

## Arab Open University (AOU) GMDT • Academic Program specification

### 1. Overview / Factual information

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| <b>Academic Program Title</b>                              | Graphic and Multimedia Design Technology                          |
| <b>Award Title</b>   | BSc (Honours)   |
| <b>Deanship</b>  | Faculty of Computer studies                                       |
| <b>Total Credit hours</b>                                  | 110 Credit Hours  |
| <b>Program start date</b>                                  | Fall 2018-2019  |
| <b>Local accrediting authority</b>                         | The Ministry of Higher Education of Lebanon                       |
| <b>External validating authority</b>                       | N/A   |
| <b>Duration of the program (P/T, FT)</b>                   | Part time: 16 regular semesters<br>Full time: 7 regular semesters |
| <b>Date of production / revision of this specification</b> | July 1, 2018  |
| <b>Faculty Council Approval Date</b>                       |   |
| <b>Deans' Group Approval Date</b>                          |   |
| <b>Academic Committee Approval Date</b>                    |   |
| <b>University Council Approval Date</b>                    |   |
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| <b>Program proposed by</b> | Lebanon Branch<br>Programme Coordinator: |
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## 2. Rationale / Justification

The Graphic and Multimedia Design Technology is a needed program since it represents a large market for the potential graduates. Graphic and Multimedia Design Technology has 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 equipped computers with the latest industry production capabilities. The multimedia part, which brings together various medias into one format, allows students to create the essential interactive visuals in today's digital world. 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. Graduates of the program will 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.

## 3. Summary and Findings of Feasibility Study

There is a necessity to introduce new faculties and programs in-line with the AOU strategic plan. 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 varieties of media outlets whether classical such as TVs, radios, printed newspapers, and satellite based, or strictly internet-based including e-newspapers and social medias creates diverse job opportunities increasing 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.

## 4. Educational aims and objectives

Graphic and multimedia design plays 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 interactive and visual graphics, multimedia and animations within education, e-commerce, promotion, digital marketing, TV production, mobile apps, games, websites and entertainment in general is increasing both in quantity and quality. 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 animation design, and digital production. The programme however underpins these with a solid grounding in the technical and practical underpinnings of the creative world 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.

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

Both the design of the curriculum and the 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.

## 5. 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 (9 credits) and the Faculty Requirements (3 credits) both mandatory with the other programmes offered in the Faculty of Computer Studies.

## 6. Suggested Academic Program Structure Lebanon Branch

| No.          | Category                           | Credit Hours |
|--------------|------------------------------------|--------------|
| 1            | University Requirements/ Mandatory | 11           |
| 2            | Faculty Requirements/ Mandatory    | 3            |
| 3            | Core Specialization/ Mandatory     | 96           |
| <b>Total</b> |                                    | <b>110</b>   |

### 1. University Requirements / 11 Credit Hours | Mandatory

| Code         | Course Title                    | Credit Hours | Prerequisites |
|--------------|---------------------------------|--------------|---------------|
| GR101        | Self-Learning Skills            | 3            | --            |
| GR77         | Skills for Success              | 1            | EL111         |
| GR99         | Learning with Technology        | 1            | EL099         |
| EL111        | English Communication Skills I  | 3            | --            |
| EL112        | English Communication Skills II | 3            | EL111         |
| <b>Total</b> |                                 | <b>11</b>    |               |

### 2. Faculty Requirements / 3 Credit Hours | Mandatory

| Code         | Course Title                   | Credit Hours | Prerequisites |
|--------------|--------------------------------|--------------|---------------|
| LM102        | Mathematics for Graphic Design | 3            | EL111         |
| <b>Total</b> |                                | <b>3</b>     |               |

### 3. Core Specialization / 96 Credit Hours | Mandatory

| Code           | Course Title                              | Credit | Prerequisites |
|----------------|---|--------|---------------|
| <b>Level 1</b> |   |        |               |
| GD111          | Introduction to visual perception         | 4      |               |
| GD112          | Design methodologies and creative process | 4      |               |
| GD113          | Fundamentals of design studio practices   | 4      |               |
| MT110          | Software print design                     | 4      |               |
| GD124          | Digital photography I                     | 4      |               |
| GD125          | Typography I                              | 4      |               |
| GD126          | Introduction to Multimedia Design         | 4      |               |
| MT120          | Software screen design                    | 4      |               |

| Level 2 |   |   |  |
|---------|---|---|--|
| GD211   | Digital photography II                  | 4 |  |
| GD212   | Design: critical and contextual issues  | 4 |  |
| GD213   | Typography II                           | 4 |  |
| MT210   | Mixed media production                  | 4 |  |
| GD224   | Branding                                | 4 |  |
| GD225   | Digital Media Design for web and mobile | 4 |  |
| MT221   | Cinema 4D                               | 4 |  |
| MT222   | Web & mobile application programming I  | 4 |  |

| Level 3      |   |           |  |
|--------------|---|-----------|--|
| MT310        | Web & mobile application programming II | 4         |  |
| MT311        | 3D modelling and animation techniques   | 4         |  |
| GD311        | Art direction                           | 4         |  |
| MT323        | Design fabrication and materials        | 4         |  |
| GD322        | Open Design studies                     | 4         |  |
| GD323        | Design innovation and entrepreneurship  | 4         |  |
| GM471 A/B    | Graduation Project                      | 8         |  |
| <b>Total</b> |   | <b>96</b> |  |

## 6. Special requirements

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| <p>Higher level courses can only be taken on the completion of the preceding lower level courses.</p> <ul style="list-style-type: none"> <li>▪ Software packages should be original and licences for the courses should be purchased accordingly.</li> <li>▪ University computer labs and / or personal computer should be equipped with appropriate readiness according to the requirements of the needed software packages.</li> <li>▪ Appropriate equipment for studio activities.</li> </ul> |
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## 7. Description of the mains areas within the overall specialisation

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| <p>The overall specialisation is mainly divided into two major parts: the graphic design part and the multimedia production one.</p> <p>The graphic design part includes computer graphic design, typography, branding, and other related collaterals. The computer graphic design area deals with the effective use of computer software towards the development of creative problem solving designs and appropriate visual outcomes.</p> <p>The multimedia production part includes digital production, computer aided design, 2D and 3D modelling, and animation techniques. This part also deals with the integration of</p> |
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sound, graphics, images and video components to create stimulating and inspiring multimedia projects. Computer modelling and animation techniques enable users to produce models of products and/or characters in digitally modelled environments, also to develop animated actions and undertake content development for games and animations where required.

## 8. Degree Plan

| Semester 1<br>(Foundation) | Course Code      | Course Title                      | Credit Hours | Pre-requisite |
|----------------------------|------------------|-----------------------------------|--------------|---------------|
|                            | GR101            | Self-Learning Skills              | 3            |               |
|                            | EL111            | English Communication Skills I    | 3            |               |
|                            | LM102            | Mathematics for Graphic Design    | 3            |               |
|                            | GD111            | Introduction to visual perception | 4            |               |
|                            | GR99             | Learning with Technology          | 1            | EL099         |
|                            | <b>Sub Total</b> |                                   | <b>14</b>    |               |

| Semester 2       | Course Code | Course Title                              | Credit Hours | Pre-requisite |
|------------------|-------------|---|--------------|---------------|
|                  | EL112       | English Communication Skills II           | 3            | EL111         |
|                  | GD112       | Design methodologies and creative process | 4            |               |
|                  | GD113       | Fundamentals of design studio practices   | 4            |               |
|                  | MT110       | Software print design                     | 4            |               |
|                  | GR77        | Skills for Success                        | 1            | EL111         |
| <b>Sub Total</b> |             | <b>16</b>                                 |              |               |

| Semester 3       | Course Code | Course Title                       | Credit Hours | Pre-requisite |
|------------------|-------------|------------------------------------|--------------|---------------|
|                  | GD124       | Digital photography I              | 4            |               |
|                  | GD125       | Typography I                       | 4            |               |
|                  | GD126       | Introduction to Multi Media Design | 4            |               |
|                  | MT120       | Software screen design             | 4            |               |
| <b>Sub Total</b> |             | <b>16</b>                          |              |               |

| Semester 4       | Course Code | Course Title                           | Credit Hours | Pre-requisite |
|------------------|-------------|--|--------------|---------------|
|                  | GD211       | Digital photography II                 | 4            |               |
|                  | GD212       | Design: critical and contextual issues | 4            |               |
|                  | GD213       | Typography II                          | 4            |               |
|                  | MT210       | Mixed media production                 | 4            |               |
| <b>Sub Total</b> |             | <b>16</b>                              |              |               |

| Semester 5       | Course Code | Course Title                            | Credit Hours | Pre-requisite |
|------------------|-------------|---|--------------|---------------|
|                  | GD224       | Branding                                | 4            |               |
|                  | GD225       | Digital Media Design for web and mobile | 4            |               |
|                  | MT221       | Cinema 4D                               | 4            |               |
|                  | MT222       | Web & mobile application programming I  | 4            |               |
| <b>Sub Total</b> |             | <b>16</b>                               |              |               |

|            | Course Code | Course Title  | Credit Hours                     | Pre-requisite |  |
|------------|-------------|---|----------------------------------|---------------|--|
| Semester 6 | MT310       | Web & mobile application programmingII                  | 4                                |               |  |
|            | MT311       | 3D modelling and animation techniques                   | 4                                |               |  |
|            | GD311       | Art direction   | 4                                |               |  |
|            | GM471 A     | Graduation Project Phase I<br>Topic choice and research |                                  | 4             |  |
|            |             | <b>Sub Total</b>  |                                  | <b>16</b>     |  |
|            | Semester 7  | MT323   | Design fabrication and materials | 4             |  |
| GD322      |             | Open Design studies                                     | 4                                |               |  |
| GD323      |             | Design innovation and entrepreneurship                  | 4                                |               |  |
| GM471 B    |             | Graduation Project Phase II<br>Execution and outcome    |                                  | 4             |  |
|            |             | <b>Sub Total</b>  |                                  | <b>16</b>     |  |

## 9. Intended program learning outcomes

| A. Knowledge and understanding  |  |
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| Learning outcomes   | Learning and teaching strategies and assessment methods  |
| <p><b>A1•</b> Knowledge building and understanding of historical and current developments in the disciplines of graphic and multimedia design technologies.</p> <p><b>A2•</b> Understanding of cultural, historical and professional contexts.</p> <p><b>A3•</b> Identify state of the art graphic design and multimedia applications.</p> <p><b>A4•</b> Understanding of software development concepts, theories, methodologies, technologies and tools.</p> <p><b>A5•</b> Understanding of the digital development, multi-media productions, through experimentation, manipulation, and transmission of digital information.</p> <p><b>A6•</b> Understanding of technologies, models and techniques that form the basis of visual graphics, multimedia and animation and apply this knowledge to maximize quality output.</p> | <ul style="list-style-type: none"> <li>• Knowledge acquisition and understanding through a combination of face to face, lectures, presentations and studio based project work' seminars, group tutorials and targeted workshops.</li> <li>• Learners are encouraged to undertake independent study both to supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject.</li> <li>• Learning is largely instigated by projects with regular tutorials &amp; seminar support, including individual and small groups tutorials. This allows students to not only discuss their own work and progress, but also to see other students' work and to engage in the discussions that relate to the work of their peers.</li> </ul> |

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| <p><b>A7•</b> Understanding of techniques and theories of image, video and process of animating.</p> <p><b>A8•</b> Understanding of different potentials and various limitations of the current methodologies, technologies and delivery mechanisms.</p> <p><b>A9•</b> Understanding of the professional frame works for graphics and multimedia production workflows.</p> <p><b>A10•</b> Understanding of both theoretical and technical user centred design and evaluation.</p> <p><b>A11•</b> Identify a variety of toolsets within the conceptual and professional frameworks of graphic and multimedia production workflows;</p> <p><b>A12•</b> Understanding of the creative projects process, development and design realization to the standards of professional competence;</p> <p><b>A13•</b> Achieve higher level of detailed knowledge of any particular field chosen for the graduation project.</p> | <ul style="list-style-type: none"> <li>• Theoretical and written work at all levels including reports, evaluations, critical and contextual analytical studies essays.</li> </ul> <p>The face-to-face lectures, and one on one and group tutorials are an essential part of teaching and learning at AOU.</p> <p>Tutors develop students' learning curves in any possible manner possible whether verbally or electronically. Courses should also incorporate study guides, assignment guidelines and specimen examination.</p> <p>Guidance is also provided through feedback on class work and on take home assignments.</p> <p>Learning is assessed through different methodologies: from questions asked in class to the application of concepts in their personal projects, analysis, synthesis, etc. and in some cases by multiple-choice questions testing students' grasp of concepts.</p> <p>Assessment during courses is via:</p> <ul style="list-style-type: none"> <li>▪ Tutor marked assignments (TMAs)</li> <li>▪ Midterm Assessment (MTA)</li> <li>▪ Final Exam</li> </ul> |
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| <b>B. Cognitive skills</b>  |   |
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| <b>Learning outcomes</b>  | <b>Learning, teaching strategy AND assessment methods</b>   |
| <p><b>B1•</b> Discuss the visual models related to computer graphics, 3D modelling and animations.</p> <p><b>B2•</b> Associate theory and practice to analysis, design process, software implementation.</p> <p><b>B3•</b> Implement the creative design process, thorough research, analysis, and analytical / critical judgement.</p> | <ul style="list-style-type: none"> <li>• Knowledge acquisition and understanding through a combination of face to face, lectures, presentations and studio based project work' seminars, group tutorials and targeted workshops.</li> <li>• Learners are encouraged to undertake independent study both to supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject.</li> </ul> |



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| <p><b>B4•</b> Demonstrate confidence and ability in ideas' generation and approaches to problem solving. Also present arguments fluently and draw conclusions independently.</p> <p><b>B5•</b> Demonstrate willingness to explore visual languages, materials and techniques.</p> <p><b>B6•</b> Develop levels of critical analysis and self-reflection in response to research and ideas generation.</p> <p><b>B7•</b> Present appropriate range of solutions to design problems in a critical response to set briefs and / or negotiated projects.</p> <p><b>B8•</b> Make informed aesthetic, functional and intellectual judgements relative to the appropriate realization of design ideas.</p> | <ul style="list-style-type: none"> <li>• Learning is largely instigated by projects with regular tutorials &amp; seminar support, including individual and small groups tutorials. This allows students to not only discuss their own work and progress, but also to see other students' work and to engage in the discussions that relate to the work of their peers.</li> <li>• Learners are encouraged to develop intellectual skills through independent study. Students are also expected to develop capabilities of working independently with the occasional support and guidance of their faculty.</li> <li>• Students' intellectual skills will be evident through the application of the design process, which demonstrates creative thinking, problem solving, analysis, visual judgement, realization and professional presentation of solutions.</li> </ul> <p>Cognitive skills are assessed through the application of concepts in a project format situations, analysis, synthesis and etc., also by open-ended, investigative design projects, and activities.</p> |
| <b>C. Practical and professional skills</b>   |  |
| <b>Learning outcomes</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |

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| <p><b>C1•</b> Demonstrate professional competence in the realization, presentation and communication of design ideas and concepts.</p> <p><b>C2•</b> Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specific problems;</p> <p><b>C3•</b> Apply a range of practical post-production methods and techniques.</p> <p><b>C4•</b> Plan and manage a major project, including time-management task / resource allocation and costing.</p> <p><b>C5•</b> Critically review and the theoretical evaluation of the created products.</p> <p><b>C6•</b> Demonstrate creativity and technical proficiency in production, documentation and communication.</p> <p><b>C7•</b> Use a range of core skills in the development of designs and animations.</p> <p><b>C8•</b> Demonstrate research competencies;</p> <p><b>C9•</b> Apply a variety of skills and techniques to develop 2D and 3D modelling &amp; animations.</p> | <ul style="list-style-type: none"> <li>• Practical and theoretical skills are developed through a series of project briefs intended to test the acquired skills. Workshops, seminars and group tutorials provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented.</li> <li>• Workshops are provided so learners can work independently to consolidate their knowledge and grasp practical skills. This is particularly emphasized at the last level of the programme.</li> </ul> <p>Practical skills are assessed by the TMA and other examinable components such as the course content and development of the students professional skills .</p> |
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| <b>D. Key transferable skills</b>   |   |
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| <b>Learning outcomes</b>  | <b>Learning, teaching strategy and assessment methodsologies</b>  |
| <p><b>D1•</b> Produce structured designed work in a variety of visual formats.</p> <p><b>D2•</b> Make oral presentations and participate in class discussions and seminars.</p> <p><b>D3•</b> Use a range of learning resources to support their work.</p> <p><b>D4•</b> Manage self-directed learning.</p> | <ul style="list-style-type: none"> <li>• Transferable skills are developed throughout the programme. Skills of research, presentation, self-reflection and communication are essential to all modules and are increasingly developed as students progress throughout the programme.</li> <li>• Higher-level modules provide opportunities for team-working skills to be developed. In addition, they provide</li> </ul> |

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| <p><b>D5•</b> Work in a collaborative environment.</p> <p><b>D6•</b> Apply time management techniques to effectively organize study time and resources.</p> <p><b>D7•</b> Apply note taking skills in order to develop more useful revision resources;</p> <p><b>D8•</b> Take responsibility for individual study with appropriate guidance.</p> <p><b>D9•</b> Prepare and present literature findings from personal learning in an appropriate academic form of communication.</p> <p><b>D10•</b> Interact effectively within teams, plan, design, collaborate and exchange information and ideas for better outcomes.</p> <p><b>D11•</b> Carry out literature research on given topics, with guidance and usage of a range of resources.</p> <p><b>D12•</b> Present ideas and arguments in a clear and structured manner in written or oral form with reference to sources.</p> | <p>opportunities for entrepreneurial skills to be developed &amp; tested. As work becomes more complex in those modules, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage large workloads.</p> <p>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.</p> |
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## 10. Distinctive features of the program

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| <p>The main aim of this programme is to provide students a keen grasp of graphic design and multimedia technologies, including 2D and 3D model construction, art direction, and animation that will enable the interested individuals to create exciting, engaging, and interactive experiences. In addition, students will learn how to correct and enhance already developed multimedia outcomes and develop all types of graphics and media including apps and web pages, marketing campaign, advertising, and various related multimedia projects. The programme will help developing strong creative skills, historical background of graphic and multimedia design, standards, specific theoretical background, business fundamentals, and mastering the relevant technologies and tools. Therefore, this programme balances the theoretical and the practical aspects, and both design and technology aspects.</p> |
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In addition to the above, the program has the following distinctive features:

- Different pathways are available to the students based on the selection of their final project.
- Flexible duration up to 8 years with 75% of face-to-face tutoring sessions and 25% independent study.
- Well-qualified tutors deliver course content combined with their professional experience in multimedia and graphic design in addition to their academic experience, which contributes to preparing our graduates for the industry.
- This is a practical program preparing the students for the market requirements and therefore bridging the gap between learning and working.
- Boosted by the collective professionalism of the multiple teaching teams at different branches and campuses.

## 11. Student support

Support is provided for students through a variety of means:

- Induction sessions 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 and studio sessions.
- Tutors' office hours.
- Informative feedback on TMAs and MTAs
- Written guidance including
  - Course Guide
  - Student handbook available online
  - Student Guide on Plagiarism: [Web Link](#)
  - Advices on the programme structure.
- Electronic tutorial groups.
- Support material such as video lectures, hands on labs, tutorials, etc. are made available for student.
- ICT facilities.
- IT Help Desk.

- Student email.
- Wireless Internet access.
- Online Student Support System.
- Disability and dyslexia online support system.
- Peer Assisted Student Support
- E-library and other learning resources
- Counselling
- Personal Development Planning
- 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

## 12. Criteria for admission

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

## 13. Language of instruction

English

## 14. 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 (FE)

In the GMDT programme, the TMA is composed of multiple assignments to be delivered by the students through the semester. In week 10, all the assignments of the TMA are compiled by the student in a portfolio and submitted accordingly

for grading. Then, the TMA grade is the grade allocated to the portfolio submitted by the student and it is allocated 40% of the total course grade.

The Mid Term Assessment (MTA) is an examinable assessment component and MTAs are held at AOU in the middle of the semester. MTA comprises a 20% of the total assessment mark.

The Final Exam is taken by the students at the end of the semester, and it is allocated a decent 40% form the final grade.

The MTA and Final examinations are composed of 20% for the theoretical component where applicable and an 80% on the practical component of the submitted deliverable. Please note that some courses do not require a 20% theoretical component and the total grade is put on the practical aspect and vice versa.

In summary, the weightage of the 3 assessment components are given below:

| <i>Assessment Component</i> | <i>Weightages (%)</i> |                             |
|-----------------------------|-----------------------|-----------------------------|
| TMA                         | 40%                   | Continuous Assessment (60%) |
| MTA                         | 20%                   |                             |
| Final                       | 40%                   | Final Exam (40%)            |

#### Assessment of the Graduation Project

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

| <i>Graduation Project - Part I</i> |                             |   |                             |
|------------------------------------|-----------------------------|---|-----------------------------|
| 1-                                 | TMA01 (10%)                 | This assignment is about identifying and scoping a specific project and producing a proposal. (Scoping exercise). | Continuous Assessment (50%) |
| 2-                                 | Presentation - Part I (10%) | Presenting the progress work in front of a Jury.  |                             |

|                                     |                              |  |                  |
|-------------------------------------|------------------------------|--|------------------|
| <i>Graduation Project - Part II</i> |                              |  |                  |
| 3-                                  | The Project Report (20%)     | Planning, doing, reviewing and communicating |                  |
| 4-                                  | Presentation - Part 2 (10%)  | Project defense in front of a Jury           |                  |
| 5-                                  | Process Implementation (50%) | Deliverable of the project                   | Final Exam (50%) |

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)

#### **Composition of the examinations Jury**

The examination jury is chosen by the faculty teaching the class and approved by the course coordinator. The invited list can comprise but not limited to:

- Faculty teaching the same class in other reputable universities.
- Professionals in the field that have been working for the market.
- Visiting professors and / or workshop leaders
- Other deemed people that can judge and give an analytical response to graduating students

#### **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. Only the draft Midterm Assessments (MTAs) 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**

There is no need for any security in the assessment procedures because unlike any other major there is no wrong and right in design, plus, there is a multitude of visual answers for the same design question of brief. All depending on the students' cultural background, his personal creative skills and his way of applying the design process. Therefore in the following steps it is clearly indicated what is needed and what is not:

- All examinations are protected by password security if necessary.
- MTAs and Final examinations are prepared by the class instructor and the class instructor only and all are supervised by the Program Coordinator and then 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 if necessary.
- At the Branch, only the class faculty is the responsible examination officer 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 work is reviewed by the instructor during the class corrections.
- Plagiarism on TMAs is an issue which all education institution are grappling with. The instructor is encouraged to check any submitted work using the internet for similar visual outcomes.

## 15. Specialist staff needed and their availability

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

## 16. 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 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
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) 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.

## 17. Course Description

### **Course Description of University Requirements • Mandatory**

#### **GR101: Independent Study Skills**

In this course students are introduced to the concepts of Open Education and Distance Learning. They study about Self Learning and the skills required to be an independent learner. Students acquire basic communication and writing skills as well.

#### **EL111: English Communication Skills (I)**

As an integrated skills syllabus, EL111 continues to develop the communication skills – listening, speaking reading and writing- together with functions, vocabulary and grammar. However, special emphasis is placed on the two major skills of READING and WRITING through which structure, vocabulary, etc. can be integrated and developed. The course is learner-centered and seeks to introduce thematic topics which aim at developing critical thinking skills. It emphasizes the skill of reading through the application of learning strategies such as prior knowledge, scanning for specific information, skimming for main idea, and getting meaning from context. The course helps students to become more independent learners through extensive reading and writing practice.

#### **EL112: English Communication Skills (II)**

EL112 is an advanced integrated skills course which builds on experience gained from EL111. The course continues to develop the four communication skills of listening, speaking, reading and writing, while stressing aspects of vocabulary and grammatical structure through the two major skills of READING and WRITING. Special emphasis is placed on the skill of WRITING where students will be prepared to write longer essays and be introduced to research paper writing.

### **Course Description of Faculty Requirements • Mandatory**

#### **LM102: Mathematics for graphic design**

This course contains Math Foundations - Linear Equations - Solving and Graphing Inequalities - Graphing and Factoring Quadratic Equations-Complex and Imaginary Numbers - Properties of Exponents - Properties of Polynomials - Simplifying and Solving Rational Expressions - Properties of Functions - Logarithms and Exponential Equations - Logic - Sets - Probability and Statistics - Geometry.

## **Course description of specialization Requirements • Mandatory**

### **GD111 • Introduction to visual perception**

The course introduces the student to the translation of perception through delineation, drawing, and other descriptive media from a design perspective. Emphasis of the course is on the development of students' motor control by means of freehand and mechanical drawing and by development of analytical and objective observation from life and three-dimensional objects. Also, the course will help the student to learn the basic principles of design, composition, lines and shapes as mediums.

Application is by problem-solving and exploration of the elements and principles in two dimensional means and in a contemporary mode of expression and sketching technique from body figures to industrial representation. This studio introduces the student to the elements and concepts of two dimensional design compositions. Formal and relational properties of line, shape, form, value, and texture are studied. Studio exercises using various media explore concepts of balance, harmony, repetition, rhythm, scale, proportion, time and motion all in two dimensional compositions.

### **GD112 • Design methodologies and creative process**

This studio course introduces the students to various research methodologies for any given design subject and continues to tackle the art of presentation. Students will learn how to generate creative and innovative ideas/concepts for their projects through the study and practice of creative strategies and design process. In a world where technology is rendering our temper shorter and our perception impatient, this theoretical course is designed to shape the students thinking through the practical aspects of its content.

### **GD113 • Fundamentals of design studio practices**

This course consists of an introduction to design components as well as design elements and composition. The fundamental principles and applications of design, emphasis on critical and cultural awareness, developing of technical skills and the notion of creative problem solving are all parts of this course. This course lays the foundation of the introduction to broad appreciation of how various elements are used in design. It also provides theories and techniques related to composition for developing skills associated with observation, perception, concepts and mediums.

### **MT110 • Software Print Design**

This studio course is composed of two parts, starting with a basic exposure to computer platforms and the primary software used in computer graphics application. The first part addresses the basics of generating and manipulating images using digital media, and covers monochrome patterns, control and mix of colours, raster images, scanning, pixel, and vector graphics. The second part introduces the basic concepts of two-dimensional design, in which vectors drawing properties are explored. A range of print

based media is addressed from computer-driven technologies including photo manipulation.

### **GD124 • Digital Photography I**

The objective of this course is to teach the students basic technical photography in a professional manner as well as to teach them the manipulation of photographic tool and different kind of lighting. This course focuses more on the artistic importance of photography by studying different themes such as landscape, portrait, fashion, and by emphasizing on composition, appropriate lighting, timing of picture and narratives in artistic photo so to become proficient with the technical aspects of photographing with the camera.

### **GD125 • Typography I**

This course provides a comprehensive theoretical and practical knowledge about typography. Principles, concepts, technology, techniques, terminologies, functions, communication, usage, and aesthetics of typefaces and various letterforms. In this course students will also learn to apply their acquired knowledge to various design outcomes from print to basic digital applications. The course provides skills not only essential for fulfilling the objectives of the module, but also contributes to other for coming curriculum modules. The academic purpose of this course focuses on the anatomy of letterforms as one of the elements and principles of design. Readability and legibility, sizes, typographic hierarchy, measuring systems, layout and composition, weight, widths, tracking, kerning, leading, word and letter spacing, paragraphs, margins, negative space and texture.

### **GD126 • Introduction to Multimedia Design**

Derived from the word Multi and Media this course deals with the exact and clear distribution of various media tool and information presentation such as text, graphic, voice, images, music, video, etc. all interactively to the user by electronic or digitally manipulated means. The main five elements of multimedia: text, audio, graphics, video, and animation will all be covered with a main focus on text as the most basic element of the content. How to choose the right wording to convey the intended message to the users, this course is designed to further enhance and enrich the experience of the user to further understand the information conveyed to them through the usage of the technology of capturing, recording, processing, transmitting, and reconstructing moving pictures in both linear and non-linear environments.

### **MT120 • Software Screen Design**

As a continuity to software print design, this studio course is covering the primary software used in animated computer graphics application. The course also addresses the basics of generating animations and moving image design using digital media screens such as monitors, tablets and phones. Basic concepts of animated design are

explored in their various formats. A range of screen based media software will be addressed in this course.

### **GD211 • Digital Photography II**

This course consists of an introduction to screen based photography including videography and video manipulation. The objectives are to teach the students basic technical screen based photo manipulation in a professional manner as well as to teach them the sequential thinking process. This course focuses more on the importance of photographic messages through different themes such as narratives, story telling, story boarding, and linear and non linear sequential process and timing.

### **GD212 • Design: critical and contextual issues**

This course consists of two complementary parts: applied media aesthetics and general design culture. The first part provides substantial knowledge about applied media aesthetics and its concerns with a number of aesthetics phenomena, including image elements, light, colour, space, time/motion, sound, image and our perceptual reaction to them. It explains how the applied media such as video, film, and computer imaging play an important part in shaping the message, and how media aesthetics can be applied to both analysis and synthesis production. The course also provides the students with knowledge for their future work in media productions, media studies and in other communications related fields. As for the second part, general design culture, it covers an introduction to design culture as a critical unit, demonstrating the emphasis of the design process on the development of visual language. It takes the student through a brief journey exploring the historic, scientific, economic, technical and cultural influences on the development of visual languages.

### **GD213 • Typography II**

Beside being an advanced typography course and a continuation of Typography I the academic purpose of this course is planned to introduce students to more complex typographic issues and techniques both for screen and print. Students will explore and develop expressions of creative visual solutions, ideas, and production of typographic work as a vehicle for enhancing meaning and content, as well as using type effectively in multi-page layout, presentation skills and craftsmanship, both manual and digital skills. Students will also learn to develop and refine their acquired typographic skills such as reading systems, type aesthetics, grid systems, measuring systems, hierarchy and expressions, sequence, meaning, problem solving techniques, processes, function, value and quality. The course also provides students with the necessary knowledge to combine visual imagery and texts, design and use type in both print and digital design applications.

### **MT210 • Mixed Media Production**

In visual design, mixed media is defined as an artwork in which more than one medium has been employed. When creating any work whether in hard copy or digital using mixed media techniques, attention is focused to allow the correct interaction between the various existing layers to ensure that the final work have the right structural integrity.

Mixed media, a visual design, is distinguished from multimedia design, since it combines visual materials with non-visual elements, such as recorded sound, literature, drama, dance, motion graphics, music, or interactivity.

#### **GD224 • Branding**

This course deals with bilingual graphic identity and branding. As one of the most requested areas in visual communication design, a complete branding exercise has many components among which are logos. Branding represent companies, convey content through innovating visual narratives as well as companies' vision, mission and goals by working closely with marketing. This course is organized to introduce students to contemporary branding practices, and the contextual histories of the discipline so they can contemplate their place within it. Students will approach design as both problem-seeking and problem-solving activities, with particular emphasis on complex usage as well as constraints. The course will also discusses theories, concepts, principles, strategies, methods, techniques, mediums, approaches, critiques and functions of visual images associated with visual communication design. It will provides substantial knowledge and thinking skills not only essential for fulfilling the objectives of this module, but also contributes to the real work field after graduation.

#### **GD225 • Digital media design for web and mobile**

The course introduces the student to Web and Digital Media Design in a blended approach of combining the creative and programming sides of web design. This course aims to develop skills necessary to design a logical, intuitive and clear web interface that is visually pleasing and user-friendly. The students will learn the tools of the trade, how to layout pages, use colour and text, integrate sound and video, and adapt and develop content for delivery on computers, mobile phones and the expanding realm of digital media devices. All to prepare the students for jobs such as web designer, web developer, online development specialist or interactive developer.

#### **MT221 • Cinema 4D**

Cinema 4D is a 3D modelling, animation, motion graphic and rendering application. It is capable of procedural and polygonal/sub modelling, animating, lighting, texturing, rendering, and common features found in 3D modelling applications. The broadcast version with additional motion-graphics features, will be the core focus of this course which adds functions for architectural design for all modules.

#### **MT222 • Web & Mobile Application Programming I**

Since this is an introductory course, the students will not be dealing with any one programming language in particular rather it is a cover up for various languages needed for various task achievements. Various examples will be taken from a number of programming languages or given in a pseudo-code. Throughout this course there will be instructions to work on lessons from the students' need of a specific language that is needed for a specific design.



**MT310 • Web & Mobile Application Programming II**

Following the introductory course, this advanced level course extends the study of basic programming principles. Advanced concepts of program design, implementation and testing will be introduced within a framework of object oriented programming using specific programming language. This course will enable the students to gain programming skills as they are expected to apply knowledge with creativity and initiative to new situations. Students will also demonstrate mastery of a body of knowledge that includes recent developments in computer science and information technology.

**MT311 • 3D modelling and animation techniques**

Computer based 3D modelling and animation techniques is one of the most defining modes of expression of our century. From animated movies through to concept design and prototyping, skills in visualizing 3D concepts are a useful addition to the repertoire of any designer. This course is designed to introduce the students to 3D software techniques, visualizing concepts and exploring the possibilities of expression in space and time.

**GD311 • Art direction**

Normally an art director is someone who is responsible for the visual style and images in magazines, newspapers, product packaging, movies and television productions. They create the overall design and direct creative teams in the development of artworks and TV productions. The students will learn how art direction brings clarity and definition to their work as well as how to convey specific messages to a particular group of people. Art direction combines art and design to evoke a cultural and emotional reaction. It influences movies, music, websites, and magazines; just about anything we interact with.

**MT323 • Design fabrication and materials**

This course is unique in its content since it only deals with materials, fabrication and properties. This course is designed to open up the material world for the students as well as fabrication of prototypes and respective behaviour of wood, steel, aluminium, and other sustainable materials newly on the market.

**GD322 • Open design studies**

As in all self-initiated studies, this course is basically content driven dealing with problem solving project briefs of the student's choice. The focus is mainly to allow the student to investigate a topic that is of his/her choice, build the research question, investigate it and design the appropriate outcome. This course is basically designed for the students who would like to pursue a master degree in design in their near future.

**GD323 • Design innovation and entrepreneurship**

This course is basically structure to explain what is entrepreneurship and how every innovative student can start his/her own business, how to carry it on, develop it wisely and prepare him/herself to launch into the next big thing.

### **GM471 A • Graduation project – Part I**

The first phase of the graduation project is designed to allow the student to decide on their graduation topic, investigate it through different research methodologies, and come up with a concept that they can translate in the phase 2 of the graduation project. The topic should provide tangible solution and deliverable so it can be approved by the evaluation committee.

### **GM471 B • Graduation project – Part II**

The second phase of the graduation project is labelled under execution phase. The students have a whole semester to translate their theoretical and research phase into actual visuals, animation, productions, etc. The culmination of the work is presented to a jury of professional so they can evaluate the level of the work and the maturity of the thinking process as well as the technical aspects of the execution

## **18• Employment Opportunities**

On successful completion of the BSc degree students will be able to get employment opportunities in either regional or international markets. The successful graduate of Graphics and Multimedia design programme will be able to apply for positions such as scriptwriter for multimedia, web designer, multimedia producer, computer-based training designer, web script language developer, game designer/developer, creative director and more. There are many entry-level career opportunities with corporations, organizations, educational institutions, government agencies, entertainment, art galleries, creative design studios and advertising industries in addition to the high potential of entrepreneurship. The types of industry sector offering work are broadening for two reasons: the cost of multimedia software and hardware is falling and multimedia communications using the web are becoming mainstream. The uses of multimedia are becoming more diverse from games and entertainment to advertising, and training. The latest application is in the mobile sector with the up-to-date smart devices.

## **19• Job Opportunities**

Potential job opportunities are found in the professional sectors of image production, based on the execution of projects in the field of audiovisual, motion picture, television, photography, theater and multimedia.

- Advertising agencies
- Graphic design studios
- Printing houses
- Publishing houses
- Web design companies
- Freelance
- Teaching and research
- Television
- Animation studios

- Political communication offices
- Communications offices in major 'in house' commercial structures
- Illustration, storyboard and comics offices
- Film production companies
- Making of movies and documentaries
- Web design and 2D and 3D animation production companies
- Commercial photographic production companies
- Sales and business relations in the field of photography
- Career in film and digital laboratories
- Newspapers
- Television channels or subsidiary