



# CO CURRICULAR STUDIES - CCS

U4 - SCHOOL OF GENERAL STUDIES

## Table Of Contents

|   |           |
|---|-----------|
| <b>Overview &amp; School Coordinators .....</b> | <b>3</b>  |
| <b>Certificate Module Specification .....</b>   | <b>4</b>  |
| <b>Foundation Module Specification .....</b>    | <b>8</b>  |
| <b>Diploma Module Specification .....</b>       | <b>12</b> |
| <b>Degree Module Specification .....</b>        | <b>16</b> |
| <b>Certificate Guidelines .....</b>             | <b>20</b> |
| <b>Foundation Guidelines .....</b>              | <b>22</b> |
| <b>Diploma Guidelines .....</b>                 | <b>24</b> |
| <b>Degree Guidelines .....</b>                  | <b>26</b> |
| <b>Frequently Asked Questions .....</b>         | <b>29</b> |

## OVERVIEW & SCHOOL COORDINATORS

| LEVEL  | MODULE CODE | CREDIT HOURS | LEARNING HOURS | MODE OF RESULTS         | DURATION                 | SUBMISSION                             |
|--|-------------|--------------|----------------|-------------------------|--------------------------|--|
| DEGREE   | PA001-6-2   | 6            | 240            | Standard Grading System | 68 weeks                 | 68th Week from Commencement of Level 1 |
| DIPLOMA  | PA001-2-D   | 2            | 80             | Pass/Fail               | Semester 1 to Semester 3 | End of Semester 3                      |
| FOUNDATION   | PA001-2-F   | 2            | 80             | Pass/Fail               |                          | Week 6 of Semester 3                   |
| CERTIFICATE  | PA001-3-C   | 3            | 120            | Pass/Fail               |                          | Week 10 of Semester 3                  |
| ***If direct entry to Level 2 Semester 1 from Diploma or Level 1 of other universities, refer below; |             |              |                |                         |                          |  |
| DEGREE   | PA001-6-2   | 6            | 240            | Standard Grading System | Level 2 Semester 2       | End of Level 2 Semester 2              |

| SCHOOL  | SCHOOL COORDINATOR(S)               | LEVEL                        | SCOPE OF RESPONSIBILITY  |
|---|-------------------------------------|------------------------------|--|
| School of Computing and Technology (SOCT)                       | Leo Gertrude David                  | Diploma, Degree              | <p>- To vet through and mark the submitted incourse assessments for the module.</p> <p>- To work alongside the Programme Leaders/Intake Mentors to ensure that students are aware of the submission dates and module requirements.</p> <p>- To act as a point of reference for organizing/proposing/monitoring extra curricular activities at the level of the respective schools.</p> |
|   | Lai Chew Ping                       |                              |  |
|   | Wong Chung Wei                      |                              |  |
|   | Sumaira Muhammad Hayat Khan         |                              |  |
|   | Rozita Yati Masri                   |                              |  |
|   | Abdulaleem Zaid Mohammed Al-Othmani |                              |  |
|   | Yogeswaran Nathan                   |                              |  |
| School of Business and Management (SOB)                         | Lim Hau Chek                        | Diploma, Degree              | <p>- To counsel students regarding the submission of reports.</p> <p>- To periodically meet students for specific briefings and also to provide guides of preparing the report for submission and also to provide guidance in preparation of the incourse assessment.</p>  |
|   | Kantharow Apparavu                  |                              |  |
|   | Ravindra Kumar Perumal              |                              |  |
| School of Accounting, Finance and Quantitative Studies (SAFIQS) | Saw Looi Beng                       | Certificate, Diploma, Degree |  |
| School of Engineering (SOE)                                     | Yvette Shaan-Li Susiapan            | Diploma, Degree              |  |
| School of Foundation Studies (SOFS)                             | Cynthia Mala Paul Dorairaj          | Foundation                   |  |
|   | Vinothini Vasodavan                 |                              |  |

## CERTIFICATE MODULE SPECIFICATION

|     |  |               |                |        |                                       |
|-----|--|---------------|----------------|--------|---------------------------------------|
| 1.  | Name of Module: <b>Co Curricular Studies (Certificate)</b>   |               |                |        |                                       |
| 2.  | Module Code: <b>PA001-3-C</b>  |               |                |        |                                       |
| 3.  | Name(s) of academic staff: <b>Jerry Chong</b>  |               |                |        |                                       |
| 4.  | Rationale for the inclusion of the module in the programme:<br><b>To provide an opportunity for the co curricular learning experiences of students to be evaluated against specified learning outcomes so as to award credits towards their degree in recognition of the skills and outcomes attained.</b>   |               |                |        |                                       |
| 5.  | Semester and Year offered: <b>Certificate Level, First Three Semesters</b>   |               |                |        |                                       |
| 6.  | Total Student Learning Time (SLT)  | Face to Face  |                |        | Total Guided and Independent Learning |
|     | L = Lecture<br>T = Tutorial<br>P = Practical<br>O = Others   | L<br><b>2</b> | T<br><b>10</b> | P<br>- | O<br>-<br><b>120</b>                  |
| 7.  | Credit Value: <b>3</b>   |               |                |        |                                       |
| 8.  | Prerequisite (if any): <b>None</b>   |               |                |        |                                       |
| 9.  | <p>Objectives</p> <p>The objectives of this module is to:</p> <ol style="list-style-type: none"> <li><b>1. Contribute to the achievement of the Learning Outcomes specified for the student's award at Certificate Level.</b></li> <li><b>2. Enable students to develop their knowledge and skills in relation to core skills.</b></li> <li><b>3. Develop lifelong learning skills</b></li> <li><b>4. Enable students to develop their ability to:</b> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Work alongside, lead and motivate others</b></li> <li>• <b>Learn from varied sources</b></li> <li>• <b>Be aware of the needs of others and self</b></li> <li>• <b>Perform a range of skills which are relevant and required in employment situations</b></li> </ul> </li> </ol>                 |               |                |        |                                       |
| 10. | <p>Learning outcomes:</p> <p>On successful completion of this module, you should be able to:</p> <ol style="list-style-type: none"> <li><b>1. Exhibit via evidence/artifacts furnished, the attainment of related skills and personal development (MQF1, 3, 4)</b></li> <li><b>2. Develop relevant employability skills via involvement in selected co curricular activities (MQF5, 6, 8)</b></li> </ol> <p>MQF Learning Outcome Area<br/> MQF1 - Knowledge<br/> MQF2 - Practical skills<br/> MQF3 - Social skills &amp; responsibilities<br/> MQF4 - Values, attitudes, professionalism and ethics<br/> MQF5 - Communications, leadership and team skills<br/> MQF6 - Problem solving &amp; scientific skills<br/> MQF7 - Information management and lifelong learning skills<br/> MQF8 - Managerial &amp; entrepreneurial skills</p> |               |                |        |                                       |

|  |   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
|--|---|------------------|--|-------------------------|---|---|--|--|---|---|---|-------------------------------|---|--|---|--|--|
| 11.  | <p>Transferable Skills:</p> <p>This will depend on the portfolio that students present but the following are the skills that students will be asked to reflect upon their experience of, and achievement in:</p> <table border="1" data-bbox="161 286 1161 1608"> <tr> <td data-bbox="161 286 523 353"><b>Knowledge</b></td> <td data-bbox="523 286 1161 353"><b>Knowledge<br/>Critical thinking</b></td> </tr> <tr> <td data-bbox="161 353 523 510"><b>Practical skills</b></td> <td data-bbox="523 353 1161 510"><b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b></td> </tr> <tr> <td data-bbox="161 510 523 607"><b>Social skills and responsibilities</b></td> <td data-bbox="523 510 1161 607"><b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b></td> </tr> <tr> <td data-bbox="161 607 523 792"><b>Values, attitudes and professionalism</b></td> <td data-bbox="523 607 1161 792"><b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b></td> </tr> <tr> <td data-bbox="161 792 523 1077"><b>Communications, leadership and team skills</b></td> <td data-bbox="523 792 1161 1077"><b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b></td> </tr> <tr> <td data-bbox="161 1077 523 1294"><b>Problem solving skills</b></td> <td data-bbox="523 1077 1161 1294"><b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b></td> </tr> <tr> <td data-bbox="161 1294 523 1451"><b>Information management and lifelong learning skills</b></td> <td data-bbox="523 1294 1161 1451"><b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b></td> </tr> <tr> <td data-bbox="161 1451 523 1608"><b>Managerial and entrepreneurial skills</b></td> <td data-bbox="523 1451 1161 1608"><b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b></td> </tr> </table> | <b>Knowledge</b> | <b>Knowledge<br/>Critical thinking</b> | <b>Practical skills</b> | <b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b> | <b>Social skills and responsibilities</b> | <b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b> | <b>Values, attitudes and professionalism</b> | <b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b> | <b>Communications, leadership and team skills</b> | <b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b> | <b>Problem solving skills</b> | <b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b> | <b>Information management and lifelong learning skills</b> | <b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b> | <b>Managerial and entrepreneurial skills</b> | <b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b> |
| <b>Knowledge</b>   | <b>Knowledge<br/>Critical thinking</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Practical skills</b>                                    | <b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Social skills and responsibilities</b>                  | <b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Values, attitudes and professionalism</b>               | <b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Communications, leadership and team skills</b>          | <b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Problem solving skills</b>                              | <b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Information management and lifelong learning skills</b> | <b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Managerial and entrepreneurial skills</b>               | <b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| 12.  | <p>Teaching-learning and assessment strategy:</p> <p><b>Contact time with advisor(s) will be reviewed via students' involvement in committee meetings and/or project team meetings.</b></p> <p><b>Students may be assessed in either one or more of the following areas:</b></p> <ul style="list-style-type: none"> <li>- <b>Participation (e.g. attendance at meetings)</b></li> <li>- <b>Organising event(s) in any capacity</b></li> <li>- <b>Attainment of skills</b></li> <li>- <b>Success rate/ impact of event</b></li> <li>- <b>Level of contribution (e.g. member of office holder)</b></li> <li>- <b>Effectiveness in role carried out (etc.)</b></li> </ul>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |

| 13.   | <p>Synopsis:<br/> <b>Development of generic student attributes in line with certain skills set</b></p> <p><b>Encourage interest &amp; involvement in co curricular activities in APIIT to create a more vibrant environment &amp; holistic individuals</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
|-------|--|---|----|---|---|---------|------|--------|---|---|---|---|---------|---|--|---|--|--|--|---|-----|--------------------|--|--|--|--|----|---|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--|--|--|--|--|---|----|---|--|---|--|--|---|-------|--|---|----|--|--|-----|
| 14.   | <p>Mode of Delivery:<br/> <b>Contact time with advisor(s) e.g. committee meetings, project team meetings, consultation, being mentored for competitions (etc.)</b></p> <p><b>Student-led activities/ projects that address one or more of the 8 thrust areas; students must compile evidence e.g. photos/ videos/ reports/ letters (etc.) to contribute to their co curricular portfolio.</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 15.   | <p>Assessment Methods and Types:<br/> <b>100% Coursework (Portfolio) containing evidence of 6 elements:</b></p> <ol style="list-style-type: none"> <li>1- Clubs/Societies/Sports Registration form</li> <li>2- Attendance records/ confirmation</li> <li>3- Participation and contribution in related activities and/or competitions</li> <li>4- Documentation of related reading materials (if applicable)</li> <li>5- Required skills for related to club/society/sports</li> <li>6- Attainment of skills*</li> </ol> <p><b>* Assessment will be done by club/society/sports advisors based on level of competence achieved, based on each club/society/sports criteria.</b></p> <p><b>Students will be awarded either a “pass” for satisfactory performance or “fail” for poor performance. Continuous assessment period may be done over a period of 1 semester (minimum) and may extend to 2 or more semesters, depending on the activity/ project.</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 16.   | <p>Mapping of the module to the Programme Aims:<br/> <b>Refer to the Programme Specification</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 17.   | <p>Mapping of the module to the Programme Learning Outcomes:<br/> <b>Refer to the Programme Specification</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 18.   | <p>Content outline of the course/module and the SLT per topic:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>L</th> <th>T</th> <th>P</th> <th>O</th> <th>Ind Av.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction <ul style="list-style-type: none"> <li>• Overview of the module</li> <li>• Module Learning Outcomes</li> <li>• Introductory Concepts (transferable skills)</li> <li>• How to construct a portfolio and keeping a log</li> </ul> </td> <td>2</td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>2-8</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>16</td> </tr> <tr> <td>9</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>10-21</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>27</td> </tr> <tr> <td>22</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>23-33</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>25</td> </tr> <tr> <td>36</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>37-44</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>18</td> </tr> <tr> <td>45</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>46-47</td> <td>Finalisation of portfolio and reflective essay</td> <td></td> <td></td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>48</td> <td>Summary <ul style="list-style-type: none"> <li>• Summary of module</li> <li>• Assessment discussion and review</li> </ul> </td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>2</td> <td>10</td> <td></td> <td></td> <td>108</td> </tr> </tbody> </table> |   |    |   |   |         | Week | Topics | L | T | P | O | Ind Av. | 1 | Introduction <ul style="list-style-type: none"> <li>• Overview of the module</li> <li>• Module Learning Outcomes</li> <li>• Introductory Concepts (transferable skills)</li> <li>• How to construct a portfolio and keeping a log</li> </ul> | 2 |  |  |  | 2 | 2-8 | Compilation of log |  |  |  |  | 16 | 9 | Clinic meeting |  | 2 |  |  | 3 | 10-21 | Compilation of log |  |  |  |  | 27 | 22 | Clinic meeting |  | 2 |  |  | 3 | 23-33 | Compilation of log |  |  |  |  | 25 | 36 | Clinic meeting |  | 2 |  |  | 3 | 37-44 | Compilation of log |  |  |  |  | 18 | 45 | Clinic meeting |  | 2 |  |  | 3 | 46-47 | Finalisation of portfolio and reflective essay |  |  |  |  | 5 | 48 | Summary <ul style="list-style-type: none"> <li>• Summary of module</li> <li>• Assessment discussion and review</li> </ul> |  | 2 |  |  | 3 | TOTAL |  | 2 | 10 |  |  | 108 |
| Week  | Topics   | L | T  | P | O | Ind Av. |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
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| 2-8   | Compilation of log   |   |    |   |   | 16      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 9     | Clinic meeting   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 10-21 | Compilation of log   |   |    |   |   | 27      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 22    | Clinic meeting   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 23-33 | Compilation of log   |   |    |   |   | 25      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 36    | Clinic meeting   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 37-44 | Compilation of log   |   |    |   |   | 18      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 45    | Clinic meeting   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 46-47 | Finalisation of portfolio and reflective essay   |   |    |   |   | 5       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| 48    | Summary <ul style="list-style-type: none"> <li>• Summary of module</li> <li>• Assessment discussion and review</li> </ul>  |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |
| TOTAL |  | 2 | 10 |   |   | 108     |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |     |

|     |  |
|-----|--|
| 19. | Main references supporting the module:<br><br><b>Essential Reading</b><br><b>Co Curricular Activities: A Pathway to Careers Ferguson Checkmark Books (January 2001) ISBN-10: 0894343041</b><br><b>Career Preparation Clubs: Goal Oriented (Co Curricular Activities Their Values and Benefits Calahan Mason Crest (April 30, 2005) ISBN-10: 159084890X</b> |
| 20. | Other additional information:<br><br><b>None</b>   |

## FOUNDATION MODULE SPECIFICATION

|     |  |               |                |        |                                       |
|-----|--|---------------|----------------|--------|---------------------------------------|
| 21. | Name of Module: <b>Co Curricular Studies (Foundation)</b>  |               |                |        |                                       |
| 22. | Module Code: <b>PA001-2-F</b>  |               |                |        |                                       |
| 23. | Name(s) of academic staff: <b>Jerry Chong</b>  |               |                |        |                                       |
| 24. | Rationale for the inclusion of the module in the programme:<br><b>To provide an opportunity for the co curricular learning experiences of students to be evaluated against specified learning outcomes so as to award credits towards their degree in recognition of the skills and outcomes attained.</b>   |               |                |        |                                       |
| 25. | Semester and Year offered: <b>Foundation Level, All Three Semesters</b>  |               |                |        |                                       |
| 26. | Total Student Learning Time (SLT)  | Face to Face  |                |        | Total Guided and Independent Learning |
|     | L = Lecture<br>T = Tutorial<br>P = Practical<br>O = Others   | L<br><b>2</b> | T<br><b>10</b> | P<br>- | O<br>-<br><b>80</b>                   |
| 27. | Credit Value: <b>2</b>   |               |                |        |                                       |
| 28. | Prerequisite (if any): <b>None</b>   |               |                |        |                                       |
| 29. | <p>Objectives</p> <p>The objectives of this module is to:</p> <ol style="list-style-type: none"> <li><b>5. Contribute to the achievement of the Learning Outcomes specified for the student's award at Foundation Level.</b></li> <li><b>6. Enable students to develop their knowledge and skills in relation to core skills.</b></li> <li><b>7. Develop lifelong learning skills</b></li> <li><b>8. Enable students to develop their ability to:</b> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Work alongside, lead and motivate others</b></li> <li>• <b>Learn from varied sources</b></li> <li>• <b>Be aware of the needs of others and self</b></li> <li>• <b>Perform a range of skills which are relevant and required in employment situations</b></li> </ul> </li> </ol>                  |               |                |        |                                       |
| 30. | <p>Learning outcomes:</p> <p>On successful completion of this module, you should be able to:</p> <ol style="list-style-type: none"> <li><b>3. Exhibit via evidence/artefacts furnished, the attainment of related skills and personal development (MQF1, 3, 4)</b></li> <li><b>4. Develop relevant employability skills via involvement in selected co curricular activities (MQF5, 6, 8)</b></li> </ol> <p>MQF Learning Outcome Area<br/> MQF1 - Knowledge<br/> MQF2 - Practical skills<br/> MQF3 - Social skills &amp; responsibilities<br/> MQF4 - Values, attitudes, professionalism and ethics<br/> MQF5 - Communications, leadership and team skills<br/> MQF6 - Problem solving &amp; scientific skills<br/> MQF7 - Information management and lifelong learning skills<br/> MQF8 - Managerial &amp; entrepreneurial skills</p> |               |                |        |                                       |



|   |   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
|---|---|-----------|--------------------------------|------------------|---|------------------------------------|---|---------------------------------------|---|--|--|------------------------|--|---|--|---------------------------------------|---|
| 31.   | <p>Transferable Skills:</p> <p>This will depend on the portfolio that students present but the following are the skills that students will be asked to reflect upon their experience of, and achievement in:</p> <table border="1" data-bbox="161 286 1161 1608"> <tr> <td data-bbox="161 286 523 353">Knowledge</td> <td data-bbox="523 286 1161 353">Knowledge<br/>Critical thinking</td> </tr> <tr> <td data-bbox="161 353 523 510">Practical skills</td> <td data-bbox="523 353 1161 510">Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</td> </tr> <tr> <td data-bbox="161 510 523 607">Social skills and responsibilities</td> <td data-bbox="523 510 1161 607">Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</td> </tr> <tr> <td data-bbox="161 607 523 792">Values, attitudes and professionalism</td> <td data-bbox="523 607 1161 792">Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</td> </tr> <tr> <td data-bbox="161 792 523 1077">Communications, leadership and team skills</td> <td data-bbox="523 792 1161 1077">Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</td> </tr> <tr> <td data-bbox="161 1077 523 1294">Problem solving skills</td> <td data-bbox="523 1077 1161 1294">Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</td> </tr> <tr> <td data-bbox="161 1294 523 1451">Information management and lifelong learning skills</td> <td data-bbox="523 1294 1161 1451">ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</td> </tr> <tr> <td data-bbox="161 1451 523 1608">Managerial and entrepreneurial skills</td> <td data-bbox="523 1451 1161 1608">Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</td> </tr> </table> | Knowledge | Knowledge<br>Critical thinking | Practical skills | Business, IT, creative and sporting Techniques and Skills<br>Research<br>Writing skills<br>Taking tests | Social skills and responsibilities | Enthusiasm<br>Self and cultural awareness<br>Global awareness | Values, attitudes and professionalism | Reflection<br>Ethical<br>Personal manner and appearance<br>Timeliness and punctuality<br>Integrity<br>Trustworthiness | Communications, leadership and team skills | Verbal<br>Writing<br>English language<br>Presentational<br>Team working<br>Motivating others<br>Empathy<br>Assertiveness<br>Leadership | Problem solving skills | Enquiry<br>Analytical<br>Problem solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination | Information management and lifelong learning skills | ICT<br>Numeracy<br>Learning<br>Independent work and autonomy<br>Personal development | Managerial and entrepreneurial skills | Adaptability<br>Managerial and supervisory<br>Audience focus<br>Self management<br>Drive to achieve |
| Knowledge   | Knowledge<br>Critical thinking  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Practical skills                                    | Business, IT, creative and sporting Techniques and Skills<br>Research<br>Writing skills<br>Taking tests   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Social skills and responsibilities                  | Enthusiasm<br>Self and cultural awareness<br>Global awareness   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Values, attitudes and professionalism               | Reflection<br>Ethical<br>Personal manner and appearance<br>Timeliness and punctuality<br>Integrity<br>Trustworthiness   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Communications, leadership and team skills          | Verbal<br>Writing<br>English language<br>Presentational<br>Team working<br>Motivating others<br>Empathy<br>Assertiveness<br>Leadership  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Problem solving skills                              | Enquiry<br>Analytical<br>Problem solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Information management and lifelong learning skills | ICT<br>Numeracy<br>Learning<br>Independent work and autonomy<br>Personal development  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Managerial and entrepreneurial skills               | Adaptability<br>Managerial and supervisory<br>Audience focus<br>Self management<br>Drive to achieve   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| 32.   | <p>Teaching-learning and assessment strategy:</p> <p>Contact time with advisor(s) will be reviewed via students' involvement in committee meetings and/or project team meetings.</p> <p>Students may be assessed in either one or more of the following areas:</p> <ul style="list-style-type: none"> <li>- Participation (e.g. attendance at meetings)</li> <li>- Organising event(s) in any capacity</li> <li>- Attainment of skills</li> <li>- Success rate/ impact of event</li> <li>- Level of contribution (e.g. member of office holder)</li> <li>- Effectiveness in role carried out (etc.)</li> </ul>  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |

| 33.   | <p>Synopsis:<br/> <b>Development of generic student attributes in line with certain skills set</b></p> <p><b>Encourage interest &amp; involvement in co curricular activities in APU to create a more vibrant environment &amp; holistic individuals</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
|-------|---|---|----|---|---|---------|------|--------|---|---|---|---|---------|---|--|---|--|--|--|---|-----|--------------------|--|--|--|--|---|---|----------------|--|---|--|--|---|-----|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--|--|--|--|--|---|----|---|--|---|--|--|---|-------|--|---|----|--|--|----|
| 34.   | <p>Mode of Delivery:<br/> <b>Contact time with advisor(s) e.g. committee meetings, project team meetings, consultation, being mentored for competitions (etc.)</b></p> <p><b>Student-led activities/ projects that address one or more of the 8 thrust areas; students must compile evidence e.g. photos/ videos/ reports/ letters (etc.) to contribute to their co curricular portfolio.</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 35.   | <p>Assessment Methods and Types:<br/> <b>100% Coursework (Portfolio) containing evidence of 6 elements:</b></p> <p>7- Clubs/Societies/Sports Registration form<br/> 8- Attendance records/ confirmation<br/> 9- Participation and contribution in related activities and/or competitions<br/> 10- Documentation of related reading materials (if applicable)<br/> 11- Required skills for related to club/society/sports<br/> 12- Attainment of skills*</p> <p><b>* Assessment will be done by club/society/sports advisors based on level of competence achieved, based on each club/society/sports criteria.</b></p> <p><b>Students will be awarded either a “pass” for satisfactory performance or “fail” for poor performance. Continuous assessment period may be done over a period of 1 semester (minimum) and may extend to 2 or more semesters, depending on the activity/ project.</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 36.   | <p>Mapping of the course/module to the Programme Aims:<br/> <b>Refer to the Programme Specification</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 37.   | <p>Mapping of the course/module to the Programme Learning Outcomes:<br/> <b>Refer to the Programme Specification</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 38.   | <p>Content outline of the module and the SLT per topic:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>L</th> <th>T</th> <th>P</th> <th>O</th> <th>Ind Av.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> </td> <td>2</td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>2-3</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>4</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>5-9</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>10</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>11-17</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>18</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>19-26</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>27</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>28-35</td> <td>Finalisation of portfolio and reflective essay</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>36</td> <td>Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul> </td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>2</td> <td>10</td> <td></td> <td></td> <td>68</td> </tr> </tbody> </table> |   |    |   |   |         | Week | Topics | L | T | P | O | Ind Av. | 1 | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> | 2 |  |  |  | 2 | 2-3 | Compilation of log |  |  |  |  | 8 | 4 | Clinic meeting |  | 2 |  |  | 2 | 5-9 | Compilation of log |  |  |  |  | 17 | 10 | Clinic meeting |  | 2 |  |  | 2 | 11-17 | Compilation of log |  |  |  |  | 10 | 18 | Clinic meeting |  | 2 |  |  | 2 | 19-26 | Compilation of log |  |  |  |  | 17 | 27 | Clinic meeting |  | 2 |  |  | 3 | 28-35 | Finalisation of portfolio and reflective essay |  |  |  |  | 2 | 36 | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul> |  | 2 |  |  | 3 | TOTAL |  | 2 | 10 |  |  | 68 |
| Week  | Topics  | L | T  | P | O | Ind Av. |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 1     | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul>  | 2 |    |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 2-3   | Compilation of log  |   |    |   |   | 8       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 4     | Clinic meeting  |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 5-9   | Compilation of log  |   |    |   |   | 17      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 10    | Clinic meeting  |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 11-17 | Compilation of log  |   |    |   |   | 10      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 18    | Clinic meeting  |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 19-26 | Compilation of log  |   |    |   |   | 17      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 27    | Clinic meeting  |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 28-35 | Finalisation of portfolio and reflective essay  |   |    |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 36    | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul>   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| TOTAL |   | 2 | 10 |   |   | 68      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |     |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |

|     |  |
|-----|--|
| 39. | Main references supporting the module:<br><br><b>Essential Reading</b><br><b>Co Curricular Activities: A Pathway to Careers Ferguson Checkmark Books (January 2001) ISBN-10: 0894343041</b><br><b>Career Preparation Clubs: Goal Oriented (Co Curricular Activities Their Values and Benefits Calahan Mason Crest (April 30, 2005) ISBN-10: 159084890X</b> |
| 40. | Other additional information:<br><br><b>None</b>   |

## DIPLOMA MODULE SPECIFICATION

|     |   |               |                |        |                                       |
|-----|---|---------------|----------------|--------|---------------------------------------|
| 41. | Name of Module: <b>Co Curricular Studies (Diploma)</b>  |               |                |        |                                       |
| 42. | Module Code: <b>PA001-2-D</b>   |               |                |        |                                       |
| 43. | Name(s) of academic staff: <b>Jerry Chong</b>   |               |                |        |                                       |
| 44. | Rationale for the inclusion of the module in the programme:<br><b>To provide an opportunity for the co curricular learning experiences of students to be evaluated against specified learning outcomes so as to award credits towards their degree in recognition of the skills and outcomes attained.</b>  |               |                |        |                                       |
| 45. | Semester and Year offered: <b>Diploma Level, First Three Semesters</b>  |               |                |        |                                       |
| 46. | Total Student Learning Time (SLT)   | Face to Face  |                |        | Total Guided and Independent Learning |
|     | L = Lecture<br>T = Tutorial<br>P = Practical<br>O = Others  | L<br><b>2</b> | T<br><b>10</b> | P<br>- | O<br>-                                |
| 47. | Credit Value: <b>2</b>  |               |                |        |                                       |
| 48. | Prerequisite (if any): <b>None</b>  |               |                |        |                                       |
| 49. | <p>Objectives</p> <p>The objectives of this module is to:</p> <p><b>9. Contribute to the achievement of the Learning Outcomes specified for the student's award at Diploma Level.</b></p> <p><b>10. Enable students to develop their knowledge and skills in relation to core skills.</b></p> <p><b>11. Develop lifelong learning skills</b></p> <p><b>12. Enable students to develop their ability to:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Work alongside, lead and motivate others</b></li> <li>• <b>Learn from varied sources</b></li> <li>• <b>Be aware of the needs of others and self</b></li> <li>• <b>Perform a range of skills which are relevant and required in employment situations</b></li> </ul>                       |               |                |        |                                       |
| 50. | <p>Learning outcomes:</p> <p>On successful completion of this module, you should be able to:</p> <p><b>5. Exhibit via evidence/artefacts furnished, the attainment of related skills and personal development (MQF1, 3, 4)</b></p> <p><b>6. Develop relevant employability skills via involvement in selected co curricular activities (MQF5, 6, 8)</b></p> <p>MQF Learning Outcome Area<br/> MQF1 - Knowledge<br/> MQF2 - Practical skills<br/> MQF3 - Social skills &amp; responsibilities<br/> MQF4 - Values, attitudes, professionalism and ethics<br/> MQF5 - Communications, leadership and team skills<br/> MQF6 - Problem solving &amp; scientific skills<br/> MQF7 - Information management and lifelong learning skills<br/> MQF8 - Managerial &amp; entrepreneurial skills</p> |               |                |        |                                       |

|  |   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
|--|---|------------------|--|-------------------------|---|---|--|--|---|---|---|-------------------------------|---|--|---|--|--|
| 51.  | <p>Transferable Skills:</p> <p>This will depend on the portfolio that students present but the following are the skills that students will be asked to reflect upon their experience of, and achievement in:</p> <table border="1" data-bbox="161 286 1161 1608"> <tr> <td data-bbox="161 286 523 353"><b>Knowledge</b></td> <td data-bbox="523 286 1161 353"><b>Knowledge<br/>Critical thinking</b></td> </tr> <tr> <td data-bbox="161 353 523 510"><b>Practical skills</b></td> <td data-bbox="523 353 1161 510"><b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b></td> </tr> <tr> <td data-bbox="161 510 523 607"><b>Social skills and responsibilities</b></td> <td data-bbox="523 510 1161 607"><b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b></td> </tr> <tr> <td data-bbox="161 607 523 792"><b>Values, attitudes and professionalism</b></td> <td data-bbox="523 607 1161 792"><b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b></td> </tr> <tr> <td data-bbox="161 792 523 1077"><b>Communications, leadership and team skills</b></td> <td data-bbox="523 792 1161 1077"><b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b></td> </tr> <tr> <td data-bbox="161 1077 523 1294"><b>Problem solving skills</b></td> <td data-bbox="523 1077 1161 1294"><b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b></td> </tr> <tr> <td data-bbox="161 1294 523 1451"><b>Information management and lifelong learning skills</b></td> <td data-bbox="523 1294 1161 1451"><b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b></td> </tr> <tr> <td data-bbox="161 1451 523 1608"><b>Managerial and entrepreneurial skills</b></td> <td data-bbox="523 1451 1161 1608"><b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b></td> </tr> </table> | <b>Knowledge</b> | <b>Knowledge<br/>Critical thinking</b> | <b>Practical skills</b> | <b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b> | <b>Social skills and responsibilities</b> | <b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b> | <b>Values, attitudes and professionalism</b> | <b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b> | <b>Communications, leadership and team skills</b> | <b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b> | <b>Problem solving skills</b> | <b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b> | <b>Information management and lifelong learning skills</b> | <b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b> | <b>Managerial and entrepreneurial skills</b> | <b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b> |
| <b>Knowledge</b>   | <b>Knowledge<br/>Critical thinking</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Practical skills</b>                                    | <b>Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Social skills and responsibilities</b>                  | <b>Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Values, attitudes and professionalism</b>               | <b>Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Communications, leadership and team skills</b>          | <b>Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Problem solving skills</b>                              | <b>Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Information management and lifelong learning skills</b> | <b>ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</b>   |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| <b>Managerial and entrepreneurial skills</b>               | <b>Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</b>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |
| 52.  | <p>Teaching-learning and assessment strategy:</p> <p><b>Contact time with advisor(s) will be reviewed via students' involvement in committee meetings and/or project team meetings.</b></p> <p><b>Students may be assessed in either one or more of the following areas:</b></p> <ul style="list-style-type: none"> <li>- <b>Participation (e.g. attendance at meetings)</b></li> <li>- <b>Organising event(s) in any capacity</b></li> <li>- <b>Attainment of skills</b></li> <li>- <b>Success rate/ impact of event</b></li> <li>- <b>Level of contribution (e.g. member of office holder)</b></li> <li>- <b>Effectiveness in role carried out (etc.)</b></li> </ul>  |                  |  |                         |   |   |  |  |   |   |   |                               |   |  |   |  |  |

| 53.   | <p>Synopsis:<br/> <b>Development of generic student attributes in line with certain skills set</b></p> <p><b>Encourage interest &amp; involvement in co curricular activities in APU to create a more vibrant environment &amp; holistic individuals</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
|-------|--|---|----|---|---|---------|------|--------|---|---|---|---|---------|---|--|---|--|--|--|---|-----|--------------------|--|--|--|--|---|---|----------------|--|---|--|--|---|------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--|--|--|--|--|---|----|---|--|---|--|--|---|-------|--|---|----|--|--|----|
| 54.   | <p>Mode of Delivery:<br/> <b>Contact time with advisor(s) e.g. committee meetings, project team meetings, consultation, being mentored for competitions (etc.)</b></p> <p><b>Student-led activities/ projects that address one or more of the 8 thrust areas; students must compile evidence e.g. photos/ videos/ reports/ letters (etc.) to contribute to their co curricular portfolio.</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 55.   | <p>Assessment Methods and Types:<br/> <b>100% Coursework (Portfolio) containing evidence of 6 elements:</b></p> <p><b>13- Clubs/Societies/Sports Registration form</b><br/> <b>14- Attendance records/ confirmation</b><br/> <b>15- Participation and contribution in related activities and/or competitions</b><br/> <b>16- Documentation of related reading materials (if applicable)</b><br/> <b>17- Required skills for related to club/society/sports</b><br/> <b>18- Attainment of skills*</b></p> <p><b>* Assessment will be done by club/society/sports advisors based on level of competence achieved, based on each club/society/sports criteria.</b></p> <p><b>Students will be awarded either a “pass” for satisfactory performance or “fail” for poor performance. Continuous assessment period may be done over a period of 1 semester (minimum) and may extend to 2 or more semesters, depending on the activity/ project.</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 56.   | <p>Mapping of the course/module to the Programme Aims:<br/> <b>Refer to the Programme Specification</b></p>  |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 57.   | <p>Mapping of the course/module to the Programme Learning Outcomes:<br/> <b>Refer to the Programme Specification</b></p>   |   |    |   |   |         |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 58.   | <p>Content outline of the module and the SLT per topic:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>L</th> <th>T</th> <th>P</th> <th>O</th> <th>Ind Av.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> </td> <td>2</td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>2-6</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>7</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>8-17</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>18</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>20-24</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>25</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>26-34</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>35</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>36-41</td> <td>Finalisation of portfolio and reflective essay</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>42</td> <td>Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment Discussion and review</li> </ul> </td> <td></td> <td>2</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>2</td> <td>10</td> <td></td> <td></td> <td>68</td> </tr> </tbody> </table> |   |    |   |   |         | Week | Topics | L | T | P | O | Ind Av. | 1 | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> | 2 |  |  |  | 2 | 2-6 | Compilation of log |  |  |  |  | 8 | 7 | Clinic meeting |  | 2 |  |  | 2 | 8-17 | Compilation of log |  |  |  |  | 17 | 18 | Clinic meeting |  | 2 |  |  | 2 | 20-24 | Compilation of log |  |  |  |  | 10 | 25 | Clinic meeting |  | 2 |  |  | 2 | 26-34 | Compilation of log |  |  |  |  | 17 | 35 | Clinic meeting |  | 2 |  |  | 3 | 36-41 | Finalisation of portfolio and reflective essay |  |  |  |  | 2 | 42 | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment Discussion and review</li> </ul> |  | 2 |  |  | 3 | TOTAL |  | 2 | 10 |  |  | 68 |
| Week  | Topics   | L | T  | P | O | Ind Av. |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 1     | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul>   | 2 |    |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 2-6   | Compilation of log   |   |    |   |   | 8       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 7     | Clinic meeting   |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 8-17  | Compilation of log   |   |    |   |   | 17      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 18    | Clinic meeting   |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 20-24 | Compilation of log   |   |    |   |   | 10      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 25    | Clinic meeting   |   | 2  |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 26-34 | Compilation of log   |   |    |   |   | 17      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 35    | Clinic meeting   |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 36-41 | Finalisation of portfolio and reflective essay   |   |    |   |   | 2       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| 42    | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment Discussion and review</li> </ul>  |   | 2  |   |   | 3       |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |
| TOTAL |  | 2 | 10 |   |   | 68      |      |        |   |   |   |   |         |   |  |   |  |  |  |   |     |                    |  |  |  |  |   |   |                |  |   |  |  |   |      |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |   |    |   |  |   |  |  |   |       |  |   |    |  |  |    |

|     |  |
|-----|--|
| 59. | Main references supporting the module:<br><br><b>Essential Reading</b><br><b>Co Curricular Activities: A Pathway to Careers Ferguson Checkmark Books (January 2001) ISBN-10: 0894343041</b><br><b>Career Preparation Clubs: Goal Oriented (Co Curricular Activities Their Values and Benefits Calahan Mason Crest (April 30, 2005) ISBN-10: 159084890X</b> |
| 60. | Other additional information:<br><br><b>None</b>   |

## DEGREE MODULE SPECIFICATION

|     |  |               |                |        |                                       |
|-----|--|---------------|----------------|--------|---------------------------------------|
| 61. | Name of Module: <b>Co Curricular Studies (Degree)</b>  |               |                |        |                                       |
| 62. | Module Code: <b>PA001-6-2</b>  |               |                |        |                                       |
| 63. | Name(s) of academic staff: <b>Jerry Chong</b>  |               |                |        |                                       |
| 64. | Rationale for the inclusion of the module in the programme:<br><b>To provide an opportunity for the co curricular learning experiences of students to be evaluated against specified learning outcomes so as to award credits towards their degree in recognition of the skills and outcomes attained.</b>   |               |                |        |                                       |
| 65. | Semester and Year offered: <b>Level 1 and 2 (UK levels 5 and 6)</b>  |               |                |        |                                       |
| 66. | Total Student Learning Time (SLT)  | Face to Face  |                |        | Total Guided and Independent Learning |
|     | L = Lecture<br>T = Tutorial<br>P = Practical<br>O= Others  | L<br><b>2</b> | T<br><b>10</b> | P<br>- | O<br>-<br><b>240</b>                  |
| 67. | Credit Value: <b>6</b>   |               |                |        |                                       |
| 68. | Prerequisite (if any): <b>None</b>   |               |                |        |                                       |
| 9.  | <p>Objectives</p> <p>The objectives of this module is to:</p> <ol style="list-style-type: none"> <li><b>1. Contribute to the achievement of the Learning Outcomes specified for the student's award at Levels 4 and 5.</b></li> <li><b>2. Enable students to develop their knowledge and skills in relation to core skills.</b></li> <li><b>3. Develop lifelong learning skills</b></li> <li><b>4. Enable students to develop their ability to:</b> <ul style="list-style-type: none"> <li>• <b>Plan and organise</b></li> <li>• <b>Work alongside, lead and motivate others</b></li> <li>• <b>Learn from varied sources</b></li> <li>• <b>Be aware of the needs of others and self</b></li> <li>• <b>Perform a range of skills which are relevant and required in employment situations</b></li> </ul> </li> </ol>  |               |                |        |                                       |
| 10. | <p>Learning outcomes:</p> <p>On successful completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> <li><b>1. Better organise projects and people to meet task and other requirements (MQF 2, 3 and 5)</b></li> <li><b>2. Communicate more effectively in appropriate media for the purpose and audience (MQF 5) Demonstrate a range of transferable skills which are required for academic and employment purposes (MQF 8)</b></li> <li><b>3. Show that they understand and can benefit from the experience of learning in non formal situations (MQF 7)</b></li> <li><b>4. Reflect on their learning experience, how it has affected them and its value in their future studies and career (MQF 7 and 8)</b></li> </ol> <p>MQF Learning Outcome Area</p> <p>MQF1 - Innovation, Knowledge and critical thinking skills</p> <p>MQF2 - Practical skills</p> <p>MQF3 - Social skills &amp; responsibilities</p> <p>MQF4 - Values, attitudes, professionalism and ethics</p> <p>MQF5 - Communications, leadership and team skills</p> <p>MQF6 - Problem solving &amp; scientific skills</p> <p>MQF7 - Research, Information management and lifelong learning skills</p> <p>MQF8 - Managerial &amp; entrepreneurial skills</p> |               |                |        |                                       |



|   |   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
|---|---|-----------|--------------------------------|------------------|---|------------------------------------|---|---------------------------------------|---|--|--|------------------------|--|---|--|---------------------------------------|---|
| 11.   | <p>Transferable Skills:</p> <p>This will depend on the portfolio that students present but the following are the skills that students will be asked to reflect upon their experience of, and achievement in:</p> <table border="1" data-bbox="165 288 1163 1608"> <tr> <td data-bbox="165 288 525 353">Knowledge</td> <td data-bbox="525 288 1163 353">Knowledge<br/>Critical thinking</td> </tr> <tr> <td data-bbox="165 353 525 510">Practical skills</td> <td data-bbox="525 353 1163 510">Business, IT, creative and sporting Techniques and Skills<br/>Research<br/>Writing skills<br/>Taking tests</td> </tr> <tr> <td data-bbox="165 510 525 607">Social skills and responsibilities</td> <td data-bbox="525 510 1163 607">Enthusiasm<br/>Self and cultural awareness<br/>Global awareness</td> </tr> <tr> <td data-bbox="165 607 525 792">Values, attitudes and professionalism</td> <td data-bbox="525 607 1163 792">Reflection<br/>Ethical<br/>Personal manner and appearance<br/>Timeliness and punctuality<br/>Integrity<br/>Trustworthiness</td> </tr> <tr> <td data-bbox="165 792 525 1077">Communications, leadership and team skills</td> <td data-bbox="525 792 1163 1077">Verbal<br/>Writing<br/>English language<br/>Presentational<br/>Team working<br/>Motivating others<br/>Empathy<br/>Assertiveness<br/>Leadership</td> </tr> <tr> <td data-bbox="165 1077 525 1294">Problem solving skills</td> <td data-bbox="525 1077 1163 1294">Enquiry<br/>Analytical<br/>Problem solving<br/>Creativity<br/>Innovation<br/>Ingenuity<br/>Imagination</td> </tr> <tr> <td data-bbox="165 1294 525 1451">Information management and lifelong learning skills</td> <td data-bbox="525 1294 1163 1451">ICT<br/>Numeracy<br/>Learning<br/>Independent work and autonomy<br/>Personal development</td> </tr> <tr> <td data-bbox="165 1451 525 1608">Managerial and entrepreneurial skills</td> <td data-bbox="525 1451 1163 1608">Adaptability<br/>Managerial and supervisory<br/>Audience focus<br/>Self management<br/>Drive to achieve</td> </tr> </table> | Knowledge | Knowledge<br>Critical thinking | Practical skills | Business, IT, creative and sporting Techniques and Skills<br>Research<br>Writing skills<br>Taking tests | Social skills and responsibilities | Enthusiasm<br>Self and cultural awareness<br>Global awareness | Values, attitudes and professionalism | Reflection<br>Ethical<br>Personal manner and appearance<br>Timeliness and punctuality<br>Integrity<br>Trustworthiness | Communications, leadership and team skills | Verbal<br>Writing<br>English language<br>Presentational<br>Team working<br>Motivating others<br>Empathy<br>Assertiveness<br>Leadership | Problem solving skills | Enquiry<br>Analytical<br>Problem solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination | Information management and lifelong learning skills | ICT<br>Numeracy<br>Learning<br>Independent work and autonomy<br>Personal development | Managerial and entrepreneurial skills | Adaptability<br>Managerial and supervisory<br>Audience focus<br>Self management<br>Drive to achieve |
| Knowledge   | Knowledge<br>Critical thinking  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Practical skills                                    | Business, IT, creative and sporting Techniques and Skills<br>Research<br>Writing skills<br>Taking tests   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Social skills and responsibilities                  | Enthusiasm<br>Self and cultural awareness<br>Global awareness   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Values, attitudes and professionalism               | Reflection<br>Ethical<br>Personal manner and appearance<br>Timeliness and punctuality<br>Integrity<br>Trustworthiness   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Communications, leadership and team skills          | Verbal<br>Writing<br>English language<br>Presentational<br>Team working<br>Motivating others<br>Empathy<br>Assertiveness<br>Leadership  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Problem solving skills                              | Enquiry<br>Analytical<br>Problem solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Information management and lifelong learning skills | ICT<br>Numeracy<br>Learning<br>Independent work and autonomy<br>Personal development  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| Managerial and entrepreneurial skills               | Adaptability<br>Managerial and supervisory<br>Audience focus<br>Self management<br>Drive to achieve   |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |
| 12.   | <p>Teaching-learning and assessment strategy:</p> <p>The module comprises an introductory briefing to explain processes and timescales followed by meetings with the Module Leader as required to help students in preparation of a Portfolio of evidence. Four formal tutorials will also be held to enable a group clinic and to monitor progress.</p> <p>Students will be encouraged to experience a wide range of co curricular activities both within and outside the university. This could include, but is not limited to: sporting activities, part time work or voluntary and charitable activities, participation in events from music to drama and many others, organisation of events, conferences, social activities, competitions and awards, and any other activity in which the transferable skills can be developed and demonstrated.</p>  |           |                                |                  |   |                                    |   |                                       |   |  |  |                        |  |   |  |                                       |   |

| 13.   | <p>Synopsis:</p> <p><b>Students will engage in a wide array of co curricular activity and will log the activities and compile a portfolio of evidence of their activities including identification of the transferable skills they are able to use in these activities.</b></p> <p><b>Students will then reflect on the activities and evaluate their contribution to the development of transferable skills likely to be of value during their degree study and in subsequent employment. For this purpose students will use the list of transferable skills identified in section 11. It is not expected that all skills will have been experienced however students will be expected to reflect in the essay on what skills they are lacking and how these can be addressed in their remaining degree study.</b></p>   |   |    |   |   |         |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
|-------|---|---|----|---|---|---------|--|------|--------|---|---|---|---|---------|---|--|---|--|--|--|----|-----|--------------------|--|--|--|--|----|---|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--------------------|--|--|--|--|----|----|----------------|--|---|--|--|---|-------|--|--|--|--|--|----|----|---|--|---|--|--|----|-------|--|---|----|--|--|-----|
| 14.   | <p>Mode of Delivery:</p> <p><b>Primarily independent learning with a few lectures, tutorials and supervisor meetings to help the students to benefit from the experience and to produce an effective and reflective portfolio of evidence.</b></p>  |   |    |   |   |         |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 15.   | <p>Assessment Methods and Types</p> <p><b>100% Coursework comprising:</b></p> <p><b>A folder or portfolio of work presented in a physical folio, on line, video diary or perhaps as a blog (including a log of the details of all relevant activity during the period of the module) demonstrating the skills that have been developed and the context in which this took place. This should include where relevant comments and feedback from advisors, participants or audience. 40% (LOs 1, 2 and 3)</b></p> <p><b>A reflective essay considering how effectively the skills have been developed by the student and the lessons learnt in relation to the value and usefulness of the skills to degree study and subsequent employment. 60% (LOs 4 and 5)</b></p>  |   |    |   |   |         |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 16.   | <p>Mapping of the course/module to the Programme Aims:</p> <p><b>Refer to the Programme Specification</b></p>   |   |    |   |   |         |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 17.   | <p>Mapping of the course/module to the Programme Learning Outcomes:</p> <p><b>Refer to the Programme Specification</b></p>  |   |    |   |   |         |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 18.   | <p>Content outline of the module and the SLT per topic:</p> <table border="1" data-bbox="164 1182 1310 1863"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>L</th> <th>T</th> <th>P</th> <th>O</th> <th>Ind Av.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> </td> <td>2</td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>2-8</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>9</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>10-21</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>22</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>23-33</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>36</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>37-44</td> <td>Compilation of log</td> <td></td> <td></td> <td></td> <td></td> <td>24</td> </tr> <tr> <td>45</td> <td>Clinic meeting</td> <td></td> <td>2</td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>46-47</td> <td>Finalisation of portfolio and reflective essay</td> <td></td> <td></td> <td></td> <td></td> <td>80</td> </tr> <tr> <td>48</td> <td>Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul> </td> <td></td> <td>2</td> <td></td> <td></td> <td>10</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>2</td> <td>10</td> <td></td> <td></td> <td>228</td> </tr> </tbody> </table> |   |    |   |   |         |  | Week | Topics | L | T | P | O | Ind Av. | 1 | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul> | 2 |  |  |  | 10 | 2-8 | Compilation of log |  |  |  |  | 24 | 9 | Clinic meeting |  | 2 |  |  | 8 | 10-21 | Compilation of log |  |  |  |  | 24 | 22 | Clinic meeting |  | 2 |  |  | 8 | 23-33 | Compilation of log |  |  |  |  | 24 | 36 | Clinic meeting |  | 2 |  |  | 8 | 37-44 | Compilation of log |  |  |  |  | 24 | 45 | Clinic meeting |  | 2 |  |  | 8 | 46-47 | Finalisation of portfolio and reflective essay |  |  |  |  | 80 | 48 | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul> |  | 2 |  |  | 10 | TOTAL |  | 2 | 10 |  |  | 228 |
| Week  | Topics  | L | T  | P | O | Ind Av. |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 1     | Introduction <ul style="list-style-type: none"> <li>Overview of the module</li> <li>Module Learning Outcomes</li> <li>Introductory Concepts (transferable skills)</li> <li>How to construct a portfolio and keeping a log</li> </ul>  | 2 |    |   |   | 10      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 2-8   | Compilation of log  |   |    |   |   | 24      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 9     | Clinic meeting  |   | 2  |   |   | 8       |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 10-21 | Compilation of log  |   |    |   |   | 24      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 22    | Clinic meeting  |   | 2  |   |   | 8       |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 23-33 | Compilation of log  |   |    |   |   | 24      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 36    | Clinic meeting  |   | 2  |   |   | 8       |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 37-44 | Compilation of log  |   |    |   |   | 24      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 45    | Clinic meeting  |   | 2  |   |   | 8       |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 46-47 | Finalisation of portfolio and reflective essay  |   |    |   |   | 80      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| 48    | Summary <ul style="list-style-type: none"> <li>Summary of module</li> <li>Assessment discussion and review</li> </ul>   |   | 2  |   |   | 10      |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |
| TOTAL |   | 2 | 10 |   |   | 228     |  |      |        |   |   |   |   |         |   |  |   |  |  |  |    |     |                    |  |  |  |  |    |   |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |                    |  |  |  |  |    |    |                |  |   |  |  |   |       |  |  |  |  |  |    |    |   |  |   |  |  |    |       |  |   |    |  |  |     |

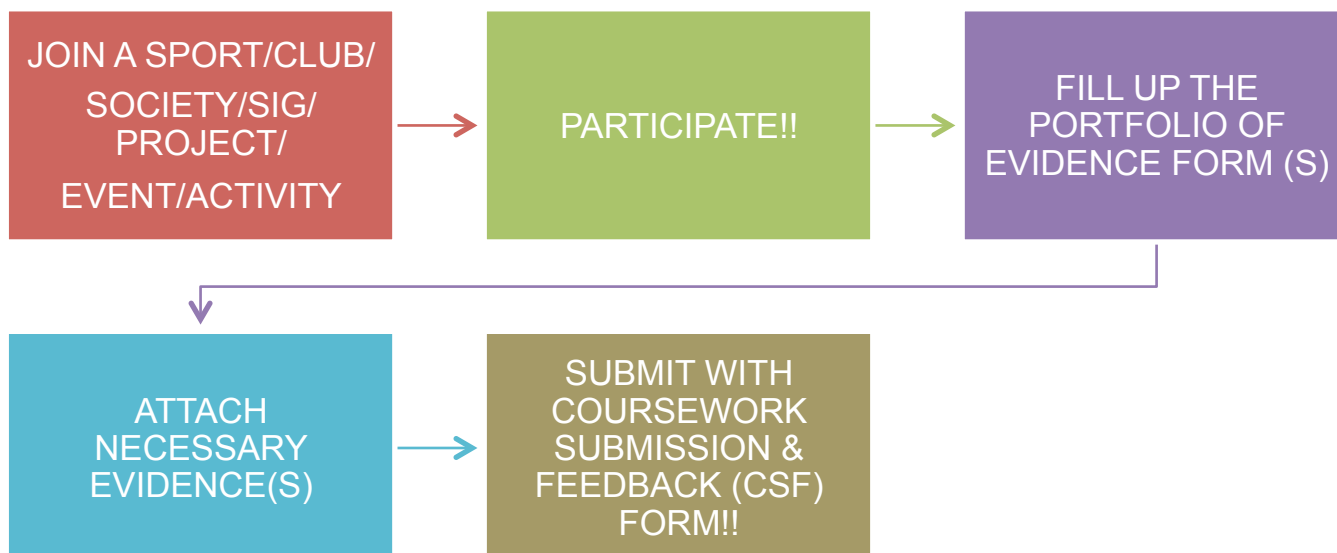
|     |   |
|-----|---|
| 19. | Main references supporting the module<br><br><b>Essential Reading</b><br><b>Co Curricular Activities: A Pathway to Careers Ferguson Checkmark Books (January 2001) ISBN-10: 0894343041</b><br><b>Career Preparation Clubs: Goal Oriented (Co Curricular Activities Their Values and Benefits Calahan Mason Crest (April 30, 2005) ISBN-10: 159084890X</b> |
| 20. | Other additional information:<br><br><b>None</b>  |

## CERTIFICATE GUIDELINES

- 1- You must complete this module successfully as a pre-requisite to an APU Certificate Award.
- 2- The 3 credit hours for this module are spread across the **FIRST 3 SEMESTERS** (Semester 1, 2 and 3) during the diploma period. In order to complete this module, you must:
  - a. Participate in any **sport / club / society / SIG / project / event / activity (extra-curricular)**, sanctioned by the university, within the period of being an 'active' student; and
  - b. Contribute an accumulated time of 80 hours to the selected sport / club / society / SIG / project / event / activity, in any combination; and
  - c. Prepare a **portfolio of evidence**
- 3- Your contribution of 120 hours may include, but not restricted to, the following tasks:
  - Participation (e.g. attendance at meetings or events)
  - Related research/ information-gathering
  - Organising event(s) in any capacity
  - Attainment of skills
  - Success rate/ impact of event
  - Level of contribution
- 4- The **portfolio** containing documentation and evidence of the above must be submitted by the end of your final semester in your respective programmes. This may include;
  - a. Certificates of Attendance/Achievement/Acknowledgement/Participation/Excellence
  - b. Testimonials from President/Secretary/Advisors of sport / club / society / SIG / project / event / activity
  - c. Photos from the specific event / activity

**Each** event / activity requires a specific **Co Curricular Studies Portfolio of Evidence Form** to be submitted with. The portfolio of evidence / report will then be verified by an appointed panel which may consist of, and not limited to; Club Advisors / Deputy Club Advisors / Club President / Club Vice President / Club Secretary / Student Affairs Executive.
- 5- The **Grading Criteria (PASS/FAIL)** will be awarded based on, but not necessarily restricted to, the following criteria;
  - a. Regular attendance
  - b. Degree of participation and contribution to events
  - c. Achievement or attainment of related skills
- 6- The **Performance Criteria** for each of the grading categories are as the following;
  - a. **Pass** – A student should be able to show satisfactory evidence of knowledge, understanding and application of any of the transferrable skills. Generally, the portfolio will be effective in conveying meaning and relation towards the future career life.
  - b. **Fail** - Work not meeting criteria set for the above criteria is unlikely to result in a pass mark. No significant reflection can be obtained from the student's work. Sense of continuous improvement was not achieved throughout the period of the module.

7- The flow of procedures to be followed;



8- Take note that a combination of credits for Co Curricular Studies (where applicable) cannot be used to compensate other academic module(s) offered in any of the Foundation Studies/Diploma Programmes.

***Related Documents:***

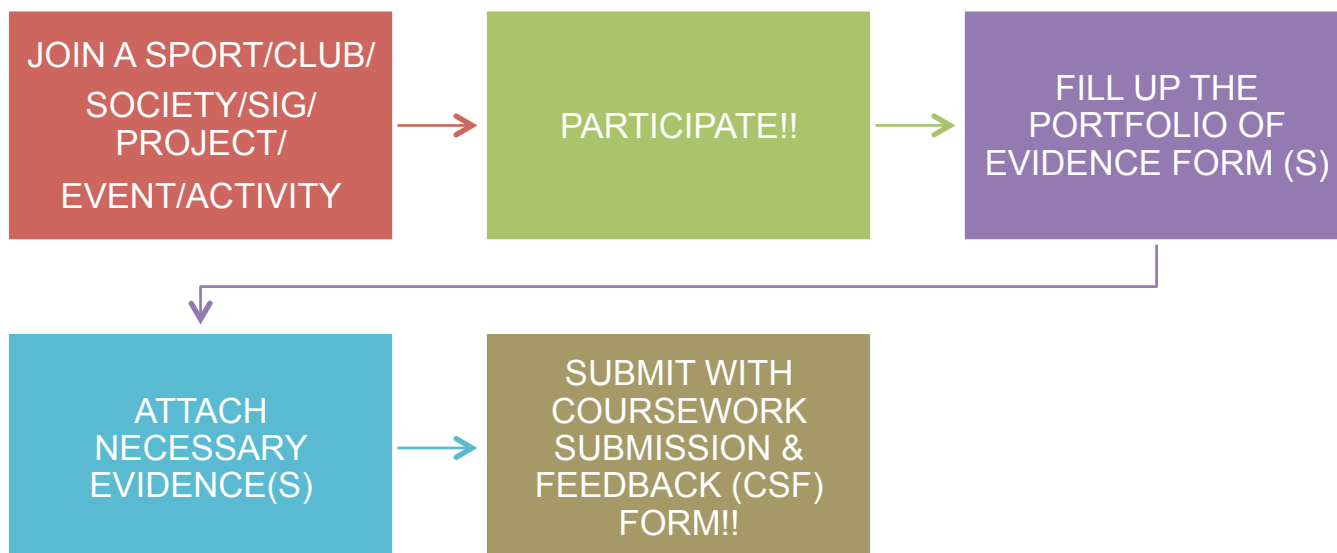
- a- Module Specifications (Module Code: PA001-3-C)
- b- Co Curricular Studies Portfolio of Evidence Form
- c- APU Student Activity Handbook

## FOUNDATION GUIDELINES

- 1- You must complete this module successfully as a pre-requisite to an APU Foundation Award.
- 2- The 2 credit hours for this module are spread across the **FIRST 3 SEMESTERS** (Semester 1, 2 and 3) during the diploma period. In order to complete this module, you must:
  - a. Participate in any **sport / club / society / SIG / project / event / activity (extra-curricular)**, sanctioned by the university, within the period of being an 'active' student; and
  - b. Contribute an accumulated time of 80 hours to the selected sport / club / society / SIG / project / event / activity, in any combination; and
  - c. Prepare a **portfolio of evidence**
- 3- Your contribution of 80 hours may include, but not restricted to, the following tasks:
  - Participation (e.g. attendance at meetings or events)
  - Related research/ information-gathering
  - Organising event(s) in any capacity
  - Attainment of skills
  - Success rate/ impact of event
  - Level of contribution
- 4- The **portfolio** containing documentation and evidence of the above must be submitted by the end of your final semester in your respective programmes. This may include;
  - a. Certificates of Attendance/Achievement/Acknowledgement/Participation/Excellence
  - b. Testimonials from President/Secretary/Advisors of sport / club / society / SIG / project / event / activity
  - c. Photos from the specific event / activity

**Each** event / activity requires a specific **Co Curricular Studies Portfolio of Evidence Form** to be submitted with. The portfolio of evidence / report will then be verified by an appointed panel which may consist of, and not limited to; Club Advisors / Deputy Club Advisors / Club President / Club Vice President / Club Secretary / Student Affairs Executive.
- 5- The **Grading Criteria (PASS/FAIL)** will be awarded based on, but not necessarily restricted to, the following criteria;
  - a. Regular attendance
  - b. Degree of participation and contribution to events
  - c. Achievement or attainment of related skills
- 6- The **Performance Criteria** for each of the grading categories are as the following;
  - a. **Pass** – A student should be able to show satisfactory evidence of knowledge, understanding and application of any of the transferrable skills. Generally, the portfolio will be effective in conveying meaning and relation towards the future career life.
  - b. **Fail** - Work not meeting criteria set for the above criteria is unlikely to result in a pass mark. No significant reflection can be obtained from the student's work. Sense of continuous improvement was not achieved throughout the period of the module.

7- The flow of procedures to be followed;



8- Take note that a combination of credits for Co Curricular Studies (where applicable) cannot be used to compensate other academic module(s) offered in any of the Foundation Studies/Diploma Programmes.

***Related Documents:***

- a- Module Specifications (Module Code: PA001-2-F)
- b- Co Curricular Studies Portfolio of Evidence Form
- c- APU Student Activity Handbook

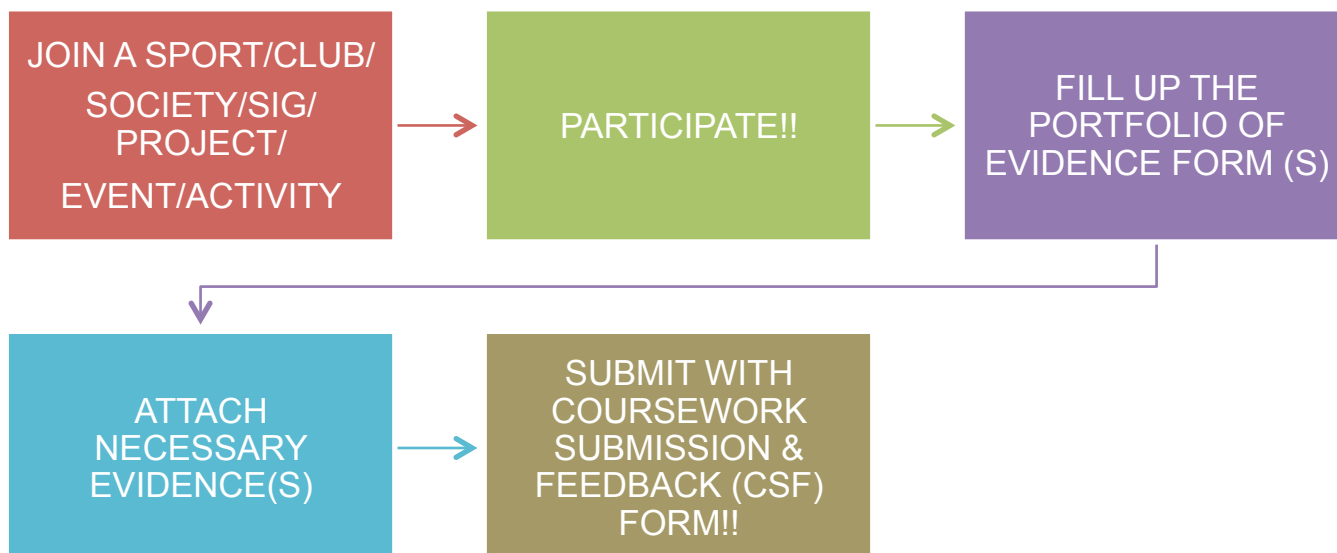
## DIPLOMA GUIDELINES

- 1- You must complete this module successfully as a pre-requisite to an APU Diploma Award.
- 2- The 2 credit hours for this module are spread across the **FIRST 3 SEMESTERS** (Semester 1, 2 and 3) during the diploma period. In order to complete this module, you must:
  - a. Participate in any **sport / club / society / SIG / project / event / activity (extra-curricular)**, sanctioned by the university, within the period of being an 'active' student; and
  - b. Contribute an accumulated time of 80 hours to the selected sport / club / society / SIG / project / event / activity, in any combination; and
  - c. Prepare a **portfolio of evidence**
- 3- Your contribution of 80 hours may include, but not restricted to, the following tasks:
  - Participation (e.g. attendance at meetings or events)
  - Related research/ information-gathering
  - Organising event(s) in any capacity
  - Attainment of skills
  - Success rate/ impact of event
  - Level of contribution
- 4- The **portfolio** containing documentation and evidence of the above must be submitted by the end of your final semester in your respective programmes. This may include;
  - a. Certificates of Attendance/Achievement/Acknowledgement/Participation/Excellence
  - b. Testimonials from President/Secretary/Advisors of sport / club / society / SIG / project / event / activity
  - c. Photos from the specific event / activity

**Each** event / activity requires a specific **Co Curricular Studies Portfolio of Evidence Form** to be submitted with. The portfolio of evidence / report will then be verified by an appointed panel which may consist of, and not limited to; Club Advisors / Deputy Club Advisors / Club President / Club Vice President / Club Secretary / Student Affairs Executive.
- 5- The **Grading Criteria (PASS/FAIL)** will be awarded based on, but not necessarily restricted to, the following criteria;
  - a. Regular attendance
  - b. Degree of participation and contribution to events
  - c. Achievement or attainment of related skills
- 6- The **Performance Criteria** for each of the grading categories are as the following;
  - a. **Pass** – A student should be able to show satisfactory evidence of knowledge, understanding and application of any of the transferrable skills. Generally, the portfolio will be effective in conveying meaning and relation towards the future career life.
  - b. **Fail** - Work not meeting criteria set for the above criteria is unlikely to result in a pass mark. No significant reflection can be obtained from the student's work. Sense of continuous improvement was not achieved throughout the period of the module.



7- The flow of procedures to be followed;



8- Take note that a combination of credits for Co Curricular Studies (where applicable) cannot be used to compensate other academic module(s) offered in any of the Foundation Studies/Diploma Programmes.

***Related Documents:***

- a- Module Specifications (Module Code: PA001-2-D)
- b- Co Curricular Studies Portfolio of Evidence Form
- c- APU Student Activity Handbook

## DEGREE GUIDELINES

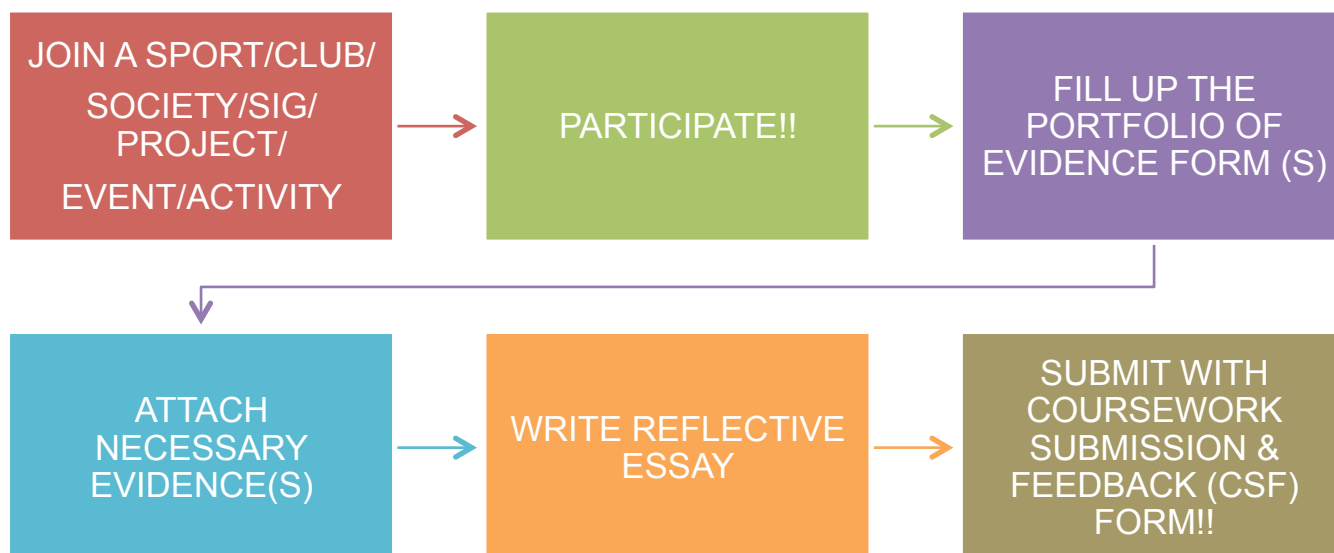
- 1- You must complete this module successfully as a pre-requisite to an APU Degree Award.
- 2- The 6 credit hours for this module are spread across **68 WEEKS** (Semester 1, 2 and 3) from the commencement of the First Week of Level 1 Semester 1. In order to complete this module, you must:
  - a. Participate in any **sport / club / society / SIG / project / event / activity (extra-curricular)**, sanctioned by the university, within the period of being an 'active' student (\*\*foundation / diploma year activities can be included); and
  - b. Contribute an accumulated time of 240 hours to the selected sport / club / society / SIG / project / event / activity, in any combination; and
  - c. Prepare a **portfolio of evidence**; and
  - d. Prepare a **reflective learning essay**
- 3- Your contribution of 240 hours may include, but not restricted to, the following tasks:
  - Participation (e.g. attendance at meetings or events)
  - Related research/ information-gathering
  - Organising event(s) in any capacity
  - Attainment of skills
  - Success rate/ impact of event
  - Level of contribution
- 4- The **portfolio** containing documentation and evidence of the above must be submitted after the end of your third semester (Semester 1 – Level 2) in your respective degree programmes. This may include;
  - a. Certificates of Attendance/Achievement/Acknowledgement/Participation/Excellence
  - b. Testimonials from President/Secretary/Advisors of sport / club / society / SIG / project / event / activity
  - c. Photos from the specific event / activity

**Each** event / activity requires a specific **Co Curricular Studies Portfolio of Evidence Form** to be submitted with. The portfolio of evidence will then be verified by an appointed panel which may consist of, and not limited to; Club Advisors / Deputy Club Advisors / Club President / Club Vice President / Club Secretary / Student Affairs Executive.
- 5- The **reflective learning essay** requires the inclusion of the following areas of discussion;
  - a. Effectiveness of lessons learned and the continuity of improvements alongside
  - b. Value/Usefulness of obtained skills
  - c. Relation of the acquired abilities to the overall degree study and furthermore, employability skills
- 6- The **APU Grading Criteria** (according to the standard grade components) will be awarded based on, but not necessarily restricted to, the following criteria;
  - a. Regular attendance
  - b. Degree of participation and contribution to events
  - c. Achievement or attainment of related skills

d. Ability to reflect through the essay

| Distinction |           | Credit     |           | Pass       |           |            | Marginal Fail | Fail     |
|-------------|-----------|------------|-----------|------------|-----------|------------|---------------|----------|
| A+: 80%     | A: 75-79% | B+: 70-74% | B: 65-69% | C+: 60-64% | C: 55-59% | C-: 50-54% | D: 40-49%     | F: 0-39% |

7- The flow of procedures to be followed;



8- Based on the reflective essay, the **Performance Criteria** for each of the grading categories are as the following;

- a. **Distinction** – Distinctive work will exhibit a high level of analysis and outstanding cogency and clarity in communication and reflection. The supporting reflective essay should be exceptionally well substantiated in its analysis, reasoning, and conclusions within each area. In addition, at the advanced level the student will demonstrate an exceptional ability to synthesise innovative perspectives of the topic with work from other parts of the discipline.
- b. **Credit** – A student should be able to show further evidence of knowledge, understanding and application of any of the transferable skills. The supporting reflective essay should be well written and should be supported throughout in its analysis, reasoning and conclusions. An advanced level will be indicated by the student’s reference to, and integration of, material from portfolio of evidence.
- c. **Pass** – There should be satisfactory evidence of knowledge, understanding and application of any of the transferable skills in the supporting reflective essay. Generally, the reflective essay will be minimally effective in conveying meaning.
- d. **Marginal Fail** – There should be basic evidence of knowledge, understanding and application of any of the transferable skills in the supporting reflective essay. Generally, the reflective essay will be less effective in conveying meaning.
- e. **Fail** - Work not meeting criteria set for the above criteria is unlikely to result in a pass mark. No significant reflection can be obtained from the student’s work. Sense of continuous improvement was not achieved throughout the period of the module.

9- Take note that a combination of credits for Co Curricular Studies (where applicable) cannot be used to compensate other academic module(s) offered in any of the Degree Programmes.

***Related Documents:***

- a- Module Specifications (Module Code: PA001-6-2)
- b- Co Curricular Studies Portfolio of Evidence Form
- c- APU Student Activity Handbook

## FREQUENTLY ASKED QUESTIONS

### 1. Do I have to fulfill minimum of 80/120/240 learning hours worth of Co Curricular Activities?

- The number of hours claimable under an activity would comprise of preparations, practices, self research and independent learning time as well, thus, does not only cover the actual time conducting the activity. When you join an activity, and the activity itself runs for two hours, it doesn't mean you have only fulfilled two hours; there is the preparation for the activity, the research, then the cleanup after the activity, etc. So, for one activity, it is more than the hours that you can see, it is all considered in
- As the Co Curricular Studies is also considered an academic module, the same rule applies; another example is your normal academic module, 3 credit hours is equivalent to 120 hours of learning and you attend the 2 hours lecture plus 2 hours tutorial for 16 weeks, you only cover 64 hours, what happens to the balance 56 hours? It is your own self independent learning time through research, assignment, preparing for exam, etc. The lecturer does not track every single hour and asks you how did you spend your balance of 56 hours, so the same applies for this module as well

### 2. How many activities should I join?

- At least 3 events/activities in total across the duration of the module

### 3. What is the minimum requirements to pass the module?

- Achieving a certain number of learning hours in accordance with the credit hours
- Explain contribution/participation
- Emphasis on what skills/knowledge/abilities that has been obtained

### 4. Do I need to explain what my contributions were or what did I learn from the activity?

- Yes, it is actually COMPULSORY to cover BOTH the items within the portfolio of evidence form;
  - i. Contributions/Participation
  - ii. Skills/Knowledge/Abilities Learned

### 5. How many different portfolio of evidence forms should i fill up? Is it one activity per portfolio form?

- Since it is at least 1 activity per semester, there should be at least 3 portfolio of evidence forms filled by the time of submission
- Every event/activity must be explained in a specific portfolio of evidence form

### 6. How should I provide evidences/supporting documents? (Minimum of ONE)

- Official Certificates
- Official Letters of Reference
- Official Testimonials
- Proof of Attendance

\*\*Secondary Evidences (Only to further support the main evidences above)

- i. Witness Details eg: Project Manager, President, Advisor, etc.
- ii. Photos/Videos

### 7. What can I do if I have failed the module? Will I be able to progress?

- After the results is released, you will be given a minimum period of between 4-6 weeks to resubmit the portfolio of evidences/reflective learning essay or join events/activities

- Identify any other activities/events; a seminar, a workshop, an event, etc that you might have attended before and forgot/did not submit it as an activity/event under the module
- The range of event/activity joined, can be a current ongoing project within/outside the university or a community service related project, as long as it is sanctioned by the university
- As this is an academic module, the same rule applies that you shall **NOT** be allowed to progress to the next level with a failed module

**8. Do i need to write an essay in addition to filling up the portfolio of evidence form?**

- Writing a Reflective Essay is only **COMPULSORY** for Degree level students
- For Certificate, Foundation and Diploma Level students filling up the portfolio of evidence form and attaching evidences is sufficient

**9. What is the main content of the reflective learning essay that needs to be submitted?**

- EVENT/ACTIVITY SPECIFIC – a description of information which are mostly covered by the ‘Portfolio of Evidence Forms’
  - Introduction
  - Description of the event/activity(s)
  - Contribution/Participation in the event/activity(s)
  - Key skills/knowledge/abilities obtained/learned in the event
- OVERALL SUMMARY – mainly to conclude future efforts and improvements of the elaboration/explanation from the forms
  - Relate to the importance of the obtained skills/knowledge/abilities to the future of your career
  - Identify room for improvements for the future in relation to the identified skills/knowledge/abilities

**10. What is the breakdown of marks for the portfolio/essay?**

- DEGREE – Portfolio of Evidence Forms (40%) & Essay (60%)
- CERTIFICATE/FOUNDATION/DIPLOMA – Portfolio of Evidence Forms (100%)

**11. Will the results be calculated into my Grade Point Average (GPA)?**

- DEGREE – Standard APU grading system will be utilized to account for your Grade Point in Level 2. Please take note that this module is worth 6 credit hours (two modules).
- CERTIFICATE/FOUNDATION/DIPLOMA – Only a PASS or FAIL will be reflected in the transcript

**12. How do I obtain feedbacks/comments on my portfolio/essay before submitting?**

- You may refer to your respective School Coordinators in the beginning of this document
- You may also drop us an email at [studentaffairs@apu.edu.my](mailto:studentaffairs@apu.edu.my)

**11. What type of events/activities would be allowed to be included within this module?**

- Co Curricular Activities are defined as components of non-academic curriculum to develop various facets of skills, knowledge and abilities of students **which are based on voluntarism in relation to personal passion or interests**
- **NOT** allowed to be considered as a Co Curricular Activity;
  - Paid positions such as Technical Assistants, Library Assistants, Student Ambassadors, Student Helpers and Career Ambassadors
  - Paid services such as going to the gym, attending music classes and attending sports training classes

12. Keywords - Power Words to be used within the portfolio of evidence form and also the reflective essay.

|  |  |
|--|--|
| <b>KNOWLEDGE</b>   | Knowledge<br>Critical Thinking   |
| <b>PRACTICAL SKILLS</b>                                    | Business, IT, Creative And Sporting Techniques And Skills<br>Research<br>Writing Skills<br>Taking Tests                                |
| <b>VALUES, ATTITUDES AND PROFESSIONALISM</b>               | Reflection<br>Ethical<br>Personal Manner And Appearance<br>Timeliness And Punctuality<br>Integrity<br>Trustworthiness                  |
| <b>COMMUNICATIONS, LEADERSHIP AND TEAM SKILLS</b>          | Verbal<br>Writing<br>English Language<br>Presentational<br>Team Working<br>Motivating Others<br>Empathy<br>Assertiveness<br>Leadership |
| <b>PROBLEM SOLVING SKILLS</b>                              | Enquiry<br>Analytical<br>Problem Solving<br>Creativity<br>Innovation<br>Ingenuity<br>Imagination                                       |
| <b>SOCIAL SKILLS AND RESPONSIBILITIES</b>                  | Enthusiasm<br>Self And Cultural Awareness<br>Global Awareness  |
| <b>INFORMATION MANAGEMENT AND LIFELONG LEARNING SKILLS</b> | ICT<br>Numeracy<br>Learning<br>Independent Work And Autonomy<br>Personal Development   |
| <b>MANAGERIAL AND ENTREPRENEURIAL SKILLS</b>               | Adaptability<br>Managerial And Supervisory<br>Audience Focus<br>Self-Management<br>Drive To Achieve                                    |