AOU
الجامعة العربية المفتوحة
Arab Open University
Faculty of Computer Studies

Graphic & Multimedia Design Technology

Program Specification

Program specification توصيف البرنامج الدراسي

University/Academy: Arab Open University
College/Institute: Computer Studies
Department: Graphic Design and Multimedia
Technology University/Academy: Arab Open University

Basic information أ – معلومات أساسية

Name of the program: Graphic Design and Multimedia Technology
Nature of the program: (Single) (Dual) (Joint)
Department responsible for the program: Graphic and Multimedia Design Technology
Deanship of Computer Studies
Date of approval of the program: 5/20/2015

ب – معلومات متخصصة

3. Rationale / Justification:

The AOU operates in 8 Middle Eastern Country branches. The Graphic and Multimedia Design Technology is much needed program and the Middle Eastern region in which AOU operates represents a large market for the potential graduates of this program. Graphic and Multimedia Design Technology has had a tremendous impact on the creative industries of advertising and design. The work of a graphic designer is integral to almost all aspects of business. Graphic and Multimedia Design program prepares students to work with solid design concepts. Students take their ideas into full production using computers equipped with the industry current graphic design capabilities. Multimedia is the second aspect of the graphic design industry. Multimedia allows the student to create the interactive visuals essential in today's digital advertising. This program brings together "all media" into one format. The program empowers students with creative problem-solving skills and technical knowledge that will enable them to join and contribute to the exciting, dynamic and constantly evolving world of media and design.

All graduates of the program complete a portfolio showcasing their talents and abilities to enhance student training and employability. They will also have the technical skills to ensure that they are well suited for the industry. A combination of these factors will result in individuals who are well equipped to face today's ever-changing world.

4. Summary & Findings of Feasibility Study

There is a necessity to introduce new faculties and programs in-line with the AOU strategic plan 2012-2016. One major strategic requirement is for AOU to expand and diversify by introducing new majors. Within this context and based on the reasons detailed below the Graphic Multimedia Design Technology program seems to offer strong potential.

The huge expansion in the number and varieties of media outlets (TV, radios, newspapers, advertising means, etc.) nowadays whether classical (terrestrial TV and Radios, printed newspapers, satellite radios and TVs) or internet-based (TV, radio stations, e-newspapers, social medias, etc.) creates more and diverse job opportunities and thus increases the demand for multimedia and graphic designers capable of dealing with these diverse means.

The possibility for graduate students to start their own business following graduation, which tackles another important dimension of the university mission that is to stimulate economic development in Arab countries by encouraging and supporting entrepreneurship initiatives.

Summary of Market Study:

The Market Studies for exploring the potential for introducing the Graphic Design Program have been conducted by 4 of the branches involved, i.e., Bahrain and Lebanon, the market studies of the 4 branches are attached at Appendices A and B, C and D.

Bahrain Branch Market Analysis: Bahrain Branch's market study indicates that introduction of a new program in Graphic Design is feasible as only few competing universities in Bahrain offer similar programs. (Detailed study at Appendix-A)

Lebanon Branch Market Analysis: The Market Study conducted by Lebanon supports the Introduction of a Graphic and Multimedia Design Technology Program at the branch. The study shows that the AOU enjoys a number of competitive advantages concerning the Graphic Design program and hence the branch is ready to offer the new program. (Detailed study at Appendix-B)

Jordan Branch Market Analysis: Graphic and Multimedia Design Technology is considered a future trend in Jordan due to the rapid growth of graphic design market and demand as well. Graduates of graphic design and multimedia do get jobs easily with relatively high salary. We expect to enroll around 100 students every academic year (this is; over three semesters). (Detailed study at Appendix-C)

Egypt Branch Market Analysis: Egypt Branch's market study indicates that In Egypt, Graphic design programs are offered under at least three disciplines by competitors. (Detailed study at Appendix-D)

Hence, based on the market studies conducted by the branches, demand exists for the introduction of a Graphic and Multimedia Design Technology program at AOU.

4.1 Unique Selling Points

The AOU is a well-established Institution of higher learning and is currently operating in 8 Middle Eastern country branches. The demand for our programmes is high and we expect high future growth. The AOU is a dominant player in the Open Education market and hence we feel our partnership with (University of Wolverhampton) UoW will be beneficial to both institutions.

4.2 Market intelligence sources : Market demand and market trends

The market studies performed by branches are available at Appendices A, B, C and D.

According to Bahrain Branch Market intelligence sources inclusive of the potential internal market but also overseas - The Branch Director had agreed with an external company to do the detailed feasibility study for Graphic Design (Computing) along with the other programs.

According to Lebanon Branch Graphic design is a much needed major as it forms the basis and foundation of many graphics related jobs. According to pay-scale, Graphic Design ranks among the top 10 highest paid salaries for Jobs of Arts & Design major. Out of these 10 jobs, 5 of them were Graphic Design. According to an article by Callie Malvik at rasmussen.edu, in 2013 an analysis was done for more than 15,000 graphic design jobs posted, where 82 percent were hired with a Graphic Design degree.

Graphic design is a booming industry worldwide and its growth in the Middle East is high as well. This industry continues to thrive as more and more jobs in the field of Graphic Design are being created each year. A huge responsibility lies on graphic designers in delivering messages accurately and effectively, where success and failure depend on their work. A study by a local Lebanese newspaper (The Daily Star) revealed that starting 2008 more Arab students than ever before are choosing Graphic Design as a major. There are currently over 125 Graphic Design companies in Lebanon, scattered throughout the entire country as listed by yelleb.com. Few of these companies are listed as top Lebanese companies in their field. The average employee number in the top Graphic Design companies is around 20 employees with a few companies having around 50 employees.

According to Egypt Branch the market intelligence sources are:

- Competitor's websites
- Supreme Council of Universities (SCU)
- Ministry of Communications and Information Technologies (MCIT)
- The Central Agency for Public Mobilization and Statistics (CAPMAS)

4.3 Marketing strategy to promote the course

Print ads in main newspapers, Advertisements in famous TV Channels, National radio FM, Newspaper Ads, Brochures and Publications that describe the programme, participation in exhibitions, offering scholarships, Workshop for target sections like High schools and offering special deals and protocols with public universities.

4.4 Source of potential students

Sources of Potential students include high school graduates, students transferred from other institutions and also interested students from other AOU faculties.

Bahrain Branch: There is only one private university offering Graphic Design in Arts Track NOT in computing, so there is no competitor.

Jordan Branch: Although some universities offer the graphic design and related course in Jordan, our program is the only program that combines the Art and Technology in one program; other programs offered in the country either cover graphic design as pure Art course or cover Computer Graphics and Multimedia as technology course. So, we have better compete in the Jordanian market with this uniqueness.

Lebanon Branch: According to the ministry of higher education in Lebanon, there are 32 total universities. Most of these universities offer a Graphic Design major which is an indicator of market demand. The lack of this major at AOU is driving away new recruits and limiting the efficiency of the branches efforts to expand and increase market share. Diversification of offering is required and within the local market landscape this includes diversification in offerings (new majors and degrees particularly is growing sectors). The Lebanese economy is service oriented and a graphic design program falls within the growing sectors in the country.

Egypt Branch:

In Egypt, Graphic design programs are offered under at least three disciplines:

Engineering:

The German University (GUC)

The GUC offers a Bachelors program in Digital Media Engineering and technology.

Computer Science and Information technology:

The Arab Academy for Science, Technology and Maritime Transport (AASTM)

AASTM offers a degree

Applied and fine Arts:

These programs do not typically have a strong technical (Computer or Engineering) component and focus of artistic and/or mass comm. issues. They focus on the graphic design aspect as the Multimedia component requires more rigorous programming and computer science skills.

4.6 Physical resources for teaching (equipment, library, classrooms, labs) and for student experience (accommodation, help with IT, transport, etc.)

Bahrain Branch: Bahrain branch is operating in its new building equipped with sufficient number of class rooms and laboratories. Students make use of LMS and video recording for efficient learning. There is a dedicated IT support team in the branch. All students are day scholars and arrange own transports due to the geographical size of the island (Appendix-E).

Jordan Branch: Jordan branch is equipped with all the needed physical resources to run this program.

Egypt Branch: Egypt branch is running in a new campus equipped with sufficient number of classrooms and Labs. Local ministry officials have indicated that a dedicated Multimedia lab would be required. Besides human resources, no other dedicated facilities are expected to be needed.

Lebanon Branch: AOU Lebanon branch currently possess the labs, classroom space, required knowledge and capability for student support services that would support the introduction of a

new program in Graphic and Multimedia Design Technology. The branch has also assessed the need to include additional technical labs for this programme, and to acquire library resources for this filed. Hiring faculty members to teach on the program should not be a problem giving the availability of qualified people locally. Therefore, the branch is ready to offer the new program, and the financial outlays required to support the introduction fall within the capacity of the branch and are expected to bring greater returns. (Appendix-E).

5. Educational goals and objectives

Graphic and multimedia design and development play an increasingly key role in the advertising and entertainment industries with an increasing corresponding demand for professionals with the skills and knowledge to develop appropriate solutions for the broad range of sectors. The prevalent use of both interactive and visual graphics/multimedia/animations within education, e-commerce, promotion, digital marketing, DVD production, mobiles, games, websites and entertainment is increasing both in quantity and the quality of the media. It is also a critical reference point that the industry is composed of both large and small operators requiring graduates with both specialized and contextual knowledge.

This programme addresses these requirements by providing a structured curriculum that integrates and relates the key methodologies, techniques, and technologies of computer graphics, multimedia and animation design, production and workflow. The programme however underpins these with a solid grounding in the theoretical and practical underpinnings of computer science as a discipline to enable graduates to continue to efficiently work within an ever evolving, changing and complex sector both in terms of the technology as well as end-user/customer requirements.

Our aim is to ensure that our graduates will be capable of designing and developing creative graphic and multimedia production/applications/solutions. To support this aim, the programme has been designed to ensure the following with considerable emphasis to practical applications and hands-on experience.

- All our graduates have an appreciation and understanding of the fundamentals of computer science;
- 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 and entrepreneurial skills, which will equip them with the ability to respond to current and future career challenges.

Both curriculum design and teaching and learning strategies incorporate the need for a range of skills, and it is anticipated that students who progress through the course will improve their abilities in these areas, as well as in the subject specific skills.

6. Relationship to other programs and awards

The Graphic and Multimedia Design Technology program is a unique program at the Specialisation Requirements level. However, the programme shares the University requirements (M/E), Faculty Requirements (Mandatory) and some of the Faculty requirements (Elective) with the ITC programme offered from the Faculty of Computing Studies as per the programme structure (Section-7)

7. Academic Program Structure

7.1 The Overall Graphic and Multimedia Design / Technology Structure

No.	Category	Credit Hours
1	University Requirements/ Mandatory	12
2	University Requirements/ Electives	9
3	Faculty Requirements/ Mandatory	6
4	Faculty Requirements/ Electives	14
5	Core Specialization/ Mandatory	96
Total		**137**

7.1.1 University Requirements/ Mandatory (12 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GR101	Self-Learning Skills	3	--
TU170	Computing Essentials	3	--
EL111	English Communication Skills I	3	--
EL112	English Communication Skills II	3	EL111
Total		**18**	

7.1.2. University Requirements/ Electives (9 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
MS101	Physics-I	3	EL111
MS102	Physics-II	3	MS101
GE102	Introduction to Statistics	3	EL111
GR111	Arab Islamic Civilization	3	--
GR131	General Branch Requirement	3	--
GR112	Issues and Problems of Development in the Arab World	3	--
GR115	Current International Issues and Problems	3	--
EL118	Reading	4	EL111
CHI101	Chinese for Beginners (I)	3	--
CHI102	Chinese for Beginners (II)	3	CHI101
SPA101	Spanish for Beginners (I)	3	--
SPA102	Spanish for Beginners (II)	3	SPA101
FRE101	French for Beginners (I)	3	--
FRE102	French for Beginners (II)	3	FRE101
Total		**3**	

7.1.3. Faculty Requirements/ Mandatory (6 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GM101	Calculus 1/ College Mathematics	3	
GM102	Linear Algebra	3	
Total		**6**	

7.1.4. Faculty Requirements/ Electives (14 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GE103	Discrete Mathematics	3	
GE104	Data, Computing and Information	3	
GE105	Data Structures and Algorithm	3	
GE106	Computer Organization and Architecture	3	
GE201	Programming for Digital Media	4	
GE202	Computer Aided Design	4	
GE301	3D Modelling and Animation Techniques	4	
GE302	Web Application Development – Server Side	4	
Total		**14**	

7.1.5. Core Specialization/ Mandatory (96 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
	Level 4 (UoWH)		
4AD010	Introduction to Art and Design in Context	5	
4VC012	Studio Practice: Ideas, concepts and communication	5	
4VC013	Elements, Composition and Digital Foundation	5	
4VC014	Introduction to Proramming and Interactivity for	5	
4VC015	Digital Photography and Media Production	5	
4VC016	Typography-I	5	
	Level 5 (UoWH)		
5VC012	Visual Narrative	5	
5AD008	Critical and Contextual Issues in Art and Design	5	
5VC013	Typography-II and Computer Graphics	5	
5VC015	Digital and Emerging Media Design	5	
5VC017	Digital Visualization Studio	5	
5VC019	Visual Effects, Compositing and Mixed Media	5	
	Level 6 (UoWH)		
6AD002	Research Methods for Graphic Design	6	
6AD001	Creative Industries and Opportunities	6	
6VC012	Graduation Project	6	
6VC015	Digital Media Design for Mobile Devices	6	
6VC018	Independent Graphic Design Practice	6	
6VC019	Major Aspects of Visual Communication Projects	6	
Sub total			
Total		**96**	

7. Any special requirements?

- Higher level courses can only be taken on the completion of the preceding lower level courses.
- Software packages and licenses for the courses under consideration
- Laboratories/ personal computer should be equipped with appropriate graphic readiness (according to the requirements of software packages).
- Appropriate equipment for studio activities.

8. Brief description of mains areas within the overall specialization

The main areas within the overall specialization include Computer Graphic Design, Multimedia Production, Computer Aid Design, Computer Modelling and Animation Techniques. The Computer Graphic Design area deals with the effective use of Computer Technology towards the creation of creative and artistic designs and projects. The Multimedia Production part of the program deals with the integration of sound, graphics, images and video content to create stimulating and inspiring multimedia projects. Computer Aid Design deals with the application of digital computer technology towards building advanced models of

industrial parts and components necessary for building industrial products, tools and machinery. The Computer Modelling and Animation techniques enable users to produce developmental models and sketches of products, perform character and environment modelling, develop animatic actions, and undertake content development for games and animations.

7.2. Degree Plan:

Calendar Year 1

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester-1	**TU170**	Computing Essentials	3	
	GR101	Self-Learning Skills	3	
	GE102	Introduction to Statistics	3	
	EL111	English Communication Skills I	3	
	GM101	Calculus1 / College Mathematics	3	
	Sub Total		**15**	
Semester-2	**MS101**	Physics I	3	**EL111**
	EL112	English Communication Skills II	3	**EL111**
	GM102	Linear Algebra	3	
		Faculty Requirement/Elective-1	3	
		Faculty Requirement/Elective-2	3	
		University Requirement/Elective	3	
	Sub Total		**18**	

Calendar Year 2

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester-1	**MS102**	Physics II	3	**MS101**
	4AD010	Introduction to Art and Design in Context	5	
	4VC012	Studio Practice: Ideas, concepts and communication methods	5	
	4VC013	Elements, Composition and Digital Foundation	5	
	Sub Total		**18**	
Semester-2	**4VC014**	Introduction to Programming and Interactivity for Media Arts	5	
	4VC015	Digital Photography and Media Production	5	
	4VC016	Typography-I	5	
	Sub Total		**15**	

Calendar Year 3

	Course Code	Course Title	Credit Hours	Pre-requisite
Semester- 1	**5VC012**	Visual Narrative	5	
	5AD008	Critical and Contextual Issues in Art and Design	5	
	5VC013	Typography-II and Computer Graphics	5	

	Faculty Requirement/Elective-3	4	
Sub Total		**19**	
Semester- 2			
5VC015	Digital and Emerging Media Design	5	
5VC017	Digital Visualization Studio	5	
5VC019	Visual Effects, Compositing and Mixed Media Production	5	
	Faculty Requirement/Elective-4	4	
Sub Total		**19**	

Calendar Year 4

	Course Code	**Course Title**	**Credit Hours**	**Pre-requisite**
Semester- 1				
	6AD002	Research Methods for Graphic Design	6	
	6AD001	Creative Industries and Opportunities	6	
	6VC019	Major Aspects of Visual Communication Projects	6	
	Sub Total		**18**	
Semester- 2				
	6VC015	Digital Media Design for Mobile Devices	6	
	6VC018	Independent Graphic Design Practice	6	
	6VC012	Graduation Project	6	
	Sub Total		**18**	

8. Program learning outcomes

Intended learning outcomes are listed below.

A. Knowledge and understanding	
Learning outcomes	**Learning and teaching strategy/ assessment methods**
A1 Knowledge and understanding of historical and current developments in the disciplines of graphic and multimedia design and technologies; A2 Knowledge and understanding of cultural, historical and professional contexts; A3 Knowledge and understanding of relevant foundational principles of basic sciences; A4 Knowledge and understanding of the key components of computer science with the appropriate terminology; A5 Identify the state-of-the-art applications of graphic and multimedia design/development; A6 Knowledge and understanding of software development concepts, theories, methodologies, technologies and tools; A7 Knowledge and understanding of the digital development, reproduction, manipulation, storage and transmission of digital information; A8 Knowledge and understanding of the algorithms, operators, technologies, models and techniques that form the basis of graphics, multimedia and animation and apply this knowledge to maximizing output and quality; A9 Knowledge and understanding of the techniques and theories of image, video and animation manipulation and processing; A10 Knowledge and understanding of the potentials and limitations of the existing methods, technologies and delivery mechanisms; A11 Knowledge and understanding of the professional frameworks for graphics and multimedia production and animation workflows;	Acquisition of knowledge and understanding is through a combination of face-to-face and recorded lectures, studio-based project work' seminars, group tutorials and workshops; Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject; Learning is instigated largely by set projects with regular tutorial and seminar support, including small group tutorials. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers; There is a requirement for written work at all levels including design reports, evaluations and Critical and Contextual Studies essays. There is an extended essay at the last level The 25% fact-to-face lectures/tutorial component is an essential part of teaching and learning at AOU. Tutors support students' learning in tutorials and day schools organized regionally or electronically. Courses also provide study guides, assignment and project guides and specimen examination papers. Feedback on assignments provides individual tuition and guidance. Assessment – knowledge and understanding are assessed by questions asking for explanations, for the application of concepts in new situations, for analysis, for synthesis, etc. and (in some cases) by multiple-choice questions testing students' grasp of concepts. Assessment during courses is via: Tutor marked assignments (TMAs)

A12 Knowledge and understanding of the theory and techniques of Human Computer Interaction (HCI), including human psychology, user centered design and evaluation; A13 Knowledge and understanding of making an informed choice of degree option from the alternatives presented; A14 Identify a variety of application toolsets within the conceptual and professional frameworks for graphic and multimedia production and animation workflows; A15 Knowledge and understanding of a process of project development and design realization to standards of professional competence; A16 Achieve higher level of specialization and detailed knowledge of a particular field chosen for the graduation project.	Midterm Assessment (MTA) Final Exam Tutors mark students' tutor marked assignment work guided by marking schemes with specimen solutions, produced by the relevant course teams, and provide written feedback to students on their performance.

B. Cognitive skills	
Learning outcomes	**Learning and teaching strategy/ assessment methods**
B1 Discuss mathematical models related to computer graphics, 3D modelling and animation; B2 Explain hardware to implement a specified computer system and discuss the use of operating systems and a range of tools and application packages; B3 Associate theory and practice to the analysis, design, implementation and testing of software; B4 Exercise, in a creative design process, thorough research, analysis, selection and critical judgement; B5 Demonstrate a confidence and ability in the generation of ideas and approaches to solving problems, present arguments fluently and draw conclusions independently; B6 Demonstrate a willingness to explore visual languages, materials and techniques;	• Acquisition of knowledge and understanding is through a combination of face-to-face and recorded lectures, studio-based project work' seminars, group tutorials and workshops; • Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. • Learning is instigated largely by set projects with regular tutorial and seminar support, including small group tutorials. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. • Throughout, the learner is encouraged to develop intellectual skills further by

B7 Develop levels of critical analysis and self-reflection in response to research and ideas; B8 Present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects; B9 Make informed aesthetic, functional and intellectual judgements relative to the appropriate realization of design ideas.	independent study which has an increasing emphasis as the student progresses through the programme. At the last level for example, students are expected to be capable of working independently throughout, with only occasional support and guidance delivered through presentations and group tutorials. • A student's intellectual skills will be evident in a design process, which demonstrates creative thinking, problem solving, analysis and judgement in the development, realization and ultimate presentation of solutions. • Assessment – cognitive skills are assessed by questions asking for the application of concepts in new situations, for analysis, for synthesis, etc., (tutor marked assignments and examination) and also by more open-ended design, investigative and project activities (tutor-marked assignments and examinable component).

C. Practical and professional skills	
Learning outcomes	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate professional competence in the realization, presentation and communication of design ideas and concepts; C2 Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specified problems; C3 Apply a range of practical post-production methods and techniques; C4 Plan and manage a major project, including costing, time-management and task/resource allocation; C5 Critically review and evaluate the theory and products available w. r. t. their chosen topic for the graduation project; C6 Demonstrate creativity and technical proficiency in production, documentation and communication;	• Practical skills are developed through a series of workshops and projects intended to test skills acquired. Seminars and group tutorials provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented. • Workshops are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. Again, this is particularly emphasized at the last level of the programme. • Assessment – practical skills are assessed by tutor marked assignments and examinable component. The project course, develops some professional skills.

C7 Use a range of core skills in the development of artefacts and animations; C8 Demonstrate research competence; C9 Apply artificial intelligence techniques to the development of interactive multimedia applications; C10 Apply a variety of algorithms and techniques to develop 3D modelling and animations.	

D. Key/transferable skills	
Learning outcomes	**Learning and teaching strategy/ assessment methods**
D1 Produce structured written work in a variety of formats; D2 Make oral presentations and participate in discussions and seminars; D3 Use a range of learning resources to support their work; D4 Manage self-directed learning with support; D5 Work effectively in a group environment; D6 Apply time management techniques to organize effectively study time and resources; D7 Apply note taking skills in order to develop more useful revision resources; D8 Take responsibility for individual study with appropriate guidance; D9 Prepare and present the findings from literature and personal tutorial activities in an appropriate academic form of communication; D10 Interact effectively within a team or group, planning, designing, collaborating and exchanging information and ideas to a specified outcome; D11 Carry out a literature research on a given topic, with guidance, using a range of resources; D12 Present ideas and arguments in a clear and structured manner in written or oral form with reference to sources.	• 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. • Higher level modules provide opportunities for team-working skills to be developed. In addition, they provide opportunities for entrepreneurial skills to be developed and tested. 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 – key skills are assessed by tutor marked assignments and examinable component; 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.

9. Distinctive Features of the Program

The main aim of this programme is to provide students a keen grasp of graphic design and multimedia technology, including 3D model construction, lighting, and animation that will enable the interested individuals to create exciting, engaging, and interactive experiences. In addition, individuals will learn 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. The programme will 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. Therefore, this programme balances the theoretical and the practical aspects, and the artistic and technology aspects.

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

- Different pathways are available to the students based on the selection of elective courses (Graphic design or Multimedia programming)
- Flexibility (Duration up to 8 years with 25% face to face tutoring sessions + 75% independent study, wide range of project topics)
- Tutorials are delivered by tutors with professional experience in Multimedia and Graphic Design in addition to their academic experience, which contributes to preparing our graduates for the industry.
- Tutoring is conducted by a well-qualified team of tutors
- The practical nature of the program
- Boosted by the collective intelligence of multiple tutor teams at different branches.

10. Student support

Support is provided for students through a variety of means:

- Induction programme (to the programme, e-Library, IT and LMS)
- Research informed tutoring
- Academic advisors
- AOU's online Moodle based Learning Management System with learning resources
- Face-to-face tutorials.
- Practical laboratory/studio sessions.
- Tutors' office hours.
- Formative feedback on TMAs and MTAs
- Written guidance including
  - Course Guide (will be amended with the GD programme once the program approved)
  - Student Handbook (available online - will be amended with the GD programme once the program approved)
  - Student Guide on Plagiarism: Web Link
  - Advice on programme structure
- Electronic tutorial groups.
- Support material (video lectures, hands on labs, tutorials, etc.) will be made available for student (similarly to what have been done for other FCS programs (Web Link)
- ICT facilities

- IT Help Desk
- Student email
- Wireless Internet access
- Online Student Support System (SSS) (Appeals and Complaints: Web Link)
- Disability and Dyslexia online support system
- PASS (Peer Assisted Student Support) (will be implemented starting the second year)
- E-Library and other learning resources: Web Link
- Counselling
- Personal Development Planning (PDP)
- Student representatives in the Student-Staff Liaison Committee (SSLC), and Academic Committee allowing students to share in the decision-making process.
- Career planning guidance and services

11. Criteria for admission

The standard criterion for admission to FCS programmes is a high school certificate or its equivalent.

12. Language of instruction

English

13. Information about assessment regulations

Criteria for assessment

The AOU uses the following 3 main assessment components for its regular courses in order to assess students work:

- Tutor Marked Assignments (TMA)
- Mid-Term Assessments (MTA)
- Final Exam

At AOU assessments are formative and summative and are conducted through the continuous course assessment and course final exam assessments. The assessments comprise two continuous assessments; one Mid Term Assessment (MTA) and one Tutor Marked Assignment (TMA) that comprise 50% of the total assessment mark and 50% are allocated to the final exam. The student is assessed out of a total of 100 marks distributed equally on both components of the assessment.

The TMA is part of the Continuous Assessment at AOU. It consists of assessment material that the students work on in a continuous manner and then submit their work to their tutors at a specified deadline as indicated on the course calendar. The MTA is an examinable assessment component and MTAs are held at AOU in the middle of the semester. The Final Exam is taken by the students at the end of the semester.

The weightage of the 3 assessment components are given below:

Assessment Component	Weightages (%)
TMA	20%
MTA	30%
Final Exam	50%

Assessment of the Graduation Project:

Students at AOU work on the graduation project normally during the final year of their studies. The assessment related to the graduation project follows the following structure:

TMAs: Students are required to submit 2 TMAs to their tutor during the project duration. The TMAs are essentially intended to monitor the students work on a continuous basis.

Project Implementation: The students are required to practically implement their projects either in hardware or software. They are then required to perform a working demonstration of their project before the project assessment committee.

Project Presentation: The students are required to present their entire project work before the project assessment committee.

Project Report: The students must document their project work and submit a final project report to the project assessment committee.

Different categories of achievement are distinguished by awarding students grades on a scale from 0 to 4 as given below:

- Letter grade A (Numerical Equivalent to 4.00)
- Letter grade B+ (Numerical Equivalent to 3.5)
- Letter grade B (Numerical Equivalent to 3.00)
- Letter grade C+ (Numerical Equivalent to 2.5)
- Letter grade C (Numerical Equivalent to 2.0)
- Letter grade D (Numerical Equivalent to 1.5)
- Letter grade F (Numerical Equivalent to 0.0)

Arrangements for the involvement of external examiners in the assessment process

Similarly, to other undergraduate and graduate programs in FCS, each course will have an External Examiner (EE). External Examiners are actively involved in the assessment process. The draft Midterm Assessments (MTAs), Tutor Marked Assessments (TMAs) and final examinations are sent to the External Examiners for feedback and comment. Visits are arranged for the External Examiners and samples of TMAs, MTAs and Examinations are provided for their scrutiny and evaluation.

The External Examiners write reports and may highlight areas of concern for the Faculty to consider and resolve. The Faculty analyses their reports and takes appropriate action. The Faculty then prepares a response document to the report and sends a copy to the EE.

The FCS maintains contact with External Examiners throughout the semester and informs them about any issues that arise concerning student assessment. The External Examiners are

involved in establishing the quality of the academic delivery, academic material preparation, assessment and guidance throughout the semester.

All External Examiners are members of Course Assessment Committee and Faculty Examination Committee. The Chief External Examiner is also a member of Central Examination Committee.

Composition of the examinations committees

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

- Branch Examination Committee (BEC)
- Course Assessment Committee (CAC)
- Faculty Examination Committee (FEC)
- Central Examination Committee (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 Course Assessment Committee (CAC), Faculty Examination Committee (FEC) and ultimately by Central Examination Committee (CEC). In this way, cross-branch moderation is achieved.

Double-marking by internal examiners and internal moderation

Appropriate arrangements exist for internal and external moderation. Internal moderation at branch level considers border-line cases which are forwarded to CAC and FEC for further consideration, where issues such as inter-branch variations are considered.

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

Validity and objectivity of the assessment process

The assessment process is valid and objective in nature since the entire process is open and accessible to External Examiners' scrutiny. The External Examiners are involved both in the preparation and execution of all components of the assessment process. During the preparation stage, the External Examiners are sent the TMAs and the Examinations prepared by GCCs for their scrutiny and feedback. After the execution of the TMA work and Examinations, the External Examiners are provided with samples of student work, marked by internal examiners, for moderation.

Security and integrity of 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:

- All examinations are protected by password security.
- MTAs and Final examinations are prepared by the GCCs and all are handled by the FCS Dean

- The Deanship communicates with the External Examiners regarding feedback on examination papers.
- After the examinations are finalized the Deanship sends them to the central Exam Office at the HQ about ten days before the examination date for printing and sending by currier to the branches in sealed envelopes.
- At the Branch, only one responsible examination officer is nominated to handle the examinations.
- The examinations officer keeps the sealed and signed envelopes of examination papers under lock and key in a safe storage place.
- The examination officer takes out the examination papers about half-an-hour prior to the start time to give them to invigilators.
- All examinations are time-synchronized to avoid students of one branch leaking exams to students of other branches.
- 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 institution is grappling with. AOU uses the Turnitin plagiarism detection software to address the issue.

14. Specialist staff needed and their availability

Well qualified tutors with professional experience in Multimedia and Graphic Design will deliver the tutorial sessions.

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

Multiple methods are available and will be used to evaluate and improve the quality and standards of teaching and learning such as:

(a) Programme

1. Periodic review and revalidation of programme by the deanship with the participation of external experts from the academic and the industry.
2. Annual Programme Evaluation (APE): The programme management team completes an annual programme evaluation report which identifies strengths and weaknesses. This takes account of the views of tutors, students and any issues raised by the external examiners. A detailed action plan is the produced accordingly and communicated to all programme coordinators at the branches (offering the program) to leverage our strengths and address our weaknesses.
3. External Verifier/Examiner
4. Quarterly Periodic Reports (QR)
5. Subject areas committees at FCS
6. Academic reviewers' involvement in the programme review
7. Reviews made by local ministries of higher education
8. Feedback from students
9. Feedback from employers
10. Academic standards committee involvement in programme updates

(b) Teaching

1. Feedback from students (through Questionnaires, SSLC, meetings with PCs, Deans, and VRAA)
2. Tutor monitoring by the Programme Coordinator
3. General Course Chair (GCC) an d Branch Course Coordinators (BCCs) monitor the delivery
4. Exit surveys
5. Peer feedback on the tutoring process
6. Tutor development activities such as development courses, workshops and research seminars
7. Annual staff appraisal
8. Best tutor awards encourage excellence in tutoring

(c) Learning and Assessment

1. Quality assurance and oversight by the deanship
2. External examiners involvement in course assessment committees (CACs)
3. External examiners reports
4. Feedback from tutors
5. Prompt feedback on students' formative assessment (TMAs, MTA)

(d) General feedback

1. Cross-programme discussions with all branches through the members of the academic committee
2. Implementation of best practices in the different branches with 4 different Faculties.

(e) Committees for monitoring and evaluating quality and standards:

1. Course Assessment Committee (CAC)
2. Faculty Board (FB)
3. Academic Committee (AC)
4. Academic Standards Committee (ASC)
5. AOU's Quality Assurance Committee (QAC)
6. Student-Staff Liaison Committee (SSLC)

(f) Key performance and quality Indicators (to be monitored)

1. Recognition by local ministries of higher education
2. Student retention, progression and graduation rates.
3. Job opportunities for Alumni after graduation
4. Research informed tutoring
5. External examiners team reports

Student satisfaction rates as resulted end of module questionnaires.

16-a. Mapping of courses to programme learning outcomes
ربط المقررات بأهداف البرنامج

Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																								
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	B1	B2	B3	B4	B5	B6	B7	B8	B9
GM101			X														X								
GM102			X					X	X								X								
4AD010		X										X								X	X	X	X	X	X
4VC012																									
4VC013					X		X	X	X					X						X	X			X	
4VC014	X	X		X	X	X		X											X	X	X		X	X	X
4VC015																									
4VC016	X	X										X													X
5VC012		X				X		X	X			X								X	X		X	X	X
5AD008		X																		X	X		X	X	X
5VC013	X	X		X	X		X	X	X	X										X					
5VC015		X									X	X		X	X					X	X	X			X
5VC017						X	X		X	X							X	X	X					X	
5VC019				X	X		X	X	X	X									X	X	X	X	X	X	
6AD002																									
6AD001																									
6VC012		X			X						X			X	X	X				X	X	X	X	X	X
6VC015					X	X	X	X	X	X		X		X					X	X	X	X			
6VC018		X					X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
6VC019																									

ربط المقررات بأهداف البرنامج																										
Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																									
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	C1	C2	C3
GM101																									
GM102										X															
4AD010	X	X								X		X										X	X	X	
4VC012																									
4VC013	X	X		X											X					X			X	X	
4VC014	X					X							X			X					X		X		
4VC015																									
4VC016	X										X											X	X		
5VC012	X	X		X							X	X											X	X	
5AD008	X	X	X			X	X							X									X	X	X
5VC013	X	X		X			X			X	X	X	X	X	X				X	X		X	X	X	
5VC015		X		X			X	X	X	X		X	X	X	X	X		X		X				X	
5VC017	X	X		X		X	X					X		X	X				X	X		X	X	X	
5VC019	X	X	X	X		X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
6AD002																									
6AD001																									
6VC012	X	X		X	X	X		X			X	X	X	X	X			X	X	X	X	X	X	X	
6VC015	X	X		X		X		X					X	X	X	X	X	X		X	X		X	X	
6VC018	X	X	X		X		X					X	X		X	X	X	X		X		X	X	X	X
6VC019																									