



Arab Open University

Faculty of Computer Studies

Programme Specification

BSc. in Graphic and Multimedia Design / Technology

1. Overview/ factual information	
Programme/award title(s)	BSc in Graphic and Multimedia Design / Technology (134 Credit Hours)
Teaching Institution	Arab Open University (AOU)
Awarding Institution	Arab Open University (AOU)
Date of latest AOU validation	NA
Next revalidation	Within five years
Credit points for the award	134 Credit Hours
Programme start date	Spring 2020-2021
Other external and internal reference points used to inform programme outcomes	<p>External :</p> <p>Computer Science Curricula Guidelines 2013, ACM-IEEE Computer Most in demand skills in 2017 https://www.facebook.com/worldeconomicforum/videos/10153882884451479/</p> <p>Skills that can get you hired in 2017 http://uk.businessinsider.com/skills-that-can-getyou-hired-2016-10?utm_source=feedly&utm_medium=webfeeds?r=US&IR=T</p> <p>The Future of jobs report by World Economic Forum, January 2016 http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf</p> <p>Annual Report, 2015-2016, World Economic Forum. http://www3.weforum.org/docs/WEF_Annual_Report_2015-2016.pdfSociety</p> <p>Internal :</p> <p>Learning and Teaching Strategy, Arab Open University. https://www.arabou.edu.kw/images/reg/final_learning_strategy.pdf</p>

	Study carried out by Dr Abbas Abdel Karim : Internal study on “Relevance of AOU Graduates and Programmes to Labour Market Needs”
Professional/statutory recognition	Recognised by Ministry of Higher Education in Egypt.
Duration of the programme for each mode of study (FT/PT)	FT [3.5 - 4 Years] PT [8 Years]
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	Fall 2020-2021/revision will be conducted every five years from the start date

List of Abbreviations:

Acronym	Definition
AOU	Arab Open University (Headquarters, Kuwait)
AOU-Bahrain	Arab Open University – Bahrain Branch
APE	Annual Programme Evaluation
BCC	Branch Course Coordinator
BEC	Branch Examination Committee
CAC	Course Assessment Committee
CBM	Cross Branch Marking
CEC	Central Examination Committee
EE	External Examiner
FEC	Faculty Examination Committee
GCC	General Course Coordinator
LMS	Learning Management System
MTA	Mid-Term Assessment
PC	Programme Coordinator
PDP	Personal Development Plan
QAAD	Quality Assurance and Accreditation Department

2. Programme aims and objectives

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

More detailed information on the learning outcomes, content, teaching and learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims 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.

2.2 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 degree students must achieve 134 credit points.

Employability Skills

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 programme 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.

The Graphic and Multimedia Design Technology programme is a unique program at the Specialisation Requirements level. However the programme shares the University requirements, Faculty Requirements and some of the Faculty requirements (Elective) with the ITC programme offered from the Faculty of Computing Studies as per the programme structure (Section-6)

3. Rationale / Justification

The AOU operates in 9 Middle Eastern Country branches. The Graphic and Multimedia Design Technology is a much needed programme 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 2017-2022. 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 and 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 labour market studies for exploring the potential for introducing the Graphic Design Program have been conducted by Bahrain branch.

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

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

4.1 Unique Selling Points

The AOU is a well-established Institution of higher learning and is currently operating in 9 Middle Eastern country branches. The demand for AOU programmes is high and AOU expect high future growth.

4.2 Market intelligence sources : Market demand and market trends

The market study performed by Bahrain branch is available at Appendix A. According to Bahrain Branch Market intelligence sources inclusive of the potential internal market but also overseas - an external company has done the detailed feasibility study in the area of recent technologies of Graphic Design and Multimedia.

AOU's mission is to prepare manpower for development needs, and to build science and knowledge society in the Arab countries which is in line with Bahrain HEC's national strategy, which aims to "to provide a workforce capable of dealing with the increasingly complex demands of the global economy."

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.

4.5 External competitors in Graphic Design and Multimedia /Technology in Bahrain

In Bahrain there is no private universities offering Graphic Design in computing field, so there is no competitor.

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

Bahrain branch is operating in a 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.

5. Program intended learning outcomes

This section includes the skill sets that the graduates of Graphic and Multimedia Design / Technology programme are expected to possess. The learning outcomes along with the learning and teaching strategy and assessment methodologies have also been provided below.

The intended learning outcomes for the GMDT Programme 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;	<ul style="list-style-type: none"> 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.
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;	

A. Knowledge and understanding

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;

A12 Knowledge and understanding of the theory and techniques of Human Computer Interaction (HCI), including human psychology, user centred design and evaluation;

A13 Knowledge and understanding of making an informed choice of degree option from the alternatives presented;

Tutors support students' learning in tutorials and day schools organised 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 is 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)
- 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.

A. Knowledge and understanding	
<p>A14 Identify a variety of application toolsets within the conceptual and professional frameworks for graphic and multimedia production and animation workflows;</p> <p>A15 Knowledge and understanding of a process of project development and design realization to standards of professional competence;</p> <p>A16 Achieve higher level of specialization and detailed knowledge of a particular field chosen for the graduation project.</p>	

B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Discuss mathematical models related to computer graphics, 3D modelling and animation;</p> <p>B2 Explain hardware to implement a specified computer system and discuss the use of operating systems and a range of tools and application packages;</p> <p>B3 Associate theory and practice to the analysis, design, implementation and testing of software;</p>	<ul style="list-style-type: none"> • 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

B. Cognitive skills

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;

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.

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 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
<p>C1 Demonstrate professional competence in the realization, presentation and communication of design ideas and concepts;</p> <p>C2 Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specified problems;</p> <p>C3 Apply a range of practical post-production methods and techniques;</p> <p>C4 Plan and manage a major project, including costing, time-management and task/resource allocation;</p> <p>C5 Critically review and evaluate the theory and products available w. r. t. their chosen topic for the graduation project;</p> <p>C6 Demonstrate creativity and technical proficiency in production, documentation and communication;</p> <p>C7 Use a range of core skills in the development of artefacts and animations;</p> <p>C8 Demonstrate research competence;</p> <p>C9 Apply artificial intelligence techniques to the development of interactive multimedia applications;</p>	<ul style="list-style-type: none"> 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. <p>Assessment – practical skills are assessed by tutor marked assignments and examinable component. The project course, develops some professional skills .</p>

C. Practical and professional skills

C10 Apply a variety of algorithms and techniques to develop 3D modelling and animations.

D. Key/transferable skills

Learning outcomes:

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;

Learning and teaching strategy/ assessment methods

- 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.

D. Key/transferable skills

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.

6.programme Structure

Students seeking a BSc in Graphic and Multimedia Design / Technology must complete at least 134 credit hours:

1. Overall Structure (Table 1)
2. University Requirements/ Mandatory (Table 2)
3. University Requirements/ Branch Requirements/Mandatory (Table 3)
4. Faculty Requirements/ Mandatory (Table 4)
5. Faculty Requirements/ Electives (Table 5)
6. Core Specialization/ Mandatory (Table 6)

Table 1: The Overall Graphic and Multimedia Design / Technology Structure

No.	Category	Credit Hours
1	University Requirements/ Mandatory	12
2	University Requirements/ Branch Requirements/Mandatory	6
3	Faculty Requirements/ Mandatory	6
4	Faculty Requirements/ Electives	14
5	Core Specialization/ Mandatory	96
Total		134

Table 2: University Requirements/ Mandatory (12 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GT101	Learning and Information	3	--
EL111	English Communication Skills I	3	--
EL112	English Communication Skills II	3	EL111
AR111	Arabic communication Skills I	3	--
Total		12	

Table 3: University Requirements/ Branch Requirements/Mandatory (8 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GR131	Bahrain History and Culture	3	--
LAW 107	Human Rights	2	--
INT300	Industrial Training	1	Completion of 80 credit hours
Total		6	

Table 4: Faculty Requirements/ Mandatory (6 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GM101	Calculus 1/ College Mathematics	3	EL111
GM102	Linear Algebra	3	EL111
Total		6	

Table 5: Faculty Requirements/ Electives (14 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
GE103	Discrete Mathematics	3	EL111
GE104	Data, Computing and Information	3	EL111
GE105	Data Structures and Algorithm	3	EL111
GE106	Computer Organization and Architecture	3	EL111
GE201	Programming for Digital Media	4	EL111
GE202	Computer Aided Design	4	EL111
GE301	3D Modelling and Animation Techniques	4	EL111

Table 6: Core Specialization/ Mandatory (96 Credit Hours)

Course Code	Course Title	Credit Hours	Prerequisites
Level 4			
4AD010	Introduction to Art and Design in Context	5	EL111
4VC012	Studio Practice: Ideas, concepts and	5	EL111
4VC013	Elements, Composition and Digital	5	EL111, TU170
4VC014	Introduction to Programming and Interactivity for Media Arts	5	EL111

4VC015	Digital Photography and Media Production	5	EL111
4VC016	Typography-I	5	EL111
Sub total		30	
Level 5			
5VC012	Visual Narrative	5	EL111, 4AD010, 4VC013, 4VC016, 5VC015
5AD008	Critical and Contextual Issues in Art and Design	5	EL111, 4VC013, 4VC014
5VC013	Typography-II and Computer Graphics	5	4VC016, GM101, GM102
5VC015	Digital and Emerging Media Design	5	TU170, 4VC014, 4AD010
5VC017	Digital Visualization Studio	5	4AD010, 4VC01, 4VC017
5VC019	Visual Effects, Compositing and Mixed Media Production	5	TU170, 4AD010
Sub total		30	
Level 6			
6AD002	Research Methods for Graphic Design	6	5AD008
6AD001	Creative Industries and Opportunities	6	5AD008
6VC012	Graduation Project	6	At least 80 credit hours to be completed
6VC015	Digital Media Design for Mobile Devices	6	4VC014, 4AD010, 5VC015, 5AD008, 5VC013
6VC018	Independent Graphic Design Practice	6	5VC013, 4VC014, 4VC016
6VC019	Major Aspects of Visual Communication Projects	6	5VC019
Sub total		36	
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 specialisation

The main areas within the overall specialisation 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 programme 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.

9. Distinctive Features of the Programme

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 programme has the following distinctive features:

- Students can choose elective courses (Graphic design or Multimedia programming)
- Flexibility (Duration up to 8 years with 50% Face to face tutoring sessions + 50% 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 programme
- 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 GMDT programme once the program approved)
 - Student Handbook (available online - will be amended with the GD programme once the programme 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 programmes ([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 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 GMDT programme. The main Entry Requirement into the GMDT Programme is a valid High School certificate.

Bylaws exist for handling all cases of Module Equivalencies including the following scenarios:

A. Graduates at AOU interested in studying another Major:

B. Students wishing to Transfer from one Programme to another

C. Students wishing to transfer from one stream to another within the same major:

Please refer to Module Equivalencies Bylaws at AOU for details about above cases of Module Equivalencies.

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 :

TMA: 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 programmes 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 are 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 finalised the Deanship sends them to the central Exam Office at the HQ about ten days before the examination date for printing and sending by courier 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 are 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 Technology will deliver the tutorial sessions of the specialised courses.

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 programme) 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 VPAA)
2. Tutor monitoring by the Programme Coordinator
3. General Course Chair (GCC) and 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. Curriculum Map

Tables 16.a and 16.b indicate which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

16-a. Mapping of courses to programme intended learning outcomes

رط المقررات باهداف البرنامج

Assessment tasks	Learning outcomes (Knowledge and Understanding and cognitive skills)																								
	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	A 12	A 13	A 14	A 15	A 16	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9
GM101			X														X								
GM102			X					X	X								X								
4AD010		X										X								X	X	X	X	X	X
4VC012			X		X	X										X						X			
4VC013					X		X	X	X					X						X	X			X	
4VC014	X	X		X	X	X		X											X	X	X		X	X	X
4VC015			X			X				X		X										X			
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	X
6AD002	X	X	X		X		X								X			X				X			
6AD001		X			X			X	X						X	X								X	
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	X	X			X				X							X					X	X			

16-b. Mapping of courses to programme intended learning outcomes

ربط المقررات باهداف البرنامج

Assessment tasks	Learning outcomes (Practical and Professional Skills and Transferable skills)																					
	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
GM101																						
GM102										X												
4AD010	X	X								X		X										X
4VC012	X	X	X	X			X		X	X			X		X				X	X	X	X
4VC013	X	X		X											X					X		
4VC014	X					X							X			X					X	
4VC015	X	X		X	X	X		X			X	X		X					X	X		
4VC016	X										X											X
5VC012	X	X		X							X	X										
5AD008	X	X	X			X	X							X								
5VC013	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		
5VC017	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
6AD002					X	X	X					X	X									X
6AD001				X		X	X			X						X			X	X		
6VC012	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	
6VC018	X	X	X		X		X					X	X		X	X	X	X		X		X
6VC019	X	X	X	X			X	X	X	X	X	X		X	X	X		X	X		X	X