



# MODULE HANDBOOK 2024 – 2025

**Module Title: Personal Development and Study Methods**

**Module Code: BM503-3-0-OPDSM**

**Year /Level: Semester 1 Foundation**

**Credits: 3**

**Co – requisite or pre-requisite module(s): None**

**School: School of Foundation**

**Semester: 1**

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## 1.0 Introduction

Welcome to **Personal Development and Study Methods**

The aims of this module are to enable students to be self-aware of personality traits and identify their strengths and weaknesses. The module also helps students to adapt to university life with topics related to study skills and personal development.

## 2.0 Module Team

Module Leader: Muhammad Ma'wa Bin Abdul Aziz (muhammad.mawa@apu.edu.my)

Module Team – (If applicable, names and contact details)

(a) Ruthira Nair (ruthira.nair@apu.edu.my)

## 3.0 Module Learning Outcomes

Upon successful completion of this module, you will be able to:

CLO 1	Describe traits in personal development areas in achieving high self-awareness (C2, PLO1)
CLO 2	Discuss current issues in the community (A2, PLO4)
CLO 3	Present ideas in an engaging way (A2, PLO5)

## 4.0 How will I learn on this module?

In this module you will attend a range of classes as well as studying independently and preparing for assessments. The plan below describes the work you will need to do to be successful in this module.

Learning Topics and Activities					
Week #	Weekly learning Outcomes	Topic Coverage	Hours	In class Learning Activities	Independent Learning Activities
1	<ul style="list-style-type: none"><li>Outline the different types of learning approaches</li><li>Outline the different types of learning situations</li><li>Identify preferred learning styles for effective learning</li></ul>	Learning Methods and Learning Styles	F2F 2  NF2F 8	<u>Lecture</u> Explanation of different learning approaches and learning styles.  Students discuss benefits of different learning styles based on case studies given.	Students provide solutions based on case studies given
2-3	<ul style="list-style-type: none"><li>Apply and understand the theories on motivation and its importance in</li></ul>	Motivation and Self Discovery	F2F 4  NF2F 6	<u>Lecture</u> Explanation of different types of motivation and	Students carry out a SWOT analysis on their favorite brand.

	<p>personal development</p> <ul style="list-style-type: none"> <li>Identify the needs in life to promote personal growth and achieve self-actualization</li> <li>Identify personal strengths and weaknesses</li> </ul>			<p>the importance of motivation.</p> <p>Students discuss their basic daily needs according to the Maslow's Hierarchy of Needs theory.</p> <p>Students identify their personal strengths and weaknesses.</p>	
4	<ul style="list-style-type: none"> <li>Identify personal goals to be achieved, in particular academic goals</li> <li>Explain the method of prioritizing time usage</li> <li>Outline the steps to be taken for effective time management</li> </ul>	Time Management and Goal Setting	F2F 2  NF2F 8	<p><u>Lecture</u> Explanation on effective time management and time management matrix.</p> <p>Explanation on the principles of SMART goal setting.</p>	Students work on their individual assignment which relates to Goal Setting
5	<ul style="list-style-type: none"> <li>Outline the different types of personality traits</li> <li>Comprehend the importance of maintaining positive social well being</li> <li>Understand the importance of social media awareness</li> </ul>	Social Media Awareness	F2F 2  NF2F 6	<p><u>Tutorial</u> Explanation on the different types of personality traits.</p> <p>Students discuss the importance of social media awareness to maintain positive social well-being.</p>	Students watch videos regarding the effects of social media on social well being
6	<ul style="list-style-type: none"> <li>Identify the purpose of effective reading for tertiary study</li> <li>Apply good reading approaches to assist in the learning process</li> </ul>	Information Research Skills	F2F 2  NF2F 8	<p><u>Tutorial</u> Explanation on the purpose of academic reading and information research skills at tertiary education.</p>	Students identify academic articles and sources for a given topic.

				Students practice writing a reference list based on sources and academic articles given.	
7	<ul style="list-style-type: none"> <li>Apply the conflict resolution skills in interpersonal communications</li> <li>Explain the elements involved in negotiation</li> <li>Explain the five conflict management styles</li> <li>Apply the skills needed in negotiation</li> </ul>	Conflict Resolution and Problem Solving Skills	F2F 2  NF2F 8	<u>Tutorial</u> Explanation of five conflict management styles.  Students do a role play to on conflict resolution and negotiation.	Students identify advantages and disadvantages of different conflict management styles.
8-9	<ul style="list-style-type: none"> <li>Identify the characteristics of a leader</li> <li>Identify functional and dysfunctional teams</li> <li>Apply effective collaboration in a team</li> </ul>	Leadership and Team Work	F2F 4  NF2F 6	<u>Tutorial</u> Explanation on functional and dysfunctional teams.  Students discuss the characteristics of great leaders to improve collaboration in a team.	Students are assigned to read on different public figures and identify their leadership qualities.
10	<ul style="list-style-type: none"> <li>Outline the definition of Ethics, etiquette and law</li> <li>Comprehend the Fundamentals Principles of Ethics in Communication and Sharing Ideas</li> </ul>	Sharing of Ideas	F2F 2  NF2F 8	<u>Tutorial</u> Explanation on the fundamental principles of ethics in communication and sharing ideas.  Students discuss ethical dilemmas and questions based on the given scenarios and case study.	Students are given few videos and have to identify the importance of ethics in communication from the video
11	<ul style="list-style-type: none"> <li>Outline the skills in 6 Thinking Hats</li> </ul>	Critical Thinking	F2F 2	<u>Tutorial</u>	Students practice generating ideas

	<ul style="list-style-type: none"> <li>Apply the techniques for idea-generation</li> </ul>		NF2F 7	<p>Explanation on 6 Thinking Hats.</p> <p>Students present their findings based on the topic given.</p>	using the 6 thinking hats theory.
12	<ul style="list-style-type: none"> <li>Outline the reflective thinking cycle</li> <li>Apply the reflective thinking concept based on current issues</li> </ul>	Reflective Thinking	F2F 2  NF2F 7	<p><u>Tutorial</u> Explanation on reflective thinking cycle</p> <p>Students present their findings using the reflective thinking cycle theory.</p>	Students prepare to present their findings

## 5.0 Attendance and Absence

Attendance for all formal teaching is compulsory. On some occasions, for instance illness, your absence may be unavoidable. All absences must be notified to the relevant lecturer or Office immediately. Please refer to your Programme Handbook for contact details. The University needs to satisfy itself that you are engaged in your studies and will monitor your attendance at regular intervals. This is a particular requirement for international students but applies equally to all students. Details of when and how this will be undertaken will be given to you at orientation briefing.

## 6.0 Learning Resources

### Essential Readings:

Sue L. Motulsky. (2020). Identity and Lifelong Learning: Becoming Through Lived Experience. Information Age Publishing. Accessed from <https://ezproxy.apiit.edu.my/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2576677&site=ehost-live 9781648022135. 9781648022159>.

### Further Reading

Warren Greshes. (2019). Don't Count the Yes's, Count the No's and Time Management Skills That Work. G&D Media. Accessed from <https://ezproxy.apiit.edu.my/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=2013598&site=ehost-live 9781722500214. 9781722522872>.

### Key Journals:

Special Requirement (e.g: software, nursery, computer lab, simulation room, etc): None

## 7.0 Assessments

This module is assessed by:

Assessment Summary						
Form of Assessment	Description	Duration (hour(s))	Hand out Date	Hand in Date	Marks Allocation	CLOs Assessed
Final Assessment	Final Exam	2	Week 14	Week 14	50%	1
Continuous Assessment	Project	1	Week 6	Week 11	40%	2
	Presentation	1	Week 6	Week 11	10%	3

To pass a module, you must attempt every element of assessment and achieve at least 50% in the module overall.

If you fail to pass the module, you will be required to re-sit any assessment components for which you did not pass. Details on Regulation and Policies are available at <https://lms2.apiit.edu.my/course/view.php?id=750>

## 8.0 Submission and Feedback

### How do I submit my assessments?

Each module will have a different set of assessments and submission dates/times as stated in Section 7 above. It is your responsibility to be aware of the deadlines and to meet them.

You must submit all pieces of assessment required for each module to Admin Services, or online through APU's official submission portal for electronic submissions, on or before the submission date for each piece of assessment. Failure to do so may result in failure of the module overall.

Failure to meet a deadline will be treated as a non-submission and a Grade Point 0 will be awarded for that component. The only exceptions to these rules apply where a valid claim for extenuating circumstances can be made and is approved.

There may be occasions when you are unable to submit or undertake a piece of assessment due to circumstances beyond your control. APU has put in place a procedure for dealing with such extenuating circumstances. You can find more information in the Student Guide to Extenuating Circumstances which is available in the Regulations & Policies section on Moodle.

### How do I get feedback on my work?

You will normally receive feedback on all assessments, other than examinations, within 20 working days following the date of submission.

APU aims to release feedback within set weeks so that you can have as much of your feedback at once making the process less stressful.

Feedback will vary between modules; however, you will receive feedback via the Coursework Submission and Feedback Form (CSFF) as a minimum. Feedback may also be received by forums, interviews, and individual feedback sessions.

You will also be able to access your results via Moodle.

### How can I give feedback on the module?

You are welcome to discuss your views with your lecturer on the module at any time. Views may also be expressed through your Programme Leader or via Programme Committee Meetings (PCM). During the course of the module, you will be encouraged to fill in the anonymous evaluation questionnaires to assist the University in its monitoring and planning. Such questionnaires are important for the benefit of your fellow and future students. We would be grateful for your full and prompt co-operation in completing them in a constructive and objective way. You will be able to access the Online Course Appraisal System at: <http://webapps.apiit.edu.my/appraisal/>  
Students who do not complete their course appraisal by the stipulated date indicated on their examination schedule (posted on the webspace) could find their results withheld until they complete their course appraisal.

## 9.0 Academic Integrity

This module requires that you demonstrate what you have learnt and that you have achieved the learning outcomes of the module. The University requires you to comply with the regulations on academic conduct. Academic misconduct includes but is not restricted to cheating in examinations, making - up data and plagiarism.

Plagiarism is the use of someone else's work (words, images, tables or ideas etc) without acknowledging the source. This includes materials from the internet as well as library books and the work of another person. Plagiarism is an assessment offence and any individual (who is suspected of plagiarism) will be referred to the University Academic Dishonesty Board. Please refer to <https://lms2.apiit.edu.my/course/view.php?id=750> for further information.

## **10.0 Module Descriptor**

The module descriptor for this module is available on Moodle