Accreditation of Prior Experiential Learning
for **Access (APEL.A)**

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

Asia e University
Wisma Subang Jaya,
Np 106, Jalan SS15/4
Subang Jaya 47500
Selangor, Malaysia

General Line: +603 5022 3456
Hotline: 1300 300 238
Email: apel@aeu.edu.my/ enquiries@aeu.edu.my
Website https://www.aeu.edu.my

This handbook is also available on our website https://apel.aeu.edu.my/

Table of Contents

Appendices

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. 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).

The APEL provides an opportunity for individual with working experience but lack of formal academic qualifications to progress in the context of lifelong learning and widens the mobility of student participation and adult learners. In general, knowledge obtained through informal education and working experience will be both assessed in APEL's assessment.

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.

The APEL has been further expanded from **providing access** and **awarding credits** for individual courses to the **awarding of academic qualifications** with the introduction of the APEL.Q in 2021. The APEL.Q recognises prior experiential learning that takes place in the workplace, as well as other forms of learning, i.e., formal, non-formal and informal continuing professional development education and training.

The APEL in Malaysia is underpinned by the following core principles:-
   a) Prior experiential learning should be recognized regardless of how and where it was obtained, provided it is related to learning or a form of competency acquisition.
   b) Assessment will be based on authentic, flexible, current and reliable evidence.
   c) Assessment will be conducted by practitioners/ experts in the subject or related field.
   d) The method of assessment will be tailored to the level and experience of the learners, thus, providing an opportunity for learners to demonstrate their acquired competencies.
   e) Decisions of the APEL assessments should be transparent and subject to appeal and review.

f) Information and support services will be actively publicized, taking into account the diversity of the students.

g) Quality assurance mechanisms should be clear and transparent.

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.

The APEL process 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 experience. In a nutshell, the APEL encapsulates the range of activities and approaches used formally to acknowledge and establish publicly that some reasonable and significant element of learning has taken place.

Formal learning	refers to a learning/ programme of study delivered within an organised and structured context (preschool, primary school, secondary school, college and University) thatmay lead to formal recognition or a recognised qualification.
Non-formal learning	refers to learning that takes place alongside the mainstream systems ofeducation and training. It may be assessed but does not normally lead to formal certification.
In-formal 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.A and assist them in their application of APEL.A based on the Guideline to Good Practice (GGP) of Malaysian Qualification Agency (MQA). It outlines the policies on the implementation of APEL.A in Asia e University and describes the APEL.A application procedures for learners.

A4. Benefits of APEL

The APEL has been identified as a powerful tool for integrating adult learners into the mainstream of higher education. This is achieved by recognizing and valuing the relevant skills and competencies that they have acquired through their prior experiences, whether through work, volunteer activities, or other personal pursuits. The growing body of research on APEL provides compelling evidence of its benefits for various stakeholders. These benefits extend to learners, institutions, employers and the nation as a whole as follows:-

1. Learners	a) increase self-confidence and enhance the motivation to continue learning.
	b) get access and recognition to higher qualifications.
	c) document knowledge, skills and experience better through the preparation of a portfolio of evidence; plan for further learning and personal career development.
	d) map prior learning onto the MQF to identify a notional level.
	e) develop analytical and learning skills through the process of undertaking the APEL itself.
	f) increase mobility and employability.
	g) reduce time and cost.

2. **Institutions**	a)	increase access and widen participation for non-conventional learners.
	b)	support the development of the curriculum.
	c)	enrich the teaching-learning experience with the presence of non-conventional learners.
3. **Employees**	a)	increase motivation and interest in workplace practice on the part of the employees.
	b)	reduce the amount of time needed to complete a qualification, and therefore, require less time away from the workplace.
	c)	generate new ideas and development in the workplace as a result of a process of reflection on practice by employees.
	d)	improve employee retention and reduce recruitment and training costs.
4. **Nation**	a)	promoting lifelong learning culture as a means of upgrading its workforce in response to the global k-economy (knowledge economy) trend.
	b)	enhancing productivity through the acquisition of skills and knowledge among its workforce.
	c)	boosting the nation's competitiveness at the regional and global levels

PART B: APEL for Access (APEL.A) Policy and Procedures

B1. APEL.A Policy

The policies related to the APEL.A are as follows:

a) APEL.A is applicable to local and international applicants who do not meet the regular entry requirements imposed by academic programmes at any MQF level.

b) Applicants applying for entry via the APEL.A must meet the minimum age requirements stipulated for the various level of qualifications.

c) Applicants must fulfil the minimum formal qualifications stipulated, for the Master's and Doctorate levels.

d) Applicants applying for entry via the APEL.A must have prior experiential learning.

B2. Admission Criteria via APEL.A

All applicants must successfully complete the APEL.A assessments conducted by the APEL Assessment Centres (Pusat Penilaian APEL, PPA). Upon successful completion, they may apply for admission to any program of study offered by Higher Education Providers (HEPs) in Malaysia based on the relevant Malaysian Qualifications Framework (MQF) level of their APEL.A certification. However, eligibility to apply does not guarantee admission. Additionally, for professional programs, entry requirements set by the respective professional bodies must also be met.

Applicants must comply with the admission criteria stipulated in Table 1 below for entry via the APEL.A:-

Table 1: Admission Criteria through APEL.A for MQF Level 6 and Level 7

MQF Level	Admission criteria
Level 7 **[Master** (by Coursework, Mixed Mode and Fully Research-based), **Postgraduate Diploma and Postgraduate Certificate]**	i. At least 30 years of age in the year of application. ii. Possess at least an STPM/Diploma/ equivalent qualification* (or those with higher qualifications, e.g., Advanced Diploma, Graduate Certificate, Graduate Diploma); iii. Possess relevant work experience. iv. Pass the APEL.A assessment for Master's level. *For International Qualifications Equivalency, learners may refer to the document entitled "The List of Entry Qualifications for International Student" on the MQA website <u>https://www.mqa.gov.my/pv4/nilai_taraf.cfm</u>*
Level 6 **[Bachelor, Graduate Diploma and Graduate Certificate]**	i. At least 21 years of age in the year of application. ii. Possess relevant work experience. iii. Pass the APEL.A assessment for Bachelor's degree level.

B3. APEL.A Assessment

The assessment instruments that will be utilised to assess the prior experiential learning of the learners for admission into a programme of study comprise a combination of instruments from the following components, depending on the MQF level:

    a) Aptitude Test.
    b) Portfolio.
    c) Research Intent and Presentation (only applicable to the MQF Level 7 research-based programme)
    c) Interview.

Learners must pass each stage of the assessment depending on the instruments adopted for the respective MQF level. The assessment instruments carry different weightage that contributes to the overall assessment adopted. The weightage for each assessment for Master's Degree and Bachelor's Degree is stated in Table 2 below.

Table 2: Assessment Weightage based on MQF levels of qualifications

Instruments	MQF Level T6 (Bachelor, Graduate Diploma and Graduate Certificate)	MQF Level T7 (Master, Postgraduate Diploma and Postgraduate Certificate)	
		Coursework/ Mixed Mode	Fully Research
Aptitude Test	30%	40%	-
Portfolio	70%	50%	50%
Research Intent + Presentation	-	-	30%
Interview	-	20%	20%

B4 Learner's Competency

The required competencies for the APEL.A assessments are guided by the MQF's five clusters of learning outcomes. Therefore, the assessments conducted aim to ensure that applicants will have the following minimum competencies to pursue higher education:

    a) Knowledge and understanding
    b) Cognitive skills.
    c) Functional work skills with focuses on:
        i. practical skills.
        ii. interpersonal and communication skills
        iii. digital and numeracy skills.
    d) Leadership, autonomy and responsibility
    e) Personal and entrepreneurial skills
    f) Ethics and professionalism.

B4.1 Knowledge and Understanding

Knowledge and understanding refer to a systematic understanding of facts, ideas, information, principles, concepts, theories, technical knowledge, regulations, numeracy, practical skills, tools to use, processes and systems.

It may relate to a subject, a field of study or discipline, as well as to technical and occupational or workplace aspects of knowledge and understanding. It starts with basic general knowledge and progresses to varied, broader, specialised and advanced knowledge, including those relating to sustainable practices, rules and regulations, health and safety, and especially relevant to Technical and Vocational Education and Training (TVET) and even professional types of programmes.

The scope of knowledge should include the common everyday knowledge within the environment of learners. This may also be acquired through formal, informal and non-formal learning circumstances-experiences. Developing personal values and ethics may derive from knowledge and experiences. Knowledge and understanding enable the learners to relate their prior knowledge in the course of learning and/or work, as well as to expand to related fields. Knowledge provides the basis for applications of all other competencies.

B4.2 Cognitive Skills

Cognitive skills relate to thinking or intellectual capabilities and the ability to apply knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/creative thinking, assessment, applying, analysing, problem-solving and synthesising to create new ideas, solutions, strategies or new practices. Such intellectual skills enable the learner to search for and comprehend new information from different fields of knowledge and practices

B4.3 Functional Work Skills

<u>Practical Skills</u>

These are generally work skills and operational skills applicable to a common employment environment, such as planning, organisational skills, selection of tools, material, technology methods and procedures. In the study context, it may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so forth. It also includes specialised skills set by specific subject, discipline, technical or occupation-

related work skills and professional practices which enhance professional competence. It should include safe and sustainable practices as well.

Interpersonal and Communication Skills

Interpersonal skills refer to a range of skills which, amongst others, include interactive communications, relationships and collaborative skills in managing relationships in teams and within the organisations, networking with people of different cultures, as well as social skills/etiquettes.

Communication skills refer generally to the ability to communicate/convey information/ideas/reports cogently and professionally in an appropriate language. The communication must be effective and in appropriate forms, in various mediums, and to a range of audiences and different situations. The ability to communicate in more than one language is encouraged.

Digital and Numeracy Skills

Digital skills generally refer to the ability to use information/digital technologies to support work and studies. The skills include sourcing and storing information, processing data, using applications for problem-solving and communication, as well as ethics in applying digital skills.

These are the quantitative skills that require learners to acquire increasingly higher levels of numerical abilities. It is acknowledged as an important living skill relevant to study, work and daily life. It may include an understanding of basic mathematics, symbols relating to statistical techniques and so forth.

Leadership, autonomy and responsibility

This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers, as well as the capability of the individual in managerial capacities with varying degrees of autonomy to make decisions or set goals at organisational/unit/team levels. The individual is also expected to take responsibility and provide accountability, to be confident, knowledgeable, articulate, honest, professional, concerned, resilient, to be a risk taker and to possess other intrapersonal skills including working in and leading teams.

B4.4 Personal and Entrepreneurial Skills

Personal skills are life skills that learners are expected to use daily. They are normally portrayed through enthusiasm for independent learning, intellectual and self - development, or by demonstrating confidence, self-control, social skills, proper etiquette and commitment to professionalism in the workplace. It also includes the capability to plan for career development or further education. Aspects of character, such as honesty, punctuality, time management, and keeping to and maintaining important deadlines in a work environment, are also important personal skills.

Entrepreneurial skills require relevant knowledge, skills and expertise in key areas of an enterprise. Important personal qualities will include creativity, grit and drive. The drive to be an entrepreneur is considered a personal skill but also requires the requisite relevant knowledge, cognitive skills and functional skills.

B4.5 Ethics and Professionalism

Ethics and values are important in personal, organisational, societal/community and global settings as they guide personal actions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues are important in the exercise of professional skills and responsibilities comprising integrity, professional conduct (professionalism) and standards of conduct (e.g., upholding regulations, laws and codes of good practices or code of professional conduct). A sensitive approach in dealings with other cultures adds value to this learning domain.

B5. APEL.A Assessment Instruments

B5.1 Aptitude Test

A test to assess the readiness of the learner to commence his/ her tertiary education and not whether he/ she is able to follow through with the entire programme of study. The Aptitude Test assessment components comprise **Bahasa Malaysia Language, English Language, Numerical Literacy** and **General Knowledge + Critical Thinking + Digital Literacy of the applicant.** Applicants are required to sit for the Aptitude Test at the time, date and place scheduled by the selected APEL Assessment Centre (Pusat Penilaian APEL, PPA).

For **international applicants**, expatriates and their family members:
- the Bahasa Malaysia Language component will not be tested. The number of questions omitted under the Bahasa Malaysia Language component will be added to the English Language component.
- under General Knowledge, the section on current issues will focus on issues in the global context.

B5.2 Portfolio

A portfolio is a formal document that contains a compilation of evidence documenting prior experiential learning of a learner acquired over a period of time. This type of 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 five clusters of learning outcomes outlined in the MQF.

Any forms of learning claimed and acquired by the applicant must be substantiated with documentary evidence, be it direct or indirect evidence such as appointment letters and statements/ testimonies from employers/ clients/ colleagues. However, applicants should be selective in choosing clear and concise evidence which has direct relevance to the learning acquired. Refer **Appendix A** for the list of evidence types.

All evidence must be organised and presented based on the identified formal, informal and non-formal learning in a portfolio form as indicated in template provided by the APEL Assessment Centre/ University. Refer to **Appendix B** for the Portfolio Submission Form template.

In the portfolio form, applicants must carefully match their prior learning to the stated MQF competencies. The completed Portfolio form and its associated evidence should be submitted in a softcopy format via AeU APEL portal (https://apel.aeu.edu.my) using the same username and password for Online Aptitude Test (OAT). Refer **Appendix C – APEL.A Students' Guide (Portfolio Submission).**

B5.3 Assessment for Graduate to Certificate, Graduate Diploma and **Bachelor's** Level.

a) Aptitude Test

Aptitude Test is a form of assessment to evaluate the prior learning of the applicant and carries **30%** of the total APEL.A assessment for the Bachelor's, Graduate Diploma and Graduate Certificate levels of programmes of study. The Aptitude Test will take **two (2) hours** and the structure of the test is as presented in Table 3.

Upon successful completion of the Aptitude Test, applicants will then proceed to the next stage of assessment, which is the submission of a Portfolio.

Table 3: Structure of Aptitude Test for MQF Level 6

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	• Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling	10 MCQ questions
English Language	• Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling	10 MCQ questions
Numerical Literacy	• Basic descriptive statistics • Basic numeracy • Basic algebra • Problem-solving	10 MCQ questions
General Knowledge, Critical Thinking and Digital Literacy	• General knowledge: current issues, digital literacy and information sourcing	10 MCQ questions

	• Critical thinking: logic reasoning, classification skills and pattern recognition.	

b) Portfolio Assessment

In addition to the Aptitude Test, the applicant will be required to submit a portfolio (either in Bahasa Malaysia or English) which will be assessed by the appointed assessors. If the assessors are uncertain about the authenticity, sufficiency or relevancy of the evidence presented in the portfolio, they may request to meet the applicant for verification or validation purposes in the form of an interview, presentation, demonstration, etc. The Portfolio assessment contributes to 70% of the total APEL.A assessment for the Bachelor's, Graduate Diploma and Graduate Certificate levels.

B5.4 Assessment for Postgraduate Certificate, Postgraduate Diploma and **Master's** Level.

a) Aptitude Test

The Aptitude Test carries **40%** of the total APEL.A assessment for the Master's Postgraduate Diploma and Postgraduate Certificate levels of programmes of study. The duration of the Aptitude Test is two and a half **(2.5) hours**. The structure of the test is presented in Table 4. Upon successful completion of the Aptitude Test, applicants will then proceed to the next stage of assessment, which is the submission of a Portfolio.

Table 4: Structure of Aptitude Test for MQF Level 7

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	• Reading and Comprehension • Vocabulary • Grammar and prose • Spelling • Vocabulaty • Error correction	Part A: 13 objective questions Part B: 1 structured question
English Language	• Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling	Part A: 12 objective questions Part B: 1 structured question

Numerical Literacy	• Basic descriptive statistics • Basic numeracy • Basic algebra • Problem-solving	Part A: 25 objective questions Part B: 1 structured question
General Knowledge, Critical Thinking and Digital Literacy	• General knowledge: current issues, digital literacy and information sourcing • Critical thinking: logic reasoning, classification skills and pattern recognition.	Part A: 25 objective questions Part B: 2 structured questions

b) Portfolio Assessment

(Only for coursework and mixed mode programmes. Not applicable to fully research-based programmes)

In addition to the Aptitude Test, the applicant will be required to submit a Portfolio (either in Bahasa Malaysia or English) which will be assessed by the appointed assessors. If the assessors are uncertain about the authenticity, sufficiency or relevancy of the evidence presented in the portfolio, they may request to meet the applicant for verification or validation purposes. The Portfolio assessment contributes to **40%** of the total APEL.A assessment for the coursework and mixed mode programmes, while in the case of fully research-based programmes, it constitutes **50% of** the entire APEL.A assessment.

c) Interview Assessment

(For coursework, mixed mode and fully research-based programmes)

Upon successful completion of the Portfolio assessment, applicants will undertake an interview assessment. This is a structured oral interview-based assessment to assess the applicant's skills and knowledge/competencies to undertake tertiary studies. The interview assessment contributes to 20% of the total APEL.A assessment for all three modes (i.e., coursework, mixed mode and fully research-based) of postgraduate studies at MQF level 7.

B5.5 APEL.A Certification Processes

An APEL certification qualifies the applicant to apply for admission to any HEP in Malaysia but is not a guarantee for admission into the said intended programme of study. The APEL.A certification processes for as illustrated in Figure 1 below.

```
                    START
                      |
        Receive APEL.A Application ─────────────────────────────→  Portfolio Assessment
        (COMMERCIAL/ APEL Centre)                                   (ASSESSORS/
                      |                          |                   MODERATOR)
              Self-Assessment/ Checklist    Notify status              |
              (APEL Centre)                 (APEL Centre)              |
                      |                          ↑              ┌──────────────────┐
              Fulfill the                        |              │  Re-submit        │
              requirements/ ──────NO─────────────┘         PASS? ─NO→ [Resubmit at least
              Eligible?                                          │  SIX (6) months    │
                      |                                          │  after the         │
                     YES                                         │  notification date]│
              Apply in MQA Portal                                │  (APPLICANT)       │
              (APPLICANT)                                        └──────────────────┘
                      |                                          YES
              Make Payment                                        |
              (APLLICANT)                              Endorsement of APEL.A Result
                      |                                 (APEL Assessment Committee)
              Registration at                           - Issue Offer Letter
              APEL.A System                               (Admission)
              (APEL Centre)                                       |
                      |                                 Compile APEL. A results and
              Sit for OAT                                Submit to MQA
              (APPLICANT)                                (APEL Centre)
                      |                                           |
              ←─────NO─────┐                            Confer APEL.A Certificate
              PASS? ─NO→ Re-attempt [max                (MQA)
                          of 2 attempts]                          |
                         (APPLICANT)                            END
                     YES
              Submit Porfolio
              (APPLICANT)
```
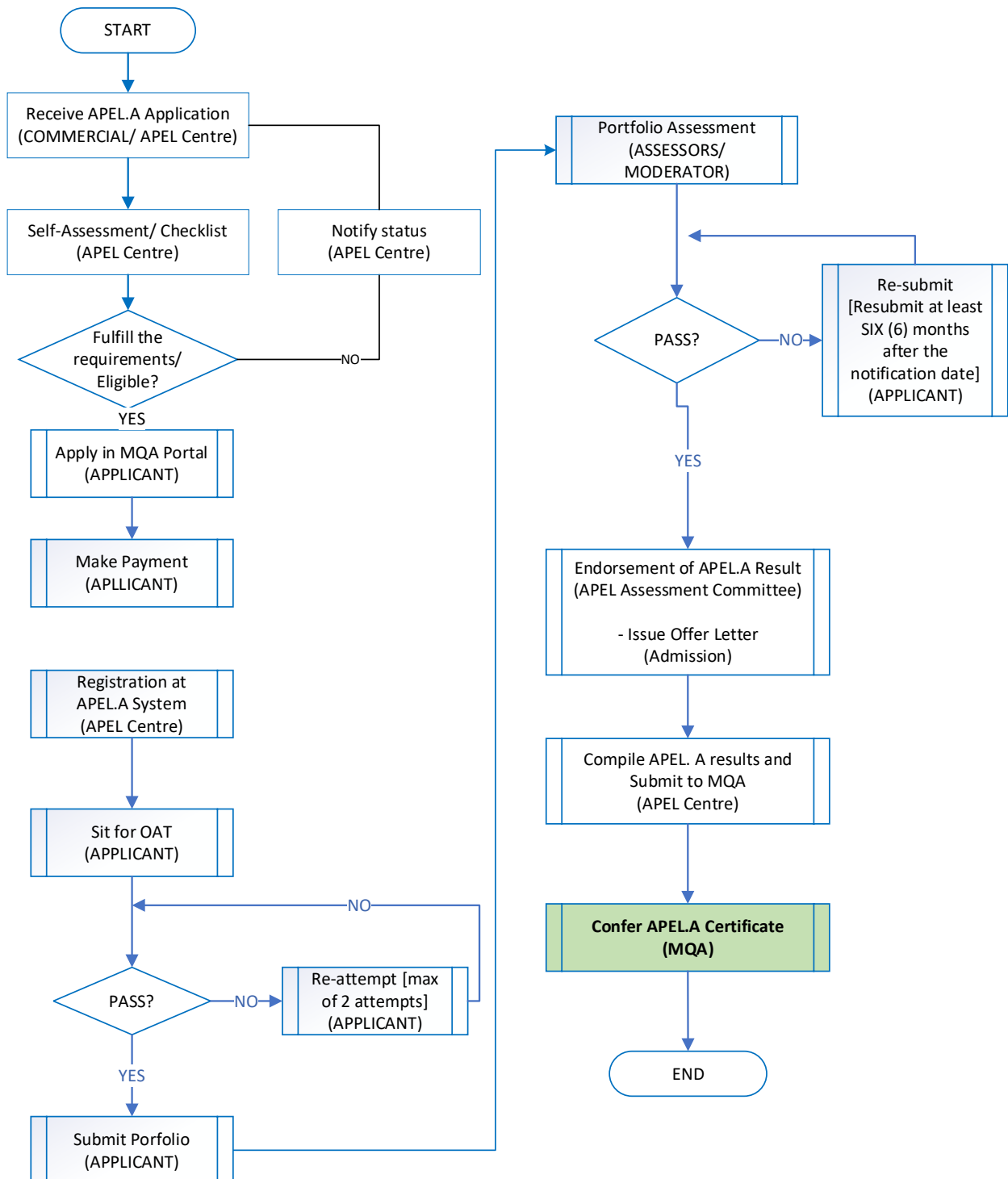
Figure 1: APEL.A Certification Process

B5.5.1 Pre-application phase (Self-Assessment)

In deciding whether or not to undertake the APEL assessment, applicants will need to consider the fact that it is a highly individualised process which will require the use of their skills, such as self-motivation, reflection and time management. Applicants must first ensure that the basic admission criteria stipulated in **Section B2 (page 6)** of this handbook are met, i.e., age and academic qualifications requirements. Applicants must also assess the relevancy of their prior learning experience. This is to determine whether their prior learning experience correlates with the competencies stipulated in **Section B4: Learner's Competencies (page 7).**

It is important for the applicant to understand the requirements of the intended programme of study and its expected learning outcomes. Upon the personal self-assessment conducted, if the applicant feels that he/ she has the capability and is prepared to undertake the tertiary study at the specific MQF level qualification, then the applicant may proceed to apply for the APEL.A on the MQA APEL portal.

B5.5.2 Application Phase

Upon successful completion of the Self-Assessment, applicants will apply for the APEL.A on the APEL.A portal of the MQA website. Upon receipt of the application, MQA will then inform the applicants of the status of their application based on the admission criteria. MQA will also notify the AeU APEL Assessment Centre (Pusat Penilaian APEL AeU, PPA) chosen by the applicant about the applications that met the admission criteria.

AeU will then contact the applicant to proceed with the APEL.A and the following fees (wherever applicable) which are regulated by MQA will be imposed by the APEL Assessment Centre (Pusat Penilaian APEL, PPA). Please refer to the AeU APEL portal for the related fee structure. Types of fees:

      a) APEL.A application fees
      b) Re-sit fees
      c) Appeal fees

B5.5.3 Assessment

The assessment of prior experiential learning for the purpose of the APEL.A will encompass the comparability of the experiential learning acquired by learners to the learning domains stipulated in the MQF. The expected competency level in the Aptitude Test is also pegged at the appropriate level as indicated in Table 5.

Table 5: Competency level of Aptitude Test for MQF Level 6 and Level 7

MQF Qualification	Competency level of Aptitude Test
Bachelor	SPM (Grade/ Year 11) or equivalent
Master (coursework and mixed mode)	Equivalent to the 1st year of the Bachelor's degree

The APEL.A assessment processes and procedures will uphold the following principles to ensure integrity and credibility of the assessment in evaluating the readiness and preparedness of the learner to undertake tertiary studies:

a) AeU adopted be a transparent assessment system to evaluate the prior experiential learning against the learning domain by referring to the MQF Edition 2.

b) Recognition of prior experiential learning is based on demonstrable learning achievement and not on the assumption of learning due to the undertaking of a particular job/position secured for a set duration of time or merely following any non-formal learning.

c) All forms of assessments adopted to evaluate the prior experiential learning are equally rigour as in any assessment in the conventional education track.

B5.5.4 Results

After completing the APEL.A assessment, the APEL Centre (Pusat Penilaian APEL, PPA) will notify applicants of the outcome. If they successfully complete the related assessments for entry into a specific MQF level of qualification, they will later receive the APEL Certificate from MQA. A sample of the APEL.A certificate is provided in **Appendix I**. This certificate enables applicants to apply for admission into the relevant MQF level of study at any higher education institution in Malaysia. However, applicants interested in registering with AeU programmes will receive an offer letter based on the endorsed results from the APEL Committee meeting.

B5.5.5 Appeal or Re-sit

Applicants who failed any of the assessment instruments may appeal for a review of the results or opt for a resit. The applicant will be charged the appeal or resit fee set by MQA for each attempt.

<u>Appeal</u>

The applicant who is not satisfied with the decision of the APEL assessment result can submit a written appeal to the PPA by providing the grounds for the appeal. The appeal must be submitted within one (1) week from the date of the official announcement of the result. A different Assessor will be appointed to evaluate the merit of the appeal.

<u>Resit</u>

The applicant who failed the aptitude test can only resit the aptitude test for a maximum of 2 attempts. If the applicant still fails at the second attempt, the applicant must wait for a minimum of three (3) months before resitting for the third time.

Applicants who have failed the portfolio assessment may resubmit the portfolio for reassessment. However, this resubmission can only be made **at least six (6) months** after the notification date of the APEL.A result.

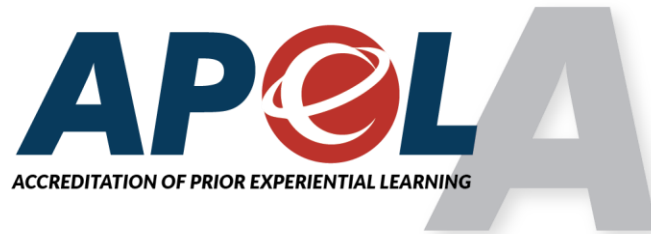### B5.5.6 Conferment of APEL.A Certificates

MQA will issue the APEL.A certificate of successful applicants to the APEL Centre (Pusat Penilaian APEL, PPA) where they have registered to undertake the APEL.A assessment (Asia e University). If the applicants prefer to have the APEL.A Certificate couriered to them, they will need to inform the PPA and pay the relevant fees for the courier service.

TYPES OF EVIDENCE

Direct Evidence	Indirect Evidence
Certificates You can provide copies of your qualification: • School certificates • Statement of results • Courses completed at work	**Written records** You can provide copies of: • Diaries • Records • Journals • Articles
Work samples You can provide samples of your work: • Drawings or photographs • Reports • Written materials • Projects • Objects • Work of arts	**Emails** You can provide copies of email communications which verify: • Customer feedback • Work activities • Written skills
Records of workplace activities You can provide documents that verify your work activities: • Notes • Emails • Completed worksheets • Workplace agreements • Contracts	**Supporting letters** You can provide letters to verify your claim from: • Employers • Community groups • People you have worked with (paid and unpaid work)
Documents You can provide evidence that shows what you have done in your life: • Media articles • Meritorious award	

PORTFOLIO SUBMISSION FORM

	Recent photo

PART 1:   PERSONAL DETAILS

Full Name	
Nationality	
NRIC/ Passport No.	
Intended Field of Study	
Intended Programme	
Level of Study	☐ Certificate ☐ Diploma ☐ Bachelor ☐ Master ☐ Doctorate
REFERENCE NUMBER (Provided by AeU/ MQA)	

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

a) FORMAL LEARNING
   Intentional learning/programme of study acquired in a structured context (primary school, secondary school, college or university) that led to a formal recognition/a recognised academic qualification.

NO	ACADEMIC QUALIFICATION	AWARDING BODY / INSTITUTION	YEAR AWARDED	COMPETENCY (Please tick √)								LABEL AND ATTACHED EVIDENCE
				1	2	3	4	5	6	7	8	
1.												
2.												
3.												
4.												
5.												
6.												

Note: All evidence must be properly labelled

b) INFORMAL LEARNING

Learning that takes place continuously through life and work experiences. It is often unintentional learning.

NO	NAME OF EMPLOYER /SELF EMPLOYED	CONTACT ADDRESS	DURATION (MONTH/ YEAR)		POSITION(S) HELD	WHAT I HAVE LEARNT/ ACQUIRED (Please tick √)								EVIDENCE OF LEARNING
			FROM	TO		1	2	3	4	5	6	7	8	
1.														
2.														
3.														
4.														
5.														
6.														

Note: All evidence must be properly labelled

OTHER LEARNING ACTIVITIES This may include your hobbies/sports/recreations/social activities/community services/training/consultancy services or other activities which might be relevant to the competencies	YEAR	WHAT I HAVE LEARNT/ ACQUIRED (Please tick √)								EVIDENCE OF LEARNING
		1	2	3	4	5	6	7	8	
1.										
2.										
3.										
4.										
5.										
6.										

Note: All evidence must be properly labelled

c) NON-FORMAL LEARNING *(start with the most recent)*

Learning that takes place alongside the mainstream systems of education and training. It may have been assessed but does not normally lead to a formal certification.

NO	NAME/ TITLE OF TRAINING OR COURSE, etc	ORGANISER	DATE OF COMPLETION	DURATION (Hours/ Days/ Month)	COMPETENCY (Please tick √)								LABEL AND ATTACHED EVIDENCE
					1	2	3	4	5	6	7	8	
1.													
2.													
3.													
4.													
5.													
6.													

Note: All evidence must be properly labelled

d) LANGUAGE COMPETENCY

LANGUAGE	LEVEL OF COMPETENCY (Please tick √) 1: POOR; 2; AVERAGE 3: GOOD; 4: EXCELLENT															
	LISTENING				READING				SPEAKING				WRITING			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																
2.																
3.																
4.																

e) **SELF ASSESSMENT/REFLECTION** (Compulsory)

Describe how your prior learning experiences prepare you for the intended level of study (at least 500 words):

1. Why do you want to pursue this chosen area of study?

2. How is your personal prior learning experience applicable to/related to/relevant to your chosen programme and level of study?

   (You may provide your description based on how your prior experiential learning has improved your knowledge, skills set, professionalism, communication, leadership, problem-solving, etc.)

3. How will the completion of this programme help you in your work/personal life?

4. What are your action plans in ensuring the successful completion of your programme? Commitment, time management, financial resources and support etc).

PART 3: REFEREES *(Family members and relatives cannot serve as referees)*

NAME		
POSITION		
ORGANIZATION		
PHONE NUMBER	Office:	Mobile:
EMAIL ADDRESS		
RELATIONSHIP		

NAME		
POSITION		
ORGANIZATION		
PHONE NUMBER	Office:	Mobile:
EMAIL ADDRESS		
RELATIONSHIP		

PART 4: SELF DECLARATION

I hereby declare that all the information/documents provided to support this portfolio are authentic, true and accurate. I fully understand that the Terms and Conditions of the application and agree that my application will be rejected if I have falsified any information in any way.

Signature:

Name:
Date: