

Accreditation of Prior Experiential Learning
for **Award of Academic Qualifications.**

APEL.Q POLICY HANDBOOK
Guidelines on the Application of APEL.Q



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PART A: Accreditation of Prior Experiential Learning (APEL)

A1. Introduction

Accreditation of Prior Experiential Learning (APEL) is part of the Malaysian Government's effort in recognizing the importance of lifelong learning in nation's human capital development. Lifelong learning has been noted as one of the important targets to be achieved in the Ninth Malaysia Plan (9MP) and the Tenth Malaysia Plan (10MP) for developing a knowledge society to achieve its goals of becoming a developed nation by the year 2020.

APEL provides an opportunity for individual with working experience but lack of formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs).

In general, knowledge obtained through informal education and working experience will be both assessed in APEL's assessment.

A2. Definition of APEL

Accreditation of Prior Experiential Learning (APEL) is a systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or award of credits. APEL process generally involves the assessment of experiential learning, including those which have not previously been assessed or credit rated.

This learning may be acquired through formal, non-formal and informal means, including formal schooling, work and life experiences, training, independent study, voluntary work, hobbies and family experiences.

Formal learning refers to a learning/programme of study delivered within an organised and structured context (preschool, primary school, secondary school, college and University) that may lead to formal recognition or a recognised qualification.

Non-formal learning refers to learning that takes place alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification.

Informal learning refers to learning which takes place continuously through life and work experiences. It is often unintentional learning.

Examples of prior experiential learning include the relevant knowledge, skills and attitudes gained through:

- work experience: fulltime, part-time or casual;
- voluntary ad community work;
- family duties;
- hobbies or leisure activities;
- coaching and mentoring others;
- attending and participating in seminars, conferences and workshops;
- attending short courses;
- fluency in other languages;
- private study and research; and
- any other life experiences.

(APEL – MQA, p.21-22)

A3. Purpose and Objectives

This document is developed with the objectives to provide learners a clear view on APEL.Q and assist them in their application of APEL.Q based on the GGP of Malaysian Qualification Agency (MQA). It outlines the policies on the implementation of APEL.Q in Asia e University and describes the APEL.Q application procedures for learners.

PART B: APEL for Award of Academic Qualifications – APEL.Q

B1. Introduction

Malaysian Qualifications Agency (MQA) is committed to recognise the value of learning acquired through different phases of life. This is stipulated in the MQA Act 2007 [Act 679 Part VIII (Accreditation): Chapter 7 Prior Learning and Credit Transfer where prior learning is an integral part of higher education. This process is known as **Accreditation of Prior Experiential Learning (APEL)** and is embedded in the Malaysian Qualifications Framework (MQF). Through APEL, it recognises **lifelong learning** and enhances **social inclusion** by providing access to academic qualifications for those who might otherwise be excluded by lack of formal qualifications or work demands. Increasingly, what makes universities unique is that they are no longer confined to teaching or research but their function and ability to formally recognise prior experiential learning. APEL widens the mobility of student participation, particularly adult learners.

APEL was first introduced in 2011 to assess the readiness of learners to undertake tertiary studies based on their formal, informal and non-formal learning through a specially designed instrument. This mechanism was referred to as APEL for access [APEL.A]. Subsequently in 2016, APEL for credit award [APEL.C] was introduced to recognise informal and non-formal learning, which aims to eliminate the redundancy of learning. APEL.C is the award of credit towards a specific course or courses of a programme.

APEL is now taken to a higher level in the education world where the learning acquired through life experiences as a source for the growth of knowledge and competencies, when evaluated, can be deemed equivalent to an academic qualification acquired through traditional pathways. This APEL for an academic qualification award is referred to as APEL.Q, which recognises that the learning outcomes associated with higher education can also be acquired from non-formal and in-formal in addition to the formal learning pathway. APEL.Q fits well with aspirations of learner autonomy and the high-level cognitive skills of analysis, synthesis and evaluation that are typically associated with working adult learners.

APEL.Q is designed:

- a) to promote lifelong learning through facilitation of the recognition of prior experiential learning that takes place in the workplace and in non-formal and informal continuing professional development education and training;
- b) as a means of ensuring greater equality of access, recognition, opportunity and practice in career progression; and
- c) as a means for widening and deepening access to programmes of study through the award of the academic qualifications based on the recognition of prior experiential learning.

B2. Definition of APEL.Q

APEL for Award of Academic Qualifications (APEL.Q) is the **award of academic qualifications to individual learners through the evaluation and assessment of prior experiential learning towards fully accredited programmes** offered by the higher education providers in Malaysia. APEL.Q provides the mechanism to recognise the prior experiential learning of an individual that is relevant and specific to a programme of study. The award of academic qualifications (APEL.Q) is granted on the basis of the knowledge, skills and competencies acquired through formal, informal or non-formal learning. APEL.Q which leads to an award of academic qualifications and which emphasises on experiential learning will need to be formally reviewed and assessed to safeguard the integrity and credibility of the award of academic qualifications conferred. The process will determine, if the learning is in line with the programme learning outcomes (PLOs), the associated five clusters of learning outcomes as stipulated in the Malaysian Qualifications Framework (MQF) and the body of knowledge of the concerned programme(s) has occurred.

The justifications for the implementation of APEL.Q are as follows:

- i) To recognise the value of prior learning acquired through formal, non-formal or informal sources, as well as to promote the culture of lifelong learning;
- ii) To encourage adults with vast related working experience to earn a relevant degree award through a different evaluation mechanism without subjecting themselves to the traditional pathway; and
- iii) To potentially reduce the effort, time and cost of completing a study programme through the traditional pathway

B3. Core Principles of APEL.Q

All APEL.Q provisions should be underpinned by, and operated within, a set of core principles. The aim of the core principles is to ensure an effective, transparent, quality-assured practice that will instill confidence in all stakeholders in the outcomes of the APEL.Q process. This is also to safeguard the credibility and integrity of the APEL.Q evaluation mechanism and instruments. The core principles guiding APEL.Q are as follows:

B3.1 Learner-centred voluntary process

APEL.Q encourages continuous learning and promotes the positive aspects of the learning experience of an individual. The core of APEL.Q revolves around the process where a learner initiates the application for the award of an academic qualification through the assessment of his or her prior experiential learning. It is the duty and responsibility of the learner to provide the appropriate documentation and evidence for the assessment process and to express his/ her willingness to follow through the whole chain of the APEL.Q assessment process. Although the process is undertaken by the learner in a voluntary manner, it must be facilitated the University.

B3.2 Accessibility

APEL.Q is an accessible and inclusive process available for registered learners undertaking fully accredited programmes at all levels of the MQF.

B3.3 Flexibility

A range of different approaches shall be adopted in the implementation of APEL.Q in terms of both supporting services and the rigorous assessment process. This is to address the diversity of needs, goals and experiences of learners across the various disciplines of study.

B3.4 Reliability, validity, transparency and consistency

The APEL.Q processes, procedures, practices and decisions should be reliable, valid, transparent and consistent to safeguard the credibility and integrity of the entire assessment system. This is necessary to ensure that all stakeholders are confident of the decisions and outcomes of the APEL.Q processes.

B3.5 Clarity of Roles definition

The appointment of individuals involved in the APEL.Q assessment process must have well-defined roles and responsibilities. The individuals involved would include:

- Advisor : internal faculty staff (e.g. programme head/coordinator/ senior academic staff) who advises the learner throughout the entire APEL.Q process from the preparation, submission of the APEL.Q application, assessment and appeal stage.
- Assessor : an academic staff in the discipline of the programme who develops the assessment items in order to assess the prior experiential learning of the learner. The Assessor will also be involved in the Portfolio assessment, Field and Validation Visit and Challenge Test evaluation. There will be TWO assessors for each of the assessment component.
- Moderator : an academic staff in the discipline of the programme appointed to moderate the assessment instruments, as well as ensuring consistency, fairness and accuracy in the marking of the assessments by the assessors. The moderator can be an internal staff or an appointed external expert.

B3.6 Quality

All the processes and procedures in the implementation of APEL.Q shall adhere to the same standards and rigorous quality assurance and monitoring mechanism as in the conventional credit transfer process. This quality assurance process is available for scrutiny by relevant external quality assurance bodies/agencies at all times, such as MQA.

B3.7 Minimum Years of Working Experience

- (a) The APEL.Q provision is only applicable to learners **with relevant prior experiential learning, who have formally registered as learners** (Malaysians and Non-Malaysians¹) of the University regardless of the mode of entry whether through traditional or APEL route.
- (b) To apply for APEL.Q, learners must fulfil the minimum years of working experience at the appropriate level in the relevant field as illustrated in Table 1.

Table 1: **Minimum years of experience required at the various Malaysian Qualifications Level (MQF) levels**

MQF Level	Academic Sector	Minimum years of working experience in the relevant field
3	Certificate	5 years
4	Diploma	10 years
5	Advanced Diploma	12 years
6	Bachelor's Degree	15 years
7	Master's Degree	20 years
8	Doctoral Degree	25 years

Note:

Learners, who do not meet the minimum years of working experience stated above but with exceptional prior experiential learning, can be considered on a case by case basis by the highest academic body of the University (e.g. Senate)

¹ Non-Malaysians must be advised to seek information on the recognition of qualifications obtained via APEL.Q in their home countries.

- (c) APEL.Q encompasses the assessment of prior experiential learning (**formal/ informal/ non-formal**) for the purpose of an award of academic qualifications.
- (d) APEL.Q shall be implemented for all **disciplines** of study and all levels of qualifications (undergraduate and post-graduate) under the MQF except 100% research-based programmes.
- (e) APEL.Q shall be awarded through assessment of prior experiential learning and successful completion of the capstone course(s)*.

** The capstone course amalgamates the key learning outcomes of a particular programme and demonstrates that the learners have mastered the core discipline of their studies. Generally, capstone course is designed to be offered in the final semester/ year of studies. The capstone course may be a suite of higher-level courses, the final year project or the thesis/ dissertation in a mixed mode postgraduate programme.*

B3.8 Award of Academic Qualifications

- (a) For postgraduate level study (Level 7 & 8, MQF), the award of academic qualifications is confined to coursework and mixed mode programmes only:
 - i. For a coursework programme, the learner has to complete the capstone course(s) as stipulated in the programme.
 - ii. For a mixed-mode programme, the learner has to complete the research component (thesis or dissertation) which is deemed as the capstone course.
- (b) APEL.Q can only be applied to programmes that have obtained **full accreditation** from MQA.
- (c) The award of academic qualifications through APEL.Q will be deemed as a form of **credit transfer** where the **total credits** for the entire programme will be awarded.
- (d) **Assessment** for APEL.Q is carried out separately for each programme where each application is specific for the award of one academic qualification.
- (e) The assessment shall consist of three major instruments which are in the following sequence:
 - 1) Portfolio submission
 - 2) Field and Validation Visit
 - 3) Challenge Test
- (f) Programmes that are under the purview of **professional bodies** may be considered for APEL.Q, subject to acceptance by the relevant professional bodies.

B3.9 Application

- (a) Learners must submit APEL.Q application through MQA which serves as the focal point for all APEL.Q applications.
- (b) Learners may apply for APEL.Q at any time during the year.
- (c) Learners can only apply for APEL.Q to only one University that has been approved by MQA to conduct APEL.Q at any point in time. The APEL.Q approval granted to University is programme-based.
- (d) A non-refundable payment of Application Processing Fee for Assessment and Award of Academic Qualifications are to be submitted together with the learner's APEL.Q application form.
- (e) Learners can reapply for APEL.Q at the same or different approved APEL.Q University after a lapse period to be determined by MQA.
- (f) Assessments shall be outcome-based, focusing on the body of knowledge and competencies of

the programme.

- (g) The awarding University will issue the scroll together with the academic transcript. This transcript will state the APEL.Q route and depict the CGPA obtained by the learners who have been awarded the academic qualifications via APEL.Q. The transcript shall be supplemented with the Malaysian Qualification Statement (MQS).
- (h) The maximum duration shall be capped for the completion of the APEL.Q application (at the approved HEP) under the following MQF levels of qualifications:
 - i. Level 3 (Certificate): 3 years
 - ii. Level 4 (Diploma): 6 years
 - iii. Level 5 (Advanced Diploma): 3 years
 - iv. Level 6 (Bachelor's Degree): 8 years
 - v. Level 7 (Master's Degree): 4 years
 - vi. Level 8 (Doctoral Degree): 8 years
- (i) Figure 1 outlines the high level APEL.Q workflow. The detail of APEL.Q process is outlined in Figure 2.

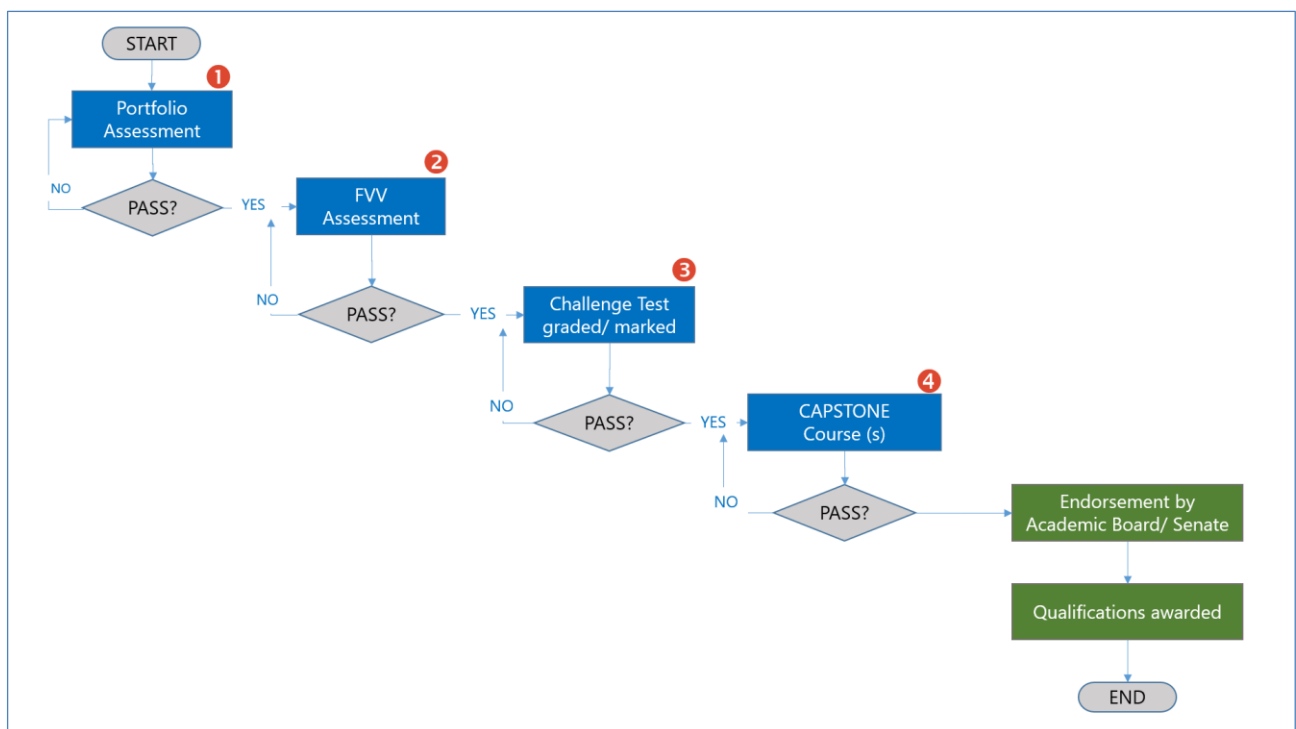


Figure 1: APEL.Q Highlevel Workflow

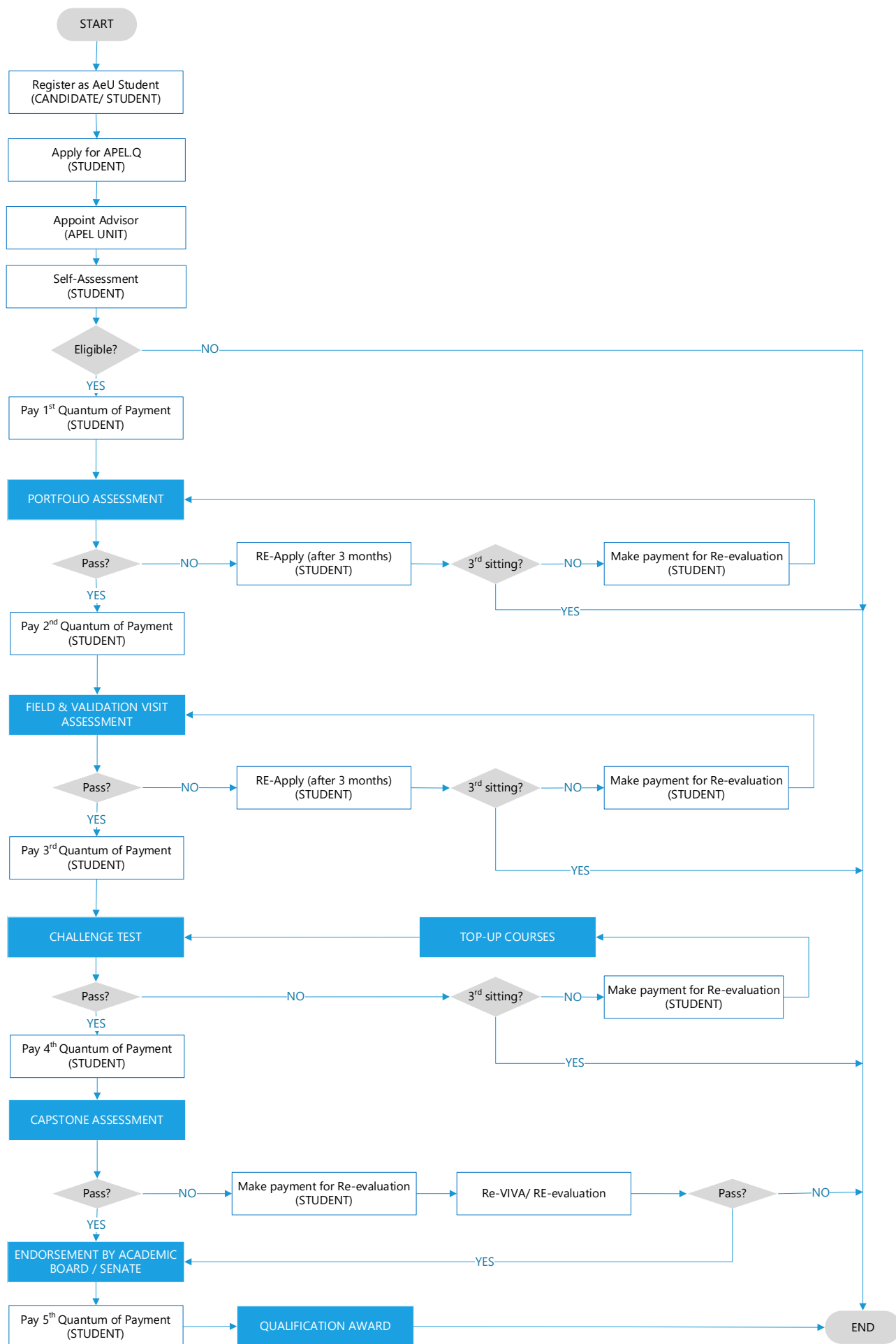


Figure 2: The APEL.Q details process

B3.10 Assessment of APEL.Q

The assessment of prior experiential learning for the purpose of APEL.Q will encompass the comparability of the experiential learning acquired by learners to the body of knowledge/competencies embedded in the specific programme. The assessment should strictly be made in correspondence to the level and type of the programme.

Three main assessment instruments will be utilised in the following sequence to assess the prior experiential learning of the learners for the award of an academic qualification:

- a) Portfolio
- b) Field and Validation Visit (FVV)
- c) Challenge Test

Learners have to pass each stage of the assessment in the sequential order stated above before proceeding to the next stage.

CAPSTONE COURSE(S): Upon the successful completion of all the three assessments stated above, the learners have to complete the **capstone course(s)** as stipulated in the programme.

The capstone course amalgamates the key learning outcomes of the programmes and demonstrates that the learners have mastered the core discipline of their studies. Generally, a capstone course is designed to be offered usually in the final semester/ year of studies. A comprehensive oral examination will be built into the evaluation of the capstone course(s). This oral examination aims to:

- a) to test the learner's general and overall comprehension of the core discipline/ field of study; and
- b) to establish that the overall prior experiential learning of the learner is of a sufficiently high standard to merit the award of academic qualification.

ASSESSMENT WEIGHTAGES: The APEL.Q assessment instruments carry different weight contribute to the overall assessment. The weightage of each assessment instrument is stated in the following table:

No.	Assessment instruments	Weightage (%)
1.	Portfolio	20
2.	Field and Validation Visit (FVV)	20
3.	Challenge Test	30
4.	Capstone course(s) (inclusive of comprehensive oral examination)	30

a) Portfolio

A portfolio is a formal document that contains a compilation of evidence documenting the prior experiential learning of a learner acquired over a period of time. This learning may be in the form of formal, informal or non-formal learning. The Portfolio is prepared by the learner to demonstrate that the learning acquired is relevant and specific to the body of knowledge/ competencies of the programme. Documentary evidence must be provided for all the formal, non-formal and informal learning experience stated in the Portfolio. The evidence must be organised and presented based on the identified programme learning outcomes (PLOs).

In submitting the Portfolio for APEL.Q application, the learner must ensure that:

- i) the application form has been filled up correctly, i.e. the information and data provided are accurate, truthful and complete; and
- ii) the documentary evidence has been submitted on time.

The learners will provide the evidence based on a standard portfolio template. This template will contain information related to the programme applied for and mapping of individual learning (in the form of learning statements and the origin of learning supported by documentary evidence) to the body of knowledge/ competencies of the programme.

In determining whether the evidence presented in the Portfolio is satisfactory and appropriate, the following widely accepted assessment criteria can be adopted:

- i) **Authenticity:** The evidence clearly reflects the learner's effort, experience and learning for which the qualification award is being claimed.
- ii) **Acceptability:** To ensure that there is a good alignment/ matching between PLOs and the evidence presented, the assessment instrument has to be reliable and valid.
- iii) **Sufficiency:** There are sufficient breadth and depth of evidence, including evidence of reflection which is able to demonstrate the achievement of PLOs or the competences claimed.
- iv) **Currency:** The learning is sufficiently recent to reflect the currency of competencies/ knowledge/ skills as required by the discipline of the qualification award.
- v) **Specificity:** The prior experiential learning is specific to the PLOs where the award of academic qualification is sought.

b) Field and Validation Visit (FVV)

The Field and Validation Visit (FVV) aims to assess and validate that the learner has the appropriate knowledge and competencies for the award of the academic qualification. This is usually conducted in the workplace of the learner or any environment/ location that is conducive and which permits appropriate and accurate assessment. The assessment can be conducted at the workplace, in a laboratory or under a simulation situation. The FVV assessment allows the learner to demonstrate that his/ her learning in a particular job corresponds to the PLOs. The number of visits under FVV will vary depending on the complexity of the field/ discipline and the level of study.

FVV will be guided by the following assessment principles:

a) Validity

Validity refers to the ability of the assessment to measure what it is supposed to measure. This is of critical importance as FVV is to ascertain the competencies of the learner. The assessment has to include all the essential competencies of the profession

at the appropriate level of the PLO(s), the assessment methods and instruments must be moderated and appropriate to measure the levels of the learning outcomes. More than one tasks and sources of evidence are needed as a basis of judgment of the competencies of the learner.

b) Reliability

Reliability refers to the degree of consistency and accuracy of the assessment outcomes. It reflects the extent to which the assessment will provide similar outcomes for learners with equal competence at different times or places, regardless of the assessors conducting the assessment.

On-site Assessment

The competencies of the learners can be assessed in any location, provided it allows the learners to demonstrate their competencies without any undue disturbance to or interference from the work environment. The assessment site can be suggested by the learner but it has to be approved by the HEP based on the risk identification and management procedures.

If the learner is an international student residing abroad, the HEP can appoint external FVV assessor from their network of collaborative partners in the home-country of the learner. This external FVV assessor will be appointed based on the criteria stipulated and he/ she will undergo the appropriate training on the implementation and assessment embedded in APEL.Q. The HEP will demonstrate effective oversight of the APEL.Q assessment so that comparable quality is upheld for all learners.

Procedure for FVV Assessment

In assessing the suitability of the site for the FVV, the possible risks to the learners, assessors and assessment must be carefully examined. Figure 3 below shows the flowchart that indicates the FVV assessment procedure.

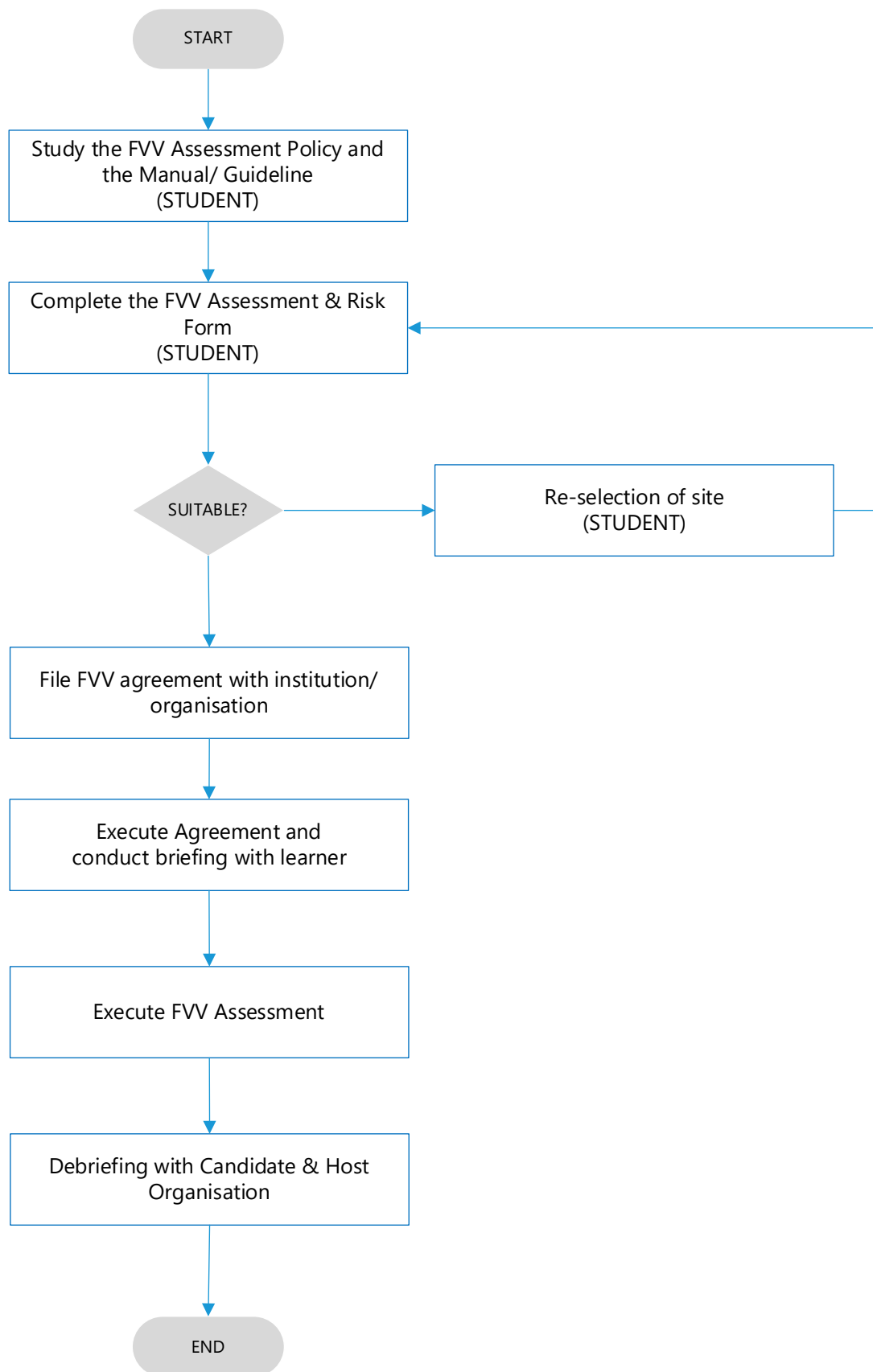


Figure 3: Flowchart for FVV Assessment Procedure

Policy on FVV and Risk Management

The policy on field and validation visit are as follows:-

1. The purpose of the field and validation visit

The purpose of FVV is to assess and validate the knowledge and competencies of learners in their field of study. For the assessment to be valid and reliable, the assessment has to be conducted in an environment that is appropriate to their field of study, conducive and safe to provide opportunities to optimise their performance and to minimise risk.

2. Risk identification and management

All FVVs involve risks to health and physical safety although they vary according to the field of study and context. The risk can be low, moderate or high. There is a need to identify, assess and manage the risk to minimise risk that affects the well-being of the learners and assessors as well as the safety of the institution or organisation in which the assessment is carried out. Therefore, upon identifying the venue for FVV, learners are required to conduct a simple procedure to identify and manage the risk as shown in **Appendix D**.

3. Based on the risk assessment procedure conducted by the learner, APEL Unit will assess the appropriateness and safety of the venue for assessment.
4. Learners and assessors are required to secure personal assurance during field & validation visit during travel and during the conduct of the FVV assessment.
5. Professional indemnity insurance is also required for learners and assessors where applicable.
6. Legislative requirements such as occupational safety and health, criminal screening may be required where necessary.
7. Approval for FVV from the institution or organisation where the visit will be conducted is required. The institutions or organisations are required to comply to insurance provisions, rules and regulations and also registered to the authority for the operation in premise.

c) Challenge Test

A Challenge Test is a proctored standardised test to assess if the learner has achieved the body of

knowledge/ competencies of the programme. A Challenge Test can be in the form of a written test, oral examination, product and/ or performance assessment depending on the nature and discipline of the programme. For example, the Challenge Test for disciplines such as performing arts, culinary and music, may utilise presentation or even skills demonstration as the assessment instrument

Learner must achieve a minimum 50% pass for each PLOs examined in the Challenge Test for him/her to be deemed as achieving the pass status of the Challenge Test. This is to ensure that a fair and comprehensive assessment is carried out for each of the PLOs.

B3.11 Appeal for Re-evaluation and Resit

(a) Re-evaluation

Learner may submit appeal for re-evaluation within 14 days from the date of result announcement for each of assessment type. No new/additional evidence for portfolio or FVV or re-attempt answer for challenge test is allowed to be submitted during the appeal process. Another two assessors and one moderator will be appointed to re-evaluate and moderate the portfolio/FVV/Challenge test answer. A processing fee will be charged for each appealed assessment type. The final results will be based on the re-evaluation. Apel Unit shall inform the learner the outcome of the appeal.

(b) Re-sit

Learners will be given three attempts to redeem the fail status in any of the assessment mode below:

- (1) Portfolio - Learners may apply to resit any of the assessment above after 3 months**.
- (2) FVV – supporting documents may be required for evaluation.
- (3) Challenge Test - Advisor will recommend enhancement courses to be undertaken based on the specific PLO that does not achieve at least 50% in the assessment for the Challenge Test. The grade achieved in the resit process will be used in the computation of the Cumulative Grade Point Average (CGPA).

The APEL.Q assessment process will be terminated if the learner exceeded the three attempts on any of the assessment type.

*** If the learner fails the Portfolio assessment, he/ she needs to reapply for APEL.Q after a cooling period of at least three months. This will allow the learner to gather additional prior experiential learning evidences to be assessed.*

B3.12 Criteria for Award

The academic qualifications that is awarded to candidates through APEL.Q must be based on **demonstrated and evidence-based learning** through portfolio, FVV, challenge test and capstone assessments. Although consideration may be given for all types of learning regardless of where, when and how it has been acquired, the learner must prove (through the identified assessments) that learning has indeed taken place. Ultimately, learning is assessed specific to the PLOs.

For the award of academic qualifications, candidates must:

- a) pass every assessment instrument: Portfolio, FVV, Challenge Test and the capstone course by achieving at least 50% score on each PLO tested. Failure to achieve the 50% score in any of the PLOs examined under the various assessment instruments, the learner will be awarded a fail status for the said assessment instrument.
- b) Achieve a minimum CGPA of 2.0 out of 4.0 for an undergraduate programme (Certificate, Diploma, Advanced Diploma and Bachelor's Degree), 3.0 out of 4.0 for a postgraduate programme (Master and Doctoral Degree by Coursework) and pass the research component (Master and Doctoral Degree by Mixed Mode

APPENDIX A: APEL.Q SELF-ASSESSMENT FORM FOR LEARNERS

Instruction for completing the APEL.Q self-assessment form

1. Provide your personal particulars in Part A
2. For Part B substantiate with all the relevant documentary evidence
3. For Part C submit a brief account of your prior experiential learning which supports the learning outcomes of the programme you intend to apply for APEL.Q

PART A: PERSONAL PARTICULARS

NAME :

IDENTITY CARD NO. / PASSPORT NO. :

NAME OF PROGRAMME :

TOTAL CREDITS OF THE PROGRAMME :

PART B: SELF-ASSESSMENT EXERCISE

Please Tick (✓) Where Relevant

Programme Learning Outcomes (PLOs) <i>On completion of this programme, the learner should be able to...</i>	I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates <i>(label the evidence submitted appropriately)</i>	I know most of this but I have no paper evidence	I am willing to complete a task/ assignment or any form of relevant assessment to show I have acquired this
1. PLO1			
2. PLO2			
3. PLO3			
4. PLO4			

Programme Learning Outcomes (PLOs) <i>On completion of this programme, the learner should be able to...</i>	I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates <i>(label the evidence submitted appropriately)</i>	I know most of this but I have no paper evidence	I am willing to complete a task/ assignment or any form of relevant assessment to show I have acquired this
5. PLO5			
6. PLO6			
7. PLO7			
8. PLO8			
9. PLO9			
10. PLO10			
11. PLO11			

PART C: REPORT SUBMISSION

Write and submit **a minimum of 1000-word report** based on your prior experiential learning which supports the programme learning outcomes (PLO) below

Note: You may attach a separate sheet for this report. Refer to the template attached.

PLOs	Description	Evidence List	Word Count
1. PLO1	Description 1		
2. PLO2	Description 2		
3. PLO3	Description 3		
4. PLO4	Description 4		
5. PLO5	Description 5		
6. PLO6	Description 6		
7. PLO7	Description 7		
Total Word Count (1000-2000 words)			

I confirm that all the details on this form are correct to the best of my knowledge. The submission of the report is also my own works.

Submitted by:

.....

Name:

Date :

For office use only:

(APEL UNIT)
Received by :

.....

Name:

Date:

Recommendation by the Advisor:

.....

Name:

Date:

APPENDIX A: APEL.Q APPLICATION FORM

PART A: PERSONAL PARTICULARS

Name of applicant	
Identification card/ Passport no.	
Name of programme	
Programme level (MQF Level)	<input type="checkbox"/> Certificate (Level 3) <input type="checkbox"/> Bachelor's Degree (Level 6) <input type="checkbox"/> Diploma (Level 4) <input type="checkbox"/> Master's Degree (Level 7) <input type="checkbox"/> Advanced Diploma (Level 5) <input type="checkbox"/> Doctoral Degree (Level 8)
Total credit of the programme	
Confirmation of APEL.Q Advisor	<p>I hereby confirm that the above applicant has undertaken the Self-Assessment Exercise and deemed eligible to apply for APEL.Q assessment.</p> <p>.....</p> <p>Name:</p> <p>Date:</p>

PART B: STUDY INTENT

Please specify your intent to pursue APEL.Q (up to 300 words):

Example:

What is your main motivation to undertake APEL.Q?

After completing the program, what is your desired outcome?

I hereby:

- a. declare that I have read, understood and accepted all the terms and conditions stipulated under the provision of APEL.Q of AeU as stated in the APEL.Q Policy Handbook;
- b. declare that all the information/ documents provided to support this application are authentic, true and accurate;
- c. will make payment for the APEL.Q application once approved according to the quantum of payment.

I fully understand that AeU reserves the right to reject my application if proven otherwise.

Signature :

Name :

Date :

FOR OFFICE USE ONLY

Received by:

Signature :

.....

Name :

Date :

APPENDIX C: PORTFOLIO SUBMISSION FORM FOR APEL.Q

PART 1: PERSONAL PARTICULARS

Full name			
Identify card (IC)/ Passport number			
Intended programme of study			
MQF Level	Certificate (L3)		Diploma (L4)
	Advanced Diploma (L5)		Bachelor's Degree (L6)
	Master's Degree (L7)		Doctoral Degree (L8)
Total graduating credits of the programme			

PART 2: DETAILS OF LEARNING ACQUIRED *(start with the most recent)*

(A) CERTIFICATED LEARNING (FORMAL LEARNING)

TITLE OF CERTIFICATION	LEVEL OF THE AWARD (CERTIFICATE/ DIPLOMA/ DEGREE)	AWARDING BODY / INSTITUTION	DURATION OF STUDY (MONTHS / YEARS)	YEAR AWARDED	LABEL AND ATTACHED EVIDENCE
e.g STPM	Certificate	Majlis Peperiksaan Malaysia (MPM)	2 Years	1995	e.g Appendix A (STPM certificate)
1.					
2.					
3.					

(B) INFORMAL LEARNINGWork**Experience**

NAME OF EMPLOYER /SELF EMPLOYED	ADDRESS OF EMPLOYER	TIME SERVED (MONTH & YEAR)		POSITION(S) HELD	BRIEF JOB DESCRIPTIONS
		FROM	TO		
e.g 1 : XYZ Company	No. 123, Batu 3, Shah Alam	May 2000	April 2005	Floor Supervisor	
e.g 2: XYZ Company	No. 123, Batu 3, Shah Alam	May 2005	Disember 2006	Shift Manager	
1.					
2.					
3.					
4.					
5.					
6.					

Other learning activities (eg. hobby etc)

OTHER ACTIVITIES	YEAR	WHAT I HAVE LEARNT
This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or other activities which might be relevant to the competencies.		(Relevant to The Programme Applied)
e.g: Marshall Of Local Cycling Club	1990 - PRESENT	Planning and Managing Club Activities.
1.		
2.		
3.		

(C) NON-FORMAL LEARNING

Training/seminar/workshop/conferences etc

NAME/TITLE OF TRAINING OR COURSE	LOCATION	DATE	LENGTH (Hours/Days/ Month)	DESCRIPTION OF KNOWLEDGE/ SKILLS ACQUIRED
e.g: 5S Workshop	Hotel Eastin, Petaling Jaya	2 nd May 2005	1 Day	Basics Of 5S, Managing 5s Practices
1.				
2.				
3				

(D) LANGUAGE COMPETENCY

[illegible]

PART 3: COMPETENCY WORKSHEET FOR PROGRAMME-BASED LEARNING PORTFOLIOS

Programme Learning Outcomes (PLO)	Body of Knowledge (BOK)/ Core Competencies of the Programme	Learning Statements	Origin of Learning	Supporting Documentations
<p><i>This (PLO & BOK) will be provided by the UNIVERSITY</i></p>		<p><i>Advisory note:</i></p> <p><i>Gather as much information as possible about the curriculum structure of the programme.</i></p> <p><i>Examine the programme learning outcomes (PLOs) (knowledge, skills or competencies that you should achieve upon completion of the programme). The PLOs of the various programmes of study are usually available at the UNIVERSITY website.</i></p>		
		<p><i>Learning statements form the core of the portfolio.</i></p> <p><i>The language you use and details you provide here will show the Assessors what you have acquired or gained from your formal/informal/ non-formal learning which are relevant to the programme.</i></p>	<p><i>Include information regarding the location and time (where and when) the learning occurred.</i></p> <p><i>A location and date can be used more than once throughout your competency worksheets.</i></p>	<p><i>Wherever possible, make reference to supporting documentation that provides evidence of the learning you have claimed. Use tabs and cross-referencing to facilitate easy access to your supporting documents.</i></p>

PART 4: REFEREES (Family members and relatives cannot serve as referees)

Name	
Position	
Organisation	
Phone number	
Email address	

Name	
Position	
Organisation	
Phone number	
Email address	

DECLARATION:

I hereby declare that all the information/ documents provided to support this application are authentic, true and accurate. I fully understand that Asia e University reserves the right to reject my application if proven otherwise.

Signature : _____

Name :

Date :

LIST OF EVIDENCE

Evidence that can be provided by the candidate:

Direct Evidence	Indirect Evidence
Certificates You can provide copies of your qualifications; <ul style="list-style-type: none">• School certificates• Statement of results• Courses completed at work	Written Records You can provide copies of; <ul style="list-style-type: none">• Diaries• Records• Journals• Articles
Work samples You can provide samples of your work; <ul style="list-style-type: none">• Drawings or photographs• Reports• Written materials• Projects• Objects• Work of arts	E-mail You can provide copies of email communication which verify; <ul style="list-style-type: none">• Customer feedback• Work activities• Written skills
Records of workplace activities You can provide documents that verify your work activities; <ul style="list-style-type: none">• Notes• Emails• Completed worksheets• Workplace agreement• Contracts	Supporting letters You can provide letters to verify your claim from; <ul style="list-style-type: none">• Employers• Community group• People you have worked with (paid and unpaid work)
Documents You can provide evidence that shows what you have done in your life; <ul style="list-style-type: none">• Media articles• Meritorious awards	

APPENDIX D: RISK ASSESSMENT FORM FOR APEL.Q

PART 1: PERSONAL PARTICULARS

Full name			
Identify card (IC)/ Passport number			
Intended programme of study			
MQF Level	Certificate (L3)		Diploma (L4)
	Advanced Diploma (L5)		Bachelor's Degree (L6)
	Master's Degree (L7)		Doctoral Degree (L8)
Total graduating credits of the programme			

PART 2: RISK ANALYSIS FOR FVV

	YES/NO	COMMENTS
a) Have hazards been identified in the assessment area prior to assessment?		
b) Is the learner informed of the hazards?		
c) Will the assessment place the learner at risk?		
d) Does the assessment require the setting up of unsafe conditions?		
e) Is all safety equipment available for assessment?		
f) Any contingency plans considered for the assessment?		

DECLARATION:

I hereby declare that all the information/ documents provided to support this application are authentic, true and accurate. I fully understand that Asia e University reserves the right to reject my application if proven otherwise.

Signature : _____

Name : _____

Date : _____