into the AI Programme is a valid High School certificate.

Nevertheless, it is worth noting that the admission criteria should fulfil any other conditions determined by the university or competent authorities of the offering branch countries.

In all AOU branches students will find the same process of admission through the following link: <https://www.arabou.edu.kw/students/pages/apply-to-aou.aspx>

[Note: This link contains all the details on the admission policies and procedures at the nine branches, as well as the application process.

11. Language of study

Language of study is English Language.

12. Information about non-OU standard assessment regulations (including PSRB requirements)

AOU assessment strategy is based on general principles and procedures aiming to organize and monitor the examinations at all AOU branches. AOU regulations include validation (pre-assessment moderation) of examination questions and answer keys by external examiners (EE), audit tutors' marking, post-assessment moderation; and 4 tiers of examination committees.

Below is a brief about the major assessment principles, policies, and procedures adhered to by FCS.

1. Main principles underpinning the processes of assessment at AOU

AOU has explicit procedures for ensuring that student performance is properly judged and for evaluating how academic standards are maintained through assessment practice. The following are some of the procedures which FCS implements:

- All forms of assessment must aim to test the Learning Outcomes (LOs) associated with the module.
- The creation and administration of all types of assessment is a team work (e.g. branch module coordinators (BCCs), module chairs (GCCs), programme coordinators (PCs), Deanship team, and External Examiners (EEs)).
- All assessment components are reviewed and approved by EEs.
- Strict quality measures take place to guarantee fair/correct marking at all branches and across them through Cross branch marking (CBM)
- Sample of students' marked work/scripts from all the modules per branch as well as the CBM are review by EEs.
- There are four tiers of Examination Board structure to approve the final students' results

at the end of each semester.

The FCS maintains contact with EEs throughout the semester, and informs them about any issues that arise concerning student assessment. The EEs and the OU Academic Reviewer are involved in establishing the quality of the academic delivery, academic material preparation, assessment and guidance throughout the semester.

2. Composition of the examination's committees

AOU has a four-tiered Examination Board structure consisting of the following:

- Branch Examination Committee (BEC)
- Module Assessment Committee (CAC)
- Faculty Examination Committee (FEC)
- Central Examination Committee (CEC)

All EEs are members of CAC and FEC. The Chief External Examiner is a member of CEC. The composition of all examination boards has been clearly spelled out in the AOU Examination Rules and Regulations. The composition of all examination boards is appropriately maintained by the AOU administration. Marks submitted by branches are considered at HQ by CAC, FEC and ultimately by the CEC. In this way, cross-branch review is achieved.

3. Assessment Components, Weights, and Criteria

The FCS follows the AOU's assessment policies, rules and regulations. The assessments at AOU comprise of 3 essential components with their relative weight as follows:

Tutor Marked Assignment (TMA)	30%
Mid-Term Assessment (MTA)	20%
Final Exam	50%

Weightages of Assessment Components GD307-A and GD307-B Graduation Project modules:

For the graduation module **GD307-A** and **GD307-B**, the assessment components and the associated weightages are as follows:

- **Course work and the final report: 40%**
it will assess various aspects of the project, including:
 - Research, Conceptualization, Design and Aesthetics, and Follow-up
- **(Final jury (practical Project Presentation): 60%**
it will assess various aspects of the project, including:

- Research, Design, Technical Implementation, Presentation, and Overall Quality.

Formative and Summative parts of Assessments:

The TMA and the MTA parts of the assessment form the Continuous Assessment component at AOU. The TMA assessment component is part of the Formative Assessment at AOU and detailed feedback is provided to students on their TMA work. The MTA and Final Examinations are part of the Summative Assessment at AOU.

Feedback on Assessment:

The students are provided detailed feedback on their TMA work and this is an essential part of learning at AOU. Tutors use a detailed form for this purpose in which marks for each part of the TMA are clearly distributed. The feedback form also has specific area for the tutors to provide feedback to students concerning their strengths, weaknesses and steps for improvement. The tutor uses this form to provide detailed feedback to students and to suggest corrective and improvement actions. Feedback is also provided to students during in class face-to-face tutorials and during laboratory and office hours maintained by the tutors.

4. The Grade Point Average and Equivalent Letter Grades:

AOU follows the Grade Point Average (GPA) on a scale of 0 to 4 in its grading processes, i.e., the different categories of achievement are distinguished by awarding students grades on a scale from 0 to 4.

5. Quality of Assessment:

QAA defined Benchmark standards and the excellence level are taken into consideration in the preparation of the assessment materials. The assessment materials contain questions of appropriate difficulty level standard in order to differentiate students according to their knowledge level and skills. The assessment materials are subject to External Examiners' scrutiny to ensure that standards are compatible to institutions of similar standings in the UK.

6. Marking, Double-marking, and Cross Branch Marking.

The FCs adopts transparent and fair mechanisms for marking and for moderating marks. All tutors responsible for marking are provided with model answers (approved by EEs) to the questions they will be marking. In addition, grades given by branch tutors are audited by internal staff member to ensure correct marking process.

There is appropriate arrangement for Group Marking and Double Marking. During Group marking under the supervision of the BCC, internal review is undertaken. Double-marking is undertaken as part of the tutor monitoring process in which the BCC evaluates the

performance of the tutors.

Cross Branch Marking (CBM) is performed in FCS to ensure uniformity of script marking. The Deanship collects scripts from branches for various modules and these are distributed to other selected branches for the purpose of CBM. CBM reports are generated by the concerned tutors and the Deanship ensures that marking across branches is standardised and uniform.

7. The Assessment Procedures

The assessment procedures are secure and we have full confidence in their integrity and trustworthiness. The following steps are implemented to ensure the security and integrity of the assessment procedures:

- A secured web-based framework is created and organized by the Deanship at the beginning of each semester to exchange the assessment documents. Through such framework, the Deanship centrally control and organize the whole flow of the assessments and documents with all the members involved in the assessment process, where a personal account is created for each GCC, EE, Exam officer of each branch.
- Each GCC prepare the assessment components of his/her module (i.e., TMA, MTA, Final with the model answers and marking guide) and submit them through the aforementioned framework.
- The FCS Deanship communicates the EEs to start their review/feedback on examination papers (through the framework).
- Once the examinations are finalised the Deanship sends them to the Exam Officer at each branches (through the framework)
- The examinations officer prints and keeps them in sealed envelopes under lock and key in a safe storage place at his/her branch.
- The examination officer takes out the examination papers about half-an-hour prior to the start time to give them to invigilators.
- All examinations across all branches are time-synchronized to avoid students of one branch leaking exams to students of other branches.
- Branch directors and branch programme coordinators supervise the administration of the examinations.
- All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees).
- To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more than one tutor,

the principle of 'group marking' is applied in the marking of all scripts

- For TMAs, the integrity of the solutions is ensured by providing the solutions to tutors very close to the cut-off date to avoid leakages of solutions due to intentional or unintentional means.
- Plagiarism on TMAs is an issue which all education institutions are grappling with. We now have Turnitin plagiarism detection software to address the issue.
- Once each assessment is marked at each branch, samples of students marked work/script is uploaded along with the audit-trail forms (for finals and MTAs), similarity report (for TMAs), feedback forms (for TMAs) on a secure shared space in order to be reviewed by the EEs.
- The samples of the final exams are subject for Cross branch marking to ensure the fairness of the marking process. The output of the CBMs are made available for the EEs.
- The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

The assessment process is objective in nature since the entire process is open and accessible to EEs' scrutiny.

12. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N.A.

13. Methods for evaluating and improving the quality and standards of teaching and learning.

As a partner of the OU, UK, AOU is required to meet all academic standards required for validation and accreditation set for UK universities and institutes of higher education. This includes engagement with the QAAD Academic Infrastructure and guidelines provided by the OU, UK. AOU offers its programme in 9 Arab countries, it is crucial to meet the local quality assurance requirements in the offering countries as well.

FCS continuously evaluates the quality and standards of teaching and learning of the programmes and its delivery using different well-designed appraisal and evaluation systems that include key indicators for assessing the performance of the offered programmes. Following are the methods for evaluating and improving the quality and standards of teaching and learning adopted in AOU

13.1. Programme

- 1. Periodic review and revalidation of programme by an external panel** (Revalidation every 5 years)
- 2. Programme review by the Quality Assurance agency in the offering countries.**
- 3. Annual Monitoring Report (AMR):** AMR is a comprehensive document produced at the end of every academic year. The AMR focuses on the developments and challenges related to all matters of teaching and learning environment. The evidence it contains is both qualitative and quantitative in nature. Academic programmes give a detailed account of student enrolment, withdrawal, progression, achievement trends. It also includes an analytical commentary related to the course material, assessment designs, students' learning outcomes, tutor performance, appeals and complaints, grievance systems, student and tutor feedback. This takes account of the views of tutors, students and any issues raised by the external examiners. A detailed action plan is produced accordingly and communicated to all programme coordinators at the eight branches to leverage the strengths and address the weaknesses of the faculty.
- 4. Annual Programme Evaluation (APE):** The programme management team at the branches completes an annual programme evaluation report which is submitted as part of the AMR at the end of every academic year. The report consists of analytical commentary of the course material, assessment design, student and tutor feedback, external examiners' comments and responses to external examiners' reports in addition to programme achievements and good practices.
- 5. External Verifier/Examiner**
- 6. Quarterly Periodic Reports (QR)**
- 7. Subject areas committees at FCS**
- 8. Internal Moderation**
- 9. Academic reviewer's involvement in the programme review**

10. Reviews made by local ministries of Higher Education and Quality

Assurance agencies.

- 11. Feedback from students:** AOU recognizes the importance of student views and feedback. For this purpose, student's views survey is circulated during each semester where students are expected to give a formal feedback on the tutorial, content, delivery style, clarity of learning outcomes, and helpfulness of the tutor towards the student. Student feedback will duly be communicated to the respective module tutor and appropriate measures will be taken, if necessary.
- 12. Feedback from employers:** A feedback is gathered through the survey that is conducted at various interval to collect the expectation and feedback of the employers.
- 13. Feedback from Alumni:** A feedback is collected about the graduates of AOU by Students Affairs departments in the respective branches at the end of every academic semester. The survey inquires about various aspects such as: employment status, field of employment, relation of employment to the student programme, etc.
- 14. Academic standards committee involvement in programme updates**
- 15. Industrial Advisory Board:** Keeping abreast of industry developments is an essential aspect of preparing students for their future careers. IAB has been functioning in all the branches at FCS. IAB creates a strong link between industry and the FCS and is contributing in achieving the FCS's goals and objectives. Members of this board are professionals in industry and government who collaborate and build cooperative efforts with the FCS, advice on academic programs, and help in building future faculty direction. FCS alumni are members of this board in all the branches.

13.2. Teaching and Learning

- **Feedback from students** (through Questionnaires, meetings with PCs, Deans, and VPAA)
- **Tutorial/peer monitoring:** Peer monitoring is a collegiate approach to identifying tutor's strengths and weaknesses in delivering the course content during tutorials
- **General Module Chair (GCC) and Branch Module Coordinators (BCCs)** monitor the delivery of their respective modules.
- **Exit surveys**
- **Feedback from AOU Alumni**
- **Annual staff appraisal**
- Tutor development activities such as faculty development forum, workshops and research seminars
- Best tutor awards encourage excellence in tutoring
- **Academic Appraisal:** is an appraisal system used to evaluate the soundness of

academic staff knowledge and skills in delivery. This appraisal system is crucial to deciding the efficacy of their services rendered to the University in terms of the continued need for your services or otherwise. This appraisal process also helps you and the university identify your training needs. The academic appraisal is conducted once a year.

13.3. Assessment

- Quality assurance and oversight by the deanship
- External examiners involvement in module assessment committees (CACs)
- External examiners reports
- Feedback from tutors
- Prompt feedback on student's formative assessment (TMAs, MTA)

13.4. General feedback

- Cross-programme discussions with all branches through the members of the academic committee
- Faculty Council meetings.
- Implementation of best practices in 9 different branches with 4 different Faculties.

13.5. Committees for monitoring and evaluating quality and standards:

- Module Assessment Committee (CAC)
- Faculty Board (FB)
- Academic Committee (AC)
- Academic Standards Committee (ASC)
- AOU's Quality Assurance Committee (QAC)
- Revalidation Panel
- Student-Staff Liaison Committee (SSLC)

13.6. Local recognition by the local Authorities of Higher Education and Validation Agencies

It is worth mentioning that the programme offered at FCS is subject to the conditions and criteria of accreditation in the branch countries where the programmes are offered. Local accreditation and re-accreditation of the programmes always goes smoothly, as they always meet the standards applied by the accrediting bodies in the branch countries. Nevertheless, the critical recommendations received from these authorities are always taken care with highest importance and FCS use them as an opportunity for further improvement

13.7. Key performance and quality Indicators

- Continuous recognition by local ministries of higher education in 9 countries
- Acceptable student retention, progression and graduation rates.
- High proportion of our Alumni find jobs immediately after graduation
- Examination results are comparable with HESA data provided by OUPV
- Research informed tutoring
- Fund raising for research projects by our tutor's team

All parties of the FCS and each in its own capacity, contribute significantly to the improvement of the FCS programme in the following areas:

- Encouraging examples of good practice among the different branches to enhance the FCS programme and disseminating them across AOU branches.
- Preparing the Self Evaluation Document (SED)
- Conducting Faculty Development Workshops

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 - The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- 3 - Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: [subject-benchmark-statement.pdf](#).
- 4 - In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 - Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery

Annexe 1 – Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (☒) particular programme learning outcomes

1.1 Animation and Game Design (AGD) Pathway

Level	Course name	CR	Temp Code	A. Knowledge and understanding					B. Cognitive Skills					C. Practical and/or professional Skills					D. Transferable skills				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 1 (AOU) = Level 4 (UK)	Drawing	4	GD101		√				√		√				√			√	√				
	Basic design and composition	4	GD102		√	√			√	√	√			√							√		
	Introduction to digital media design	4	GD103	√	√	√				√			√	√				√	√				
	Digital photography	4	GD104		√	√			√	√	√				√			√	√		√		
	Typography 1	4	GD105	√	√	√			√	√	√				√			√			√		
	Playgramming	4	GPR101	√	√						√	√				√	√	√		√			
	Design Thinking and Research Methodologies	4	GD106				√	√		√		√				√	√		√			√	
	Motion Graphic	4	GD107			√		√	√		√						√	√	√			√	
Level 2 (AOU) = Level 5 (UK)	2D Animation	4	GD201	√					√		√	√		√			√			√		√	
	Character design	4	GA205	√		√	√		√	√		√		√	√						√		
	Fundamentals of game design	4	GA206		√		√			√	√	√			√		√			√			
	UX/UI	4	GD202				√	√	√	√	√			√	√			√	√		√		√
	Understanding Game Engines	4	GA207		√						√	√	√				√	√		√		√	
	Visual narrative and Storytelling	4	GA208		√	√			√		√				√		√	√	√		√		
	introduction to 3D	4	GD204	√			√				√	√					√	√	√	√			
	Video editing	4	GD203		√	√			√		√	√			√			√	√			√	
Level 3 (AOU) = Level 6 (UK)	Level Design	4	GA301	√				√		√	√					√	√	√		√			
	3-D Environments and Effects	4	GA302					√			√		√		√	√		√			√	√	
	Virtual world and online communities	4	GPR303		√	√					√		√	√	√						√		√
	Graduation project part 1	4	GD307-A	√				√			√		√	√	√	√				√	√	√	
	Internship/Portfolio	4	GD305				√					√	√	√			√		√			√	√
	3d Animation Production	4	GA304					√				√	√			√	√	√		√		√	
	Graduation project part 2	4	GD307-B					√		√			√			√	√	√	√	√		√	
	Digital marketing	4	GD306				√	√		√			√		√	√			√				√

1.2 Graphic and Multimedia Design technology (GMDT) Pathway

Level	Course name	C R	Temp Code	Knowledge and understanding					B. Cognitive Skills					C. Practical and/or professional Skills					D. Transferable skills				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 1	Drawing	4	GD101	√				√	√			√		√	√								√
	Basic design and composition	4	GD102	√				√	√		√			√					√				
	Introduction to digital media design	4	GD103	√				√	√					√		√		√					√
	Design history & visual language	4	GMT112			√			√		√	√			√				√		√		
	Digital Photography	4	GD104	√		√			√	√	√			√				√	√		√		
	Typography I	4	GD105		√	√		√	√			√	√	√	√				√	√			
	Design thinking & research methodologies	4	GD106				√	√	√						√						√		
	Motion graphic	4	GD107			√	√		√			√		√				√					√
Level 2	Intro. to media production	4	GMT203	√				√	√			√	√	√		√		√	√			√	
	Advertising	4	GMT208	√	√						√	√			√				√			√	
	Typography II	4	GD209	√	√			√	√			√	√	√	√				√	√			
	2D Animation	4	GD201		√				√	√		√		√			√	√				√	
	Branding	4	GD222	√					√	√					√	√			√				
	UX, UI	4	GD202	√				√	√	√		√		√	√		√	√	√		√	√	
	Video Editing	4	GD203					√	√				√	√	√			√		√			
	Introduction to 3D	4	GD204					√		√		√			√			√		√		√	
Level 3	Digital Marketing	4	GD306				√	√		√			√		√			√	√	√			
	Packaging Design	4	GD312	√					√					√					√				
	Sound production for mixed media	4	GMT309	√					√					√				√	√	√			
	Motion graphic 2	4	GMT312			√		√	√			√	√	√		√		√	√				
	Interactive design	4	GMT314				√	√	√		√	√		√	√		√	√		√			√
	Internship & Portfolio	4	GD305			√	√	√		√	√		√		√	√	√		√	√	√		
	Graduation Project I	4	GD340-A	√			√			√			√	√	√				√	√	√	√	

	Graduation Project II	4	GD340-B	√	√				√		√	√	√	√	√	√		√	√	√	√	√	
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