



**Accreditation of Prior Experiential Learning for Credit Award  
(APEL (C))**

**APEL (C) POLICY HANDBOOK**

Guidelines on the Application of APEL (C)

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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 (C) and assist them in their application of APEL (C) based on the GGP of Malaysian Qualification Agency (MQA). It outlines the policies on the implementation of APEL (C) and describes the APEL (C) application procedures for learners.

## **PART B: APEL for Credit Award – APEL (C)**

### **B1. Introduction**

APEL for Credit Award, known as APEL (C) was developed by MQA to support the lifelong learning by recognising the value of learning that takes place beyond the formal classroom settings as well as learning that occur throughout work and life experiences; regardless of when, where and how it was acquired.

### **B2. Definition of APEL (C)**

APEL (C) is the award of credits for the prior experiential learning towards a course in an accredited programme of the University.

APEL (C) provides the mechanism to recognise the individual's prior experiential learning that is relevant and specific to a course within a programme of study. The credit award is granted on the basis of knowledge and skills acquired through non-formal and informal learning.

These forms of learning which emphasise experiential learning will need to be formally reviewed and assessed. The process will determine if learning has in fact occurred and is in line with the learning outcomes of the course (s) concerned. It is the **learning and not the experience** of the learners which is being evaluated.

### **B3. Core Principles of APEL (C)**

#### **B3.1 Learner-centered Voluntary Process**

APEL (C) encourages continuous learning and promotes the positive aspects of an individual's learning experience. The core of APEL (C) revolves around the process where a learner initiates the application for credit transfer through the assessment of his/her prior experiential learning. It is the learners' responsibility to provide sufficient documentation and evidence for the assessment. Although the process is undertaken by the learner in a voluntary manner; it has to be facilitated by the University.

#### **B3.2 Accessibility**

APEL (C) is an accessible and inclusive process available for registered learners of study programmes at all levels of the MQF (Malaysia Qualification Framework).

#### **B3.3 Quality**

All the processes and procedures in the implementation of APEL (C) are adhered 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.

#### **B3.4 APEL (C) Policies**

##### **B3.4.1 General Policies**

- (a) The APEL (C) provision is only applicable to learners who have already registered a programme with the University regardless of the model of entry, whether through the conventional or APEL (A) route.
- (b) APEL (C) encompasses the assessment of prior experiential learning for the credit award. Application will be considered regardless if learning acquired through Massive Open Online Courses (MOOC) or any other methods of self-learning.

- (c) APEL (C) is applicable to all areas and levels of qualifications in the Malaysian Qualification Framework (MQF). For postgraduate level of study, the credit award is limited only to the courses in programmes conducted via coursework and mixed modes.
- (d) APEL (C) is only applicable to programmes that have already obtained at least provisional accreditation from MQA.
- (e) APEL (C) is applicable to courses which form part of the programme structure under professional bodies, but subject to the acceptance by relevant professional bodies. University shall be responsible for securing such approval.

#### B3.4.2 Award of Credits

- (a) The award of credits through APEL (C) is in the form of credit transfer where it does not involve the transfer of grades. However, the credits awarded for the course will be counted towards the total credit requirement for graduation.
- (b) The maximum percentage of credit transfer through APEL (C) is **30%** of the total graduating credits of the chosen programme of study. This percentage is in addition to the credit transfer provision based on the existing formal credit transfer policy.

Table B3.1 shows the maximum credit transfer allowed through APEL (C) at the various Malaysian Qualifications Framework (MQF) levels.

**Table B3.1 Maximum Credit Transfer Allowed through APEL (C) at the Various MQF Levels**

Award based on MQF	Minimum Graduating Credits	30% from the minimum graduating credits (Coursework Components)
Level 8 : Doctoral Degree (Applicable only to coursework or mixed mode programme)	80	24
Level 7 : Master's Degree (Applicable only to coursework or mixed mode programme)	40	12
Level 7 : Postgraduate Diploma	30	9
Level 7 : Postgraduate Certificate	20	6
Level 6 : Bachelor's Degree	120	36
Level 6 : Graduate Diploma	60+6 (MPU)	20
Level 6 : Graduate Certificate	30+6 (MPU)	11
Level 5 : Advanced Diploma	40	12
Level 4 : Diploma	90	27
Level 3 : Certificate	60	18

- (c) Credits awarded through APEL (C) can be transferred automatically to another programme within the same institution if the course for which credits have been awarded through APEL (C) has the same learning outcomes.
- (d) The credits awarded must be equivalent to the credit value of the course applied for APEL (C). **NO** partial credits will be awarded.
- (e) Credits awarded for a course are only applicable to the chosen course applied for. Credits are not automatically applicable to pre-requisites (if any) of the chosen course.
- (f) Assessment for credit award is carried out separately for each course. Credit award cannot be granted on a block basis.
- (g) APEL (C) is applicable for all courses except for final year project-based courses and dissertations.
- (h) For Executive Diploma programmes, the provision of 30 credits based on 3 years' working experience is to be assessed using the APEL (C) instrument.

### **B3.5 Pre-Application Process**

- (a) Before deciding to submit an application for APEL (C), learners may direct all the general enquiries to the APEL Assessment Unit (AAU) at AeU.
- (b) If the learner decides to proceed with the APEL (C) application, an Advisor will be appointed to provide appropriate support and advise on mode of assessment (Challenge Test and/or submitting a Portfolio) to be undertaken for the APEL (C) application.
- (c) With the guidance of the Advisor, the learner must:
  - Complete a **APEL (C) Self-Assessment Form for Learners** (Appendix I)
  - Submit a 500-word report on a given title that is related to the course apply for (Refer to **APEL (C) Pre-Application Report** (Appendix II))
- (d) Based on the Self-Assessment Exercise evaluation, the Advisor will determine the learner's eligibility and make an appropriate recommendation.
- (e) Where the Advisor believes that the application is unlikely to succeed, the learner will be advised accordingly and the application process will cease.

- (f) If the Advisor believes that the learner's application is likely to succeed, the learner may complete the **APEL (C) Application Form for Learners** (Appendix III) and submit the relevant fees, before proceeding to the assessment stage.

### **B3.6 Application**

- (a) Learners may apply for APEL (C) at any time during their studies. However, learners may be advised to submit their applications for APEL (C) during the first year of study.
- (b) A non-refundable payment of Application Processing Fee for Assessment and Credit Award Fee are to be submitted together with the learner's APEL (C) application form.
- (c) Learners are not allowed to apply for APEL (C) for courses which the learner has already registered and undertaken during the period of study.
- (d) Figure B3.1 outlines the key processes and procedures of APEL (C) application for learners.

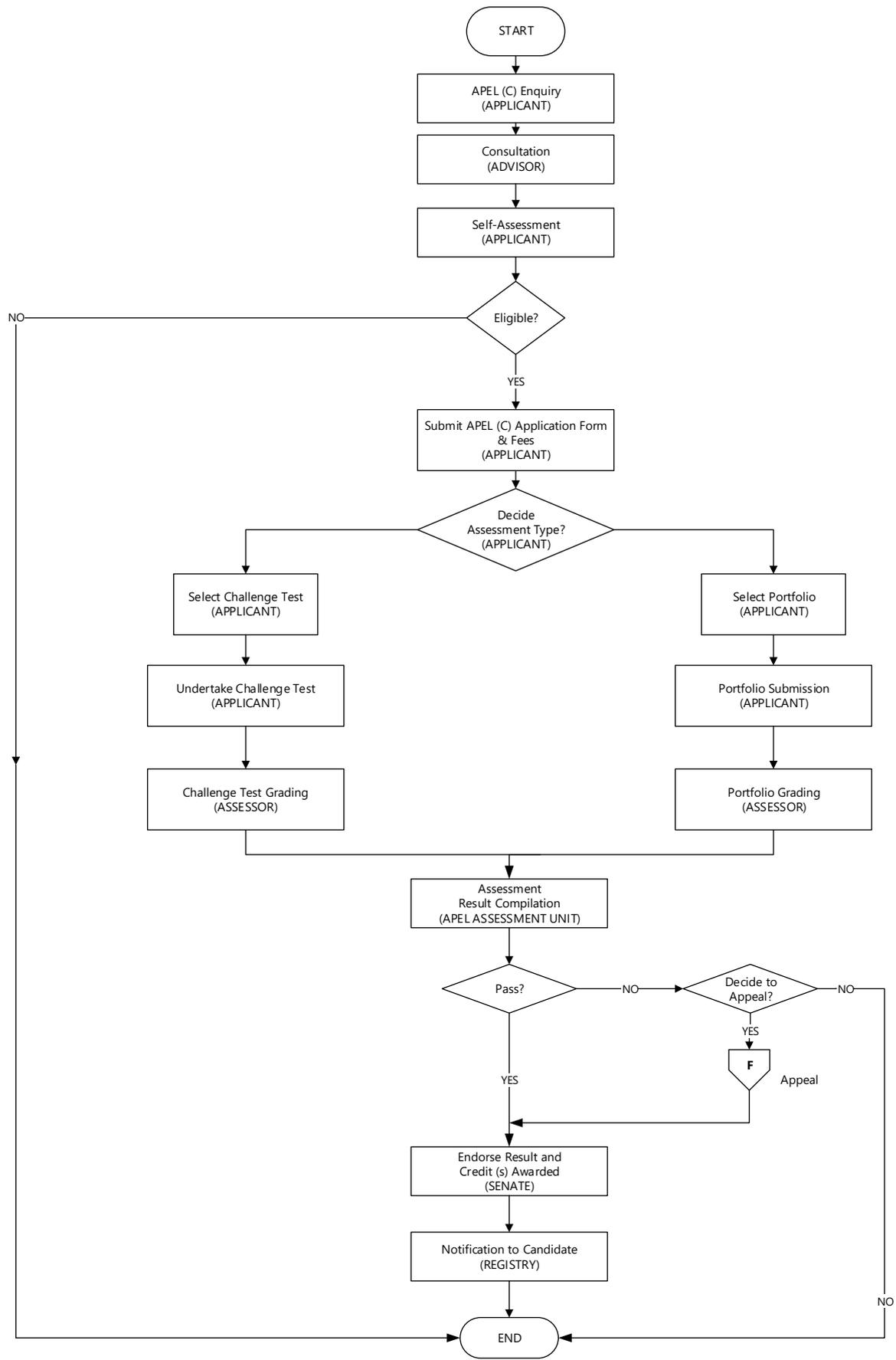


Figure B3.1 The Application Process of APEL (C)

### **B3.7 Assessment of APEL (C)**

The assessment of APEL (C) will encompass the comparability of the experiential learning acquired by learners to the learning outcomes of a course within an existing programme. The assessment should strictly be made in correspondence to the credit value of the course and level of the programme.

For the APEL (C) assessment, learners can opt to undertake either a **Challenge Test and/or submission of Portfolio** depending on the nature of the course and upon advice by the appointed APEL (C) Advisor.

#### **(a) Challenge Test**

- A Challenge Test is a proctored standard test to assess if the learner has achieved the Course Learning Outcomes (CLOs).
- A Challenge Test can be in the form of a written test, oral examination and/or performance assessment; depending on the nature and discipline of the course.
- For a detailed list of the various types of assessment can be referred to MQA document GGP: APEL (C) (Appendix V).

#### **(b) Portfolio**

- A Portfolio is a formal document that contains a compilation of evidence documenting the learner's prior experiential learning and his/her articulation of learning acquired over a period of time.
- A Portfolio is prepared by the learner with the objective to demonstrate that the learning acquired is relevant and specific to each of the course learning outcome for a particular course.
- Learners are advised to follow the template attached, **Portfolio Submission Form for Learners** (Appendix IV) in documenting their prior experiential learning.

### **B3.8 Criteria for Award**

- (a) Credits that are awarded through APEL (C) must be based on demonstrated and evidence-based learning; and not solely on the basis of claiming the experience itself.
- (b) The course that has been awarded credit through APEL (C) will appear in the transcript of the learner as "**CT (APEL)**", which is to be read together with the Malaysian Qualification Statement (MQS). It will not be taken into account in the calculation of GPA/CGPA. However, the credits will be counted towards the total credits required for graduation.

- (c) For both the Challenge Test and/or Portfolio assessment, learners must achieve at least 50% of **each** Course Learning Outcome.
- (d) Learners who are not successful in the APEL (C) assessment will have to complete the course through the usual process in their respective programme of studies.

### **B3.9 Assessment and Results**

- (a) To satisfy the requirement of credit awards, the learner must be able to demonstrate an achievement of **at least 50% of each Course Learning Outcome**.
- (b) All results of the assessment must be endorsed by the Academic Board/Senate of the University.
- (c) Course credits will be awarded and reflected in the academic transcript as **CT (APEL)** for learners who are successful in the Challenge Test and/or Portfolio. Although the grades will not be used in the calculation of GPA/CGPA, the course credits accumulated will contribute towards the total credit requirement for graduation.
- (d) A learner who fails the Challenge Test of the chosen course will not be allowed to submit a Portfolio for assessment for the same course and vice versa. Re-attempt of the Challenge Test and re-submission of new evidence in the Portfolio for the same course through APEL (C) is strictly NOT allowed. In this case, the learner must register and complete the course of his/her study programme through the usual process.

### **B4.0 Appeal**

A learner who is not satisfied with the decision of the APEL (C) can submit a written appeal providing the grounds of appeal to the University Senate for consideration on condition that such an appeal is submitted within 14 days from the date of result (s) announcement.

**No new/additional evidence is allowed to be submitted during the appeal process.**

A different set of assessors will be appointed to evaluate the merit of the appeal. A processing fee will be charged for each appealed subject.

The decision of the Senate shall be final. The Registry shall inform the learner the outcome of the appeal.

**APPENDIX I: APEL (C) SELF-ASSESSMENT FORM FOR LEARNERS**

**PART A: PERSONAL PARTICULARS**

NAME :

IDENTITY CARD NO. / PASSPORT NO. :

NAME OF PROGRAMME :

COURSE CODE & COURSE NAME :

NO. OF CREDITS OF THE COURSE :

**PART B: SELF-ASSESSMENT EXERCISE**

Course Learning Outcome (CLO) On completion of this course, the learner should be able to.....	I have learned this through my former studies or working career and can provide paper evidence/ documents/ certificates	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 learned this	I really need to take the module
1. CLO1				
2. CLO2				
3. CLO3				
4. CLO4				
5. CLO5				

**PART C: REPORT SUBMISSION**

Write and submit a minimum of 500-word report based on the headings below within the stipulated time.

**REPORT TITLE:**

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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**

**Signature** : \_\_\_\_\_

**Name** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**FOR OFFICE USE**

**Received by**

**Signature** : \_\_\_\_\_

**Name** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**Recommendation**

**APPENDIX II: PRE-APPLICATION REPORT**

---

[Insert Report Title]

**APEL (C) PRE-APPLICATION REPORT**

**[COURSE CODE AND COURSE NAME] [XXXXXX XXXXXX...]**

Based on the following course learning outcomes, in about 500 words, conduct a self-assessment exercise to evaluate your understanding of

.....  
 .....

Course Learning Outcome (CLO)	Description of Learning Outcomes
CLO1	
CLO2	
CLO3	
CLO4	
CLO5	

---

**FOR OFFICE USE**

**SCHOOL** :

**NAME OF PROGRAMME** :

**ADVISOR NAME** :

**DATE** :

NAME :

IDENTITY CARD NO. / PASSPORT NO. :

NAME OF PROGRAMME :

COURSE CODE & COURSE NAME :

NO. OF CREDITS OF THE COURSE :

DATE :

**APEL (C) PRE-APPLICATION REPORT**

[Insert Report Title]

[COURSE CODE AND COURSE NAME] [XXXXXX XXXXXX...]

[Insert text here]

[Insert text here]

Course Learning Outcomes (CLO)	Description of Learning Outcomes
CLO1	
CLO2	
CLO3	
CLO4	
CLO5	

[Insert text here]

[Insert total number of words in report]

**[SAMPLE] APPENDIX II: PRE-APPLICATION REPORT**

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**Sample of APEL (C) Pre-Application Report**

**PRE-APPLICATION REPORT  
MBC502 BUSINESS COMMUNICATION**

Based on the following course learning outcomes, in about 500 words, conduct a self-assessment exercise to evaluate your understanding of business communication skills and methods as a form of communication relevant to executives of an organization.

<b>Course Learning Outcome (CLO)</b>	<b>Description of Learning Outcomes</b>
<b>CLO1</b>	To explain the concept of interpersonal communication, its elements and its relation to cultural aspects.
<b>CLO2</b>	To apply communication skills as a result of the exposure to various communication modes and techniques such as public speaking, and writing.
<b>CLO3</b>	To appraise the etiquette and ethics in communication.
<b>CLO4</b>	To evaluate the impact of the Internet in communication.

---

**FOR OFFICE USE**

**SCHOOL** :

**NAME OF PROGRAMME** :

**ADVISOR NAME** :

**DATE** :

<b>NAME</b>	:	AHMAD BIN ALI
<b>IDENTITY CARD NO. / PASSPORT NO.</b>	:	111111-11-1111
<b>NAME OF PROGRAMME</b>	:	BACHELOR OF BUSINESS ADMINISTRATION (BBA)
<b>COURSE CODE &amp; COURSE NAME</b>	:	MBC502 BUSINESS COMMUNICATION
<b>NO. OF CREDITS OF THE COURSE</b>	:	3 CREDIT HOURS
<b>DATE</b>	:	1 SEPTEMBER 2019

**PRE-APPLICATION REPORT  
MBC502 BUSINESS COMMUNICATION**

I am writing this report to seek eligibility to have credit award for the subject of MBC502 Business Communication, a course in the programme of Bachelor of Business Administration which I am currently studying, through APEL (C) process on Self- Assessment Exercise.

As indicated in the following Course Learning Outcomes of MBC502 Business Communication,

<b>Course Learning Outcomes (CLOs)</b>	<b>Description of Learning Outcomes</b>
<b>CLO1</b>	To explain the concept of interpersonal communication, its elements and its relation to cultural aspects.
<b>CLO2</b>	To apply communication skills as a result of the exposure to various communication modes and techniques such as public speaking, and writing.
<b>CLO3</b>	To appraise the etiquette and ethics in communication.
<b>CLO4</b>	To evaluate the impact of the Internet in communication.

CLO1:

I believed that I have gained understanding of the concept of interpersonal communication, its elements and its relation to cultural aspects (CLO1) through my former studies and working career, but unfortunately I have no paper evidences to show. I have been working as an executive in Asia e University (AeU) since 2013, mainly as a liaison officer for the University and the clients (students and academic facilitators). Prior to my current job, I was an administrative officer in the similar working environment for 3 years. In these daily routines, I have the opportunities to communicate the University's core businesses (e.g. courses, time tables; fees; examinations, ... etc) with the clients, both at the under and post-graduate levels. In my current working place, there are about 40% of AeU's students are international students mainly from the Asia countries. As such I have to understand the languages (English, Bahasa Malaysia, and Bahasa Indonesia) and cultures of these students.

CLO2 and CLO4:

I have been asked by my superior on several occasions to take down minutes of meetings, and to become master of ceremony for informal functions.

CLO2 and CLO3:

Asia e University is an open-distance (ODL) university and the mode of communication is mainly done via digital means. Over the years, I have improved my communication skills as a result of the exposure to various communication modes and technique, such as telephone conversations: internet: SMS, video conferencing, thus fulfilling (CLO2 and CLO3). Often, I have to mediate complaints of clients due to breakdowns in communication due to hardware problems or personal issues. As such, I have to exercise my tact, etiquette and ethics in communication in finding amicable solutions to the issues attended.

CLO3:

I believe through the years of experience gained in handling complaints and solving them has enabled me in fulfil the course learning outcome 3 (CLO3).

Based on my preliminary self-assessment, I believed that my past working experiences have acquired the necessary communication skills inn various aspects which match the course learning outcomes of the MBC502. However, I am willing to complete any additional task, such as Challenge Test to further indicate that I have acquired the knowledge and skills which could indicate that I have fulfilled all the four learning outcomes set in the course MBC 502: Business Communication. *(518 words)*

**APPENDIX III: APEL (C) APPLICATION FORM FOR LEARNERS**

**NAME** :

**IDENTITY CARD NO./ PASSPORT NO.** :

**NAME OF PROGRAMME** :

**COURSE CODE & COURSE NAME** :

**NO. OF CREDITS OF THE COURSE** :

**MODE OF ASSESSMENT CHOSEN** :

	Challenge Test
	Portfolio Submission

<b>CONFIRMATION OF APEL (C) ADVISOR :</b>	<p>I hereby confirm that the above learner has been advised and is deemed eligible for the APEL (C) assessment.</p> <p align="center">.....</p> <p align="center">(Signature)</p> <p><b>Name of Advisor :</b></p> <p><b>Date :</b></p>
---	--

I hereby:

- a. declare that I have read and understood all the terms and conditions stipulated under the provision of APEL (C) of AeU ; and
- b. declare that all the information/documents provided to support this application are authentic, true and accurate.

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

I also agree to the mode of assessment recommended by the APEL (C) Advisor.

**Signature** :

**Name** :

**Date** :

**APPENDIX IV: PORTFOLIO SUBMISSION FORM FOR LEARNERS**

**PERSONAL DETAILS**

NAME :

IDENTITY CARD NO./ PASSPORT NO. :

NAME OF PROGRAMME :

COURSE CODE & COURSE NAME :

NO. OF CREDITS OF THE COURSE :

**COMPETENCY WORKSHEET FOR COURSE – BASED LEARNING PORTFOLIOS**

<b>COURSE CODE &amp; NAME</b>			
<b>COURSE SYNOPSIS</b>			
<b>COURSE LEARNING OUTCOME</b>	<b>LEARNING STATEMENTS</b>	<b>ORIGIN OF LEARNING</b>	<b>SUPPORTING DOCUMENTATION</b>
[Insert CLOs]	[Provide learning statements]	[State previous employment or experiences that indicates the learning origin]	[Provide attachment list]

**DECLARATION:**

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

Signature :

Name :

Date :

**[SAMPLE] APPENDIX IV: PORTFOLIO SUBMISSION FORM FOR LEARNERS**

**PERSONAL DETAILS**

<b>NAME</b>	:	AHMAD BIN ALI
<b>IDENTITY CARD NO./ PASSPORT NO.</b>	:	111111-11-111111
<b>NAME OF PROGRAMME</b>	:	BACHELOR OF BUSINESS ADMINISTRATION (BBA)
<b>COURSE CODE &amp; COURSE NAME</b>	:	MRM504 RECORD MANAGEMENT
<b>NO. OF CREDITS OF THE COURSE</b>	:	3 CREDIT HOURS

**COMPETENCY WORKSHEET FOR COURSE – BASED LEARNING PORTFOLIOS**

<b>COURSE CODE &amp; NAME</b>	MRM504 Record Management		
<b>COURSE SYNOPSIS</b>	The principles and procedures of records management at the administrative level. The concept of records management; the selection of filing systems; equipment and supplies; procedures for storage; retrieval; transfer; retention and disposal of records; application of rules for alphabetic, geographic, numeric and subject filing. It also discusses the concept needed for understanding the automated and electronic records management.		
<b>COURSE LEARNING OUTCOME</b>	<b>LEARNING STATEMENTS</b>	<b>ORIGIN OF LEARNING</b>	<b>SUPPORTING DOCUMENTATION</b>
[Insert CLOs]  1. Demonstrate the understanding of the theory, methods, and practices of records management.	[Provide learning statements]  Providing a comprehensive range of administrative duties such as document management, filing system, office words processing, record management and others. Managing and organising records	[State previous employment or experiences that indicates the learning origin]  1. Department & Company/Employer: Student Affairs Department, SEGi College Seri Kembangan  Duration/Period: September 2007 – Jun 2011  Job/Position:	[Provide attachment list]  As per attachment 1

	<p>and filing according to the guidelines given by supervisor/ institution.</p> <p>Organize the documents and file them according to the types.</p>	<p>Admin Assistant Admin Officer</p> <p>2. Department &amp; Company/Employer: Faculty of Business &amp; Information Science, UCSI University</p>	
2. Appraise several filing systems.	<p>I fully understand the pros and cons of many types of filing system in manual and electronic. People may get access to any data needed in manual filing system. People may not easily get access to any privacy data in electronic system.</p> <p>I am able to differentiate when to use manual or electronic system (or both) based on its classification, type, sensitivity, etc.</p>	<p>Duration/Period: Jun 2011 – May 2013</p> <p>Job/Position: Course Administrator</p> <p>3. Department &amp; Company/Employer: School Management Unit &amp; School of Management, Asia e University</p> <p>Duration/Period: May 2013 – Present</p> <p>Job/Position: Senior Executive</p>	As per attachment 2
3. Apply various codes of practices for record management.	<p>Prepare the label of filing system according to serial number such as year, department, types and number of file.</p>		As per attachment 3

**DECLARATION:**

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

**Signature** :

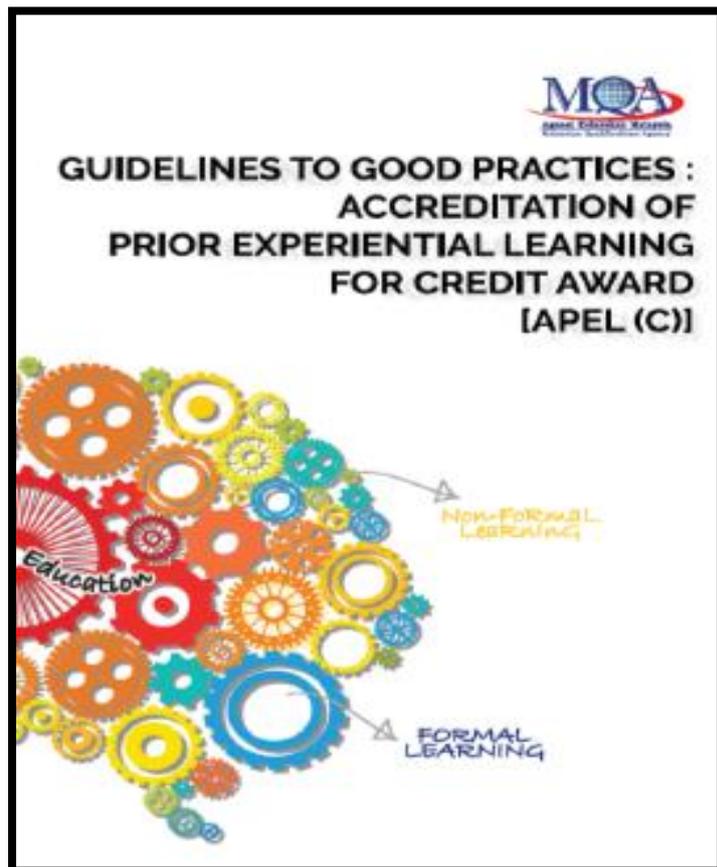
**Name** :

**Date** :

**APPENDIX V: APEL (C) Guidelines to Good Practices (GGP)**

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