



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

Learners' Handbook

(Bachelor's Degree and Master's Degree)

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

This handbook is provided free of charge to learners interested in the APEL.A process.

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Glossary

a. Accreditation of Prior Experiential Learning

A systematic evaluation process involving the identification, documentation and assessment of an individual's prior experiential learning to ascertain the individual's achievement of desired learning outcomes for access to a programme of study and/or award of credits.

i) **APEL.A**

Accreditation of Prior Experiential Learning for the purposes of access into a programme of study under the Malaysian Qualifications Framework (MQF) levels.

ii) **APEL.C**

Accreditation of Prior Experiential Learning with the purpose of awarding credits for courses within a programme of study.

iii) **APEL.M**

Accreditation of Prior Experiential Learning to obtain award of qualifications under the Malaysian Qualifications Framework (MQF) levels through the completion of unbundled or stand-alone micro-credentials.

iv) **APEL.Q**

Accreditation of Prior Experiential Learning for the purpose of awarding academic qualifications under the Malaysian Qualifications Framework (MQF) levels.

b. APEL Assessments

Combination of an aptitude test, a portfolio assessment and an interview (For APEL.A T-6 and T-7 applicants only) applicants must pass to receive an APEL certificate.

c. APEL Certification Process

Indication of applicant's willingness and capability to pursue a specific program.

d. Aptitude Test

A formal examination comprised of oral, written, performance-based or product-based assessments that the applicant must pass. In this handbook, the generic term "Aptitude Test" refers to a written examination.

e. Course

A component of a programme. The term **course** is used interchangeably between the term's **module** or **unit**.

f. Formal Learning

Intentional learning/programme of study delivered within an organized and structured setting (pre-school, primary school, secondary school, technical college and university) that may lead to formal recognitions/a recognized certification.

g. Higher Education Provider (HEP)

A corporate, organizational or body conducting higher education and/or training programmes resulting in the award of higher education qualifications.

h. Informal Learning

Learning taking place continuously through work and life experiences (Occasionally referred as experiential learning).

i. Malaysian Micro-credential Statement (MMS)

The Malaysian Micro-Credential Statement outlines personal information of the learner and details of micro-credentials (course origin, credit award, name of awarding institution, language of instruction, delivery, mode of study, level of course, credit hours, student learning time, duration, enrolment requirements, course learning outcomes, assessment, grading system, etc.).

j. Malaysian Qualifications Framework (MQF)

Instrumentation classifying qualification based on sets of criteria approved nationally and benchmarked against international best practices.

k. Work Experience

The experience obtained by a learner from a proper working environment with assigned roles and responsibilities.

l. Non-formal Learning

Learning taking place concurrent to the mainstream education systems and training. It can be assessed but does not usually lead to formal certifications.

m. Open Entry

Open entry refers to entry requirements, applicable to individuals with assessable and compatible learning experiences against normal requirements to enter into a programme of study.

n. Open Learning

Open learning represents approaches focusing on widening access to education and training provisions, freeing learners from time and place constraints as well as offering flexible learning opportunities to interested individual or group of learners.

o. Programme

A set of courses structured within a specific duration and learning volume to achieve a specific set of learning outcomes, usually leading to an award of a qualification.

p. Portfolio

A documentation of an applicant's prior learning experiences including formal, informal and non-formal learning.

1. Introduction

This handbook is written to guide potential and new APEL.A applicants through the processes and requirements of their current or future APEL.A application. This handbook is written based on *Buku Panduan APEL.A* published by the Malaysian Qualification Agency (MQA). Malaysian Qualification Agency, through the MQA Act 2007 (Act 679) has an ongoing commitment to assist individuals in fully utilizing their prior formal, informal and non-formal learning. Currently, MQA assists in identifying learning not formally certified.

The process of identifying and fully utilizing formal, informal and non-formal experiential learning that happens through lived and working experiences is called the Accreditation of Prior Learning Experience (APEL), set under the Malaysian Qualifications Framework (MQF). APEL can be requested by learners to support the transition between formal and informal learnings, basing their APEL application based on multiple combinations of formal, non-formal or informal learning.

APEL in Malaysia is guided by the following core principles:

- i. Prior experiential learning should be recognized regardless of how and where it was achieved, provided it is related to learning or a form of competency acquisition;
- ii. Assessments will be based on authentic, flexible, current and reliable evidence;
- iii. Assessment will be conducted by practitioners/experts in the subject, in the related field;
- iv. 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;
- v. Decisions of APEL assessments should be transparent and subject to appeal and review;
- vi. Information and support services will be actively publicized, taking into account the diversity of the students; and
- vii. Quality assurance mechanisms should be clear and transparent.

2. APEL.A

The APEL.A certification indicates the competencies and readiness of an applicant to pursue a particular programme, measured against a benchmark of Learning Outcomes. However, the certification does not guarantee admission into a Higher Education Provider (HEP). Admission procedures and additional requirements must still be complied, as determined by the HEP. Initially, APEL.A was offered to Malaysians seeking recognition of their prior formal, non-formal and informal learning. In 2020, the decision was made to extend APEL.A to expatriates working in Malaysia as well as their family members.

It should be noted that the APEL.A certification can only be used for the purpose of applicants furthering studies in a chosen field relevant to their experiential learning. It does not equate to the knowledge and competencies of a particular academic degree programme as defined by MQF. The certification should not be used to seek employment.

APEL.A certification in Asia Metropolitan University is offered at the following levels:

APEL.A T-6: Used to apply for entry into a programme at the Bachelor's level.

APEL.A T-7: Used to apply for entry into a programme at the Master's level.

2.1 APEL.A Policy

The policies related to APEL.A in Asia Metropolitan University are as follows:

- a) APEL.A is applicable to both, local and international applicants who do not meet regular entry requirements imposed by academic programmes at any MQF levels.
- b) Applicants applying for entry via APEL.A must meet minimum age requirements stipulated in 3. Entry Requirement.
- c) Applicants must fulfil the minimum formal qualifications stipulated for **Master's (T-7)** levels.
- d) Applicants applying for entry via APEL.A must have prior experiential learning.

3. Entry Requirement

To gain entry into the APEL.A certification process, applicants should comply with the level of study criteria set by the Ministry of Education (MOE). Additionally, for programmes involving professional bodies, applicants will need to comply with entry requirements as per set by the professional body applied to.

Programme at Bachelor's Degree Level (APEL.A T-6)

- A Malaysian citizen / expatriate working in Malaysia / an expatriate's family members;
- At least 21 years old in the year of application;
- Possesses relevant work experience; and
- Passed the APEL.A assessment for Bachelor's Degree level.

Programme at Master's Degree Level (By Coursework, Mixed Mode and Fully Research Based), Postgraduate Diploma and Postgraduate Certificate (APEL.A T-7)

- A Malaysian citizen / expatriate working in Malaysia / an expatriate's family members;
- At least 30 years old in the year of application;
- Possess at least an STPM/Diploma/equivalent qualification* (Or those with higher qualifications)

- Possesses relevant work experience; and
- Passed 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 https://www.mqa.gov.my/new/nilai_taraf.cfm#gsc.tab=0

3.1 Academic Requirements Appeal for APEL.A T-7

For applicants with insufficient academic qualifications or qualifications that has not undergone the assessment and approval process of MQA/National Accreditation Board/ relevant ministries, Asia Metropolitan University will provide an official written response of the applicant not meeting the academic requirements of APEL.A T-7 and to appeal for a filtering process directly with MQA.

To appeal for an academic filtering process via MQA, the learner needs to provide Asia Metropolitan University's official written response on not meeting academic requirements as well as the following documents:

1. Copy of MyKad,
2. Copy of Sijil Tinggi Persekolahan Malaysia (STPM) / Diploma,
3. Copy of the full Diploma transcript,
4. Resume (Curriculum Vitae)

MQA will announce the results of the appeal process via e-mail to the applicant and to Asia Metropolitan University. If the applicant's appeal is accepted by the MQA, Asia Metropolitan University will proceed with the applicant's Aptitude Test.

4. Description of Learner's Competencies

The competencies required for APEL.A assessments are guided by MQF clusters of learning outcomes. As a result, APEL.A certification process subjects APEL.A applicants to appropriate, level based APEL assessments to ascertain possession of competencies listed below:

- Knowledge and understanding
- Cognitive Skills
- Functional work skills with focus on:
 - a. Practical skills
 - b. Interpersonal and communication skills
 - c. Digital and numeracy skills
 - d. Leadership, autonomy and responsibility
- Personal and entrepreneurial skills
- Ethics and professionalism

The following describes the competencies in greater detail:

i. Knowledge and Understanding

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

It can be related to subjects, field of studies or disciplines, as well as technical and occupational aspects of knowledge and understanding. Starting with basic general knowledge, it progresses to more varied, broad, specialized and advanced knowledge including those related to sustainable practices, rules and regulations, health and safety, and knowledge

relevant to Technical and Vocational Education and Training (TVET) and professional programmes.

The scope of knowledge includes common everyday knowledge within the learner's environment. This can also be acquired through formal, informal and non-formal learning circumstances-experiences. Personal values and ethics developed may be derived from a pool of knowledge and experiences.

Knowledge and understanding enables learners to relate their prior knowledge in the course of learning and/or work, as well as expand these knowledges to related fields. Knowledge provides the basis for applications of all other competencies.

ii. Cognitive Skills

Cognitive skills relate to thinking and intellectual capabilities, as well as the ability to apply knowledge and skills. The capacity to develop intellectual skills progressively begins from understanding, critical and creative thinking, applying, analyzing and problem solving, as well as synthesizing new ideas, solutions, strategies and new practices. Cognitive skills enable learners to search and comprehend new information from a variety of fields, knowledge and practices.

iii. Functional Work Skills

a. Practical Skills

These are work skills and operational skills applicable in common employment environments such as planning, organizational skills, selection of tools, materials, technology methods and procedures. In study context, practical skills may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so on. Practical skills also include specialized skills set by specific subjects, disciplines, technical or occupational related work skills, and professional practices which enhances professional competence. It should also include safe and sustainable practices.

b. Interpersonal and Communication Skills

Interpersonal skills refer to ranges of skills which includes but is not limited to; interactive communications, relationship and collaborative skills in managing relationships both within the team and organization, networking with individuals of different cultures, as well as social skills/etiquette.

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

c. Digital and Numeracy Skills

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

Numeracy skills are quantitative skills requiring learners to acquire increasingly higher levels of numerical capabilities. The skill is acknowledged as crucial, relevant in study, work and daily life. It can include understanding of basic mathematics, symbols relating to statistical techniques and so on.

d. Leadership, Autonomy and Responsibility

This cluster of skills refer to the capacity of an individual to construct relationships and collaborate with teams made up of peers or collaborate within managerial capacities with varying degrees of autonomy for decision making and goal setting at organizational/unit/team levels; taking responsibilities and providing accountability; be confident, knowledgeable, articulate, honest, professional, concerned, resilient, a risk taker and possess other intrapersonal skills including working in and leading teams.

e. Personal and Entrepreneurial Skills

Personal skills are life skills expected to be utilized daily. These skills are normally displayed through enthusiasm for independent learning, intellectual and self-development; by demonstrating confidence, self-control, social skills and appropriate etiquette; and commitment to professionalism in the work place. It includes the capacity to plan for career development and/or further education. Aspects of character such as honesty, punctuality, time management, adhering to deadlines that are important within work environments are also important personal skills.

Entrepreneurial skills refer to relevant knowledge, skills and expertise in key areas within an enterprise. Crucial personal qualities include creativity, grit and drive. The drive to succeed as an entrepreneur is set as personal skill requiring the requisite of relevant knowledge, cognitive and functional skills.

f. Ethics and Professionalism

Ethics and values are important at personal, organizational, societal/community and global settings as they guide personal decisions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues is crucial in exercising professional skills and responsibilities; integrity, professional conduct (professionalism), and standards of conduct such as upholding regulations, laws and codes of good practices or code of professional conduct. A sensitive approach in multicultural dealings adds value to this learning domain.

5. APEL.A Certification Process

The APEL.A certification ascertains an applicant's eligibility to apply for admission into a certificate, diploma, bachelor's, or master's by coursework and mixed mode programme at any HEPs. However, due to the APEL.A assessment potentially taking as long as two (2) to four (4) months, applicants are recommended to apply for the certification six (6) months prior to the date of admission into desired programmes at HEPs. An APEL certification indicates qualification to apply for admission to any HEPs of choice.

To view the full illustrated APEL.A certification process, proceed to Appendix 1.

5.1 Pre-Assessment and Application Process

APEL assessments can take between 2-4 months due to the evaluation components and processes applicants has to go through. These components include; aptitude tests, portfolio evaluations and interviews (For T-7 only). You are encouraged to time your application for the APEL certification much earlier than the planned date of admission to Asia Metropolitan University.

5.1.1 Self-Assessment

When considering whether to pursue APEL, applicants should understand that it is a highly customized process, requiring the use of skills such as self-motivation, reflection and time management. The APEL.A application process begins with a Self-Assessment, assessing the applicant's eligibility and capability by referring to the basic qualification of the entry requirements. Furthermore, the applicant should ascertain their readiness in undertaking the APEL.A certification process as well as readiness in undertaking further studies.

5.1.2 Application Process

If eligible, the applicant can proceed to register for APEL.A by going to MQA's registration portal; https://www2.mqa.gov.my/apel_a/. Under APEL Assessment Centre, the applicant should select Asia Metropolitan University for their Aptitude Test. Once registered, applicants will receive an email confirmation from the MQA. With this email, applicants can register with Asia Metropolitan University through the following link; <https://www.amu.edu.my/apel/>. Once applied, qualification screenings will be held by the APEL Centre of Asia Metropolitan University after receiving the applicant's notification email from MQA. Unsuccessful applicants will be notified via email. Eligible applicants are to provide payment of the APEL assessment fee to Asia Metropolitan University. APEL.A application fee structures are as follows:

| AssessmentType | APEL T-6 Bachelor's Degreelevel | APEL T-7 Master, PostgraduateDiploma and Postgraduate Certificate |
|--|------------------------------------|--|
| | | Coursework/Mixed-mode |
| AssessmentMaterial Handling Charges | 30 | 40 |
| MQA ProcessingCharges* | 60 | 60 |
| Aptitude Test | 180 | 200 |
| Portfolio Assessment | 100 | 100* |
| Interview | - | 160* |
| Total | RM 370 | RM 560 |

**These charges are applied to all applicants that register for APEL.A.*

Once payment is received, applicants will be registered into eLearn, AMU's Learning Management System and information regarding all APEL.A assessments taken with AMU University.

5.2 APEL.A Assessment

5.2.1 APEL.A Assessment Scheduling

In order to align with Asia Metropolitan University's Programme intakes, Asia Metropolitan University's APEL.A Assessments are held within a period of time that allows applicants to complete the APEL.A process in time for the intakes. To view an updated schedule of APEL.A Assessments, log onto the APEL.A portal:

<https://www.amu.edu.my/apel/>

5.2.2 Assessment Instruments

APEL.A Assessments will be carried out using a combination of instruments from the following components, subject to the level of APEL.A an applicant is applying for:

- a) Aptitude Test
- b) Portfolio
- c) Interview

5.2.3 Assessment Weightage

The APEL.A assessments can carry different weightages that contributes to the overall assessment. The weightages of each assessment instrument are divided based on the MQF level of qualification, as stated below:

| MQF Level | T6 (Bachelor, Graduate Diploma and Graduate Certificate) | T7 (Master, Postgraduate Diploma and Postgraduate Certificate) |
|-------------------------------|---|---|
| Assessment Instruments | | Coursework / Mixed Mode |
| Aptitude Test | 30% | 40% |
| Portfolio | 70% | 40% |
| Interview | | 20% |

** Submission Only indicates the component is for submission without assessment weightages*

5.2.4 Aptitude Test

The Aptitude Test component of APEL.A is a formal examination to assess the readiness of an applicant to commence their tertiary education. The Aptitude Test component comprises of four sections; Bahasa Melayu, English, Mathematics and General Knowledge/Critical Thinking.

Applicants are required to complete the Aptitude Test at the time, date and place scheduled by Asia Metropolitan University via the APEL.A website:

<https://www.amu.edu.my/apel/>

For international applicants, expatriates and their family members:

- The Bahasa Malaysia Language component of the assessment will not be tested. The number of questions omitted from the Bahasa Malaysia section will be added to the English Language component.
- Under General Knowledge, the section on current issues will focus on issues in a global context.

5.2.5 Portfolio Construction

As part of prior learning evaluation process, applicants are required to disclose all formal, informal and non-formal learning through the construction of a Portfolio via the Portfolio Submission Form, as shown in **Appendix 2**. Applicant's claims to formal, informal and non-formal learning may include certificated learning and experiential learning such as evidences derived from work, certification copies, etc.

Applicants must be careful in matching their work experiences to the stated MQF competencies (Refer to Section 4. Description of Learner Competencies). Applicants are also to carefully select relevant supporting evidences and link it to their reflective statements. The evidences include documentary evidences, statements/testimonies from employers/clients/colleagues, etc. Applicants should present clear and concise evidences with direct relevance to the learning acquired.

Portfolios help Assessors visualize and evaluate competencies acquired by applicants in informal or non-formal learning environments as stipulated in Section 4. Description of Learner Competencies.

5.3 APEL.A Assessment by Level

5.3.1 APEL.A Assessment for Bachelor's Degree Level (T-6)

a. Portfolio Assessment

Applicant's Portfolio (either in Bahasa Malaysia or English) will be forwarded to the University's APEL.A committee for approval. Applicant's portfolio will be evaluated by a panel of Assessors based on applicant's chosen field of expertise. If the committee is unsure with the evidences presented in the portfolio, other forms of assessments may be carried out at the University's discretion. This could be in the form of interviews, presentations, demonstrations, etc. Applicant will receive a decision within 21 working days of submitting a completed portfolio.

The weightage of the Portfolio Assessment is 70% of the total APEL.A assessment for **Bachelor's degree level (T-6)**.

b. Aptitude Test

Alongside the portfolio submission, applicants are to undergo an Aptitude Test, a formal examination carrying **30% of the total APEL.A assessment weightage** for **Bachelor's degree level (T-6)**.

The Aptitude Test assesses an applicant's numerical literacy, language capabilities and general knowledge / critical thinking abilities of the candidate. The structure of the Aptitude Test is as shown below:

| Section | Test Content | Structure of Questions |
|---|---|------------------------|
| Numerical Literacy | <ul style="list-style-type: none">• Basic Numeracy• Basic Algebra• Problem-solving | 10 MCQ Questions |
| English Literacy | <ul style="list-style-type: none">• Reading & Comprehension• Vocabulary• Grammar & Tenses• Error Correction• Spelling | 10 MCQ Questions |
| Bahasa Malaysia Literacy* <i>*Bahasa Malaysia section is omitted from the APEL.A assessment instrument for expatriates and their family members. Questions omitted</i> | <ul style="list-style-type: none">• Reading & Comprehension• Vocabulary• Grammar & Tenses• Error Correction• Spelling | 10 MCQ Questions |

| | | |
|---|---|------------------|
| <i>is replaced in the English Literacy section.</i> | | |
| <p>General Knowledge*/Critical Thinking</p> <p><i>*General Knowledge questions are to be revised within a global context.</i></p> | <ul style="list-style-type: none"> • Logical reasoning • Classification Skills • Pattern Recognition | 10 MCQ Questions |

Applicants are required to sit for the Aptitude Test on the time, date, and place as per informed by the APEL Centre during the application process. Upon successful completion of the AptitudeTest, applicants will proceed to the Portfolio Assessment.

5.3.2 APEL.A Assessment for Master's Degree Level (T-7)

a. Aptitude Test

An Aptitude Test is a formal examination in which the applicant must pass. The Aptitude Test carries a total weightage of 40% from the total APEL.A assessment for Master's degree (T-7) level.

The purpose of the Aptitude Test is to ascertain the knowledge and competencies of the applicant with respect to numerical literacy, languages, and general knowledge / critical thinking. The following table provides an overview of the content and structure of the Master's degree level Aptitude Test with an estimate duration of 2 hours 30 minutes;

| Section | Test Content | Description of Question |
|--|--|---|
| Numerical Literacy | <ul style="list-style-type: none"> • Basic mathematics • Basic algebra • Problem-solving | <p>Part A : 25 Objective questions</p> <p>Part B : 1 Structured question</p> |
| English Literacy | <ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors | <p>Part A : 12 Objective questions</p> <p>Part B : 1 Structured question</p> |
| Bahasa Malaysia Literacy* <i>*Bahasa Malaysia section is omitted from the APEL.A assessment instrument for expatriates and their family members. Questions omitted is replaced in the English Literacy section.</i> | <ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors | <p>Part A : 13 Objective questions</p> <p>Part B : 1 Structured question</p> |
| General Knowledge*/Critical Thinking <i>*General Knowledge questions are to be revised within a global context.</i> | <ul style="list-style-type: none"> • Logical reasoning • Classification skills • Pattern recognition | <p>Part A : 25 Objective questions</p> <p>Part B : 2 Structured questions</p> |

Applicants are required to sit for the Aptitude Test on the time, date and place as per informed by the APEL Centre during the application process. Upon successful completion of the AptitudeTest, applicants will proceed to the Portfolio Assessment.

b. Portfolio Assessment

Once completed with the Aptitude Test, the applicant will proceed with the preparation of the portfolio, which must be prepared in English. The portfolio assessment carries a weightage of 50% of the total APEL.A assessment for Master's degree level.

c. Interview

Applicants are required to present their portfolio to a panel of Assessors, explaining in greater detail about their portfolio. This presentation will be conducted in the form of an interview. Applicants will be contacted by MQA to set the date of the portfolio presentation.

The portfolio assessment process should be completed within 30 working days from the date of submission. The Interview portion of APEL.A assessment carries a weightage of 10% of total assessment weightage.

5.4 Post Assessment

5.4.1 APEL Assessment Results

Upon completion of the APEL.A Assessments, Asia Metropolitan University will notify the outcome of the assessment to the applicant via an email notification. If the applicant had successfully completed the assessments for entry into a specific MQF level of qualification, MQA will then provide the applicant an APEL.A Certificate. This certificate can be used by the successful applicant to apply for admission into a programme in Asia Metropolitan University.

a) Conferment of APEL.A Certificates

MQA will issue APEL.A certificates to successful applicants of Asia Metropolitan University. Applicants will be contacted to collect the certificates at MQA. If applicants would like the APEL.A Certificate couriered to them, they will need to inform MQA and pay relevant courier fees.

b) APEL.A Certificate Conferment Charges

The charges incurred for conferment of APEL.A certificates will be in accordance to below:

| No. | Item | Charges |
|-----|---------------------------------|---------|
| 1 | Certificate Conferment Charges | RM20.00 |
| 2 | Certificate Replacement Charges | RM50.00 |
| 3 | Certificate Delivery Charges | RM15.00 |

c) APEL.A Certificate Validity Period

The APEL.A Certificate conferred will be valid for a period of five (5) years from the date of official results.

5.4.2 Appeal and Re-sit

Applicants who have failed any of the assessment components may appeal for a review of the results or apply for a re-sitting. Appeal and Re-sitting charges apply for each attempt by the applicant.

a) Appeal

Applicants who are not satisfied with the decision of the APEL assessment results can submit an Appeal Form (Obtained from eLearn) within one (1) week from the date of the official announcement of results. The appeal form can be submitted directly to the APEL Centre at apeladmission@amu.edu.my. An appeal must be supported by independent documentary evidence or information which is relevant to the case, which is uploaded with the submission of the appeal form. A different Assessor will be appointed to evaluate the appeal request.

b) Re-sitting

Applicants who have failed the Aptitude Test may choose to re-sit the assessment component by emailing to the APEL Centre at apeladmission@amu.edu.my. Applicants may only re-sit for the Aptitude Test a maximum of 2 attempts. If the applicant fails the second attempt, the applicant is required to wait for a minimum of three (3) months before re-sitting for a third time.

Applicants who have failed the Portfolio assessment may resubmit the portfolio for reassessment by emailing their intent to re-sit for the Portfolio component to the apeladmission@amu.edu.my. Once e-mailed, the Portfolio resubmission may only be done at least six (6) months after the notification date of the APEL.A results.

6. Enquiries

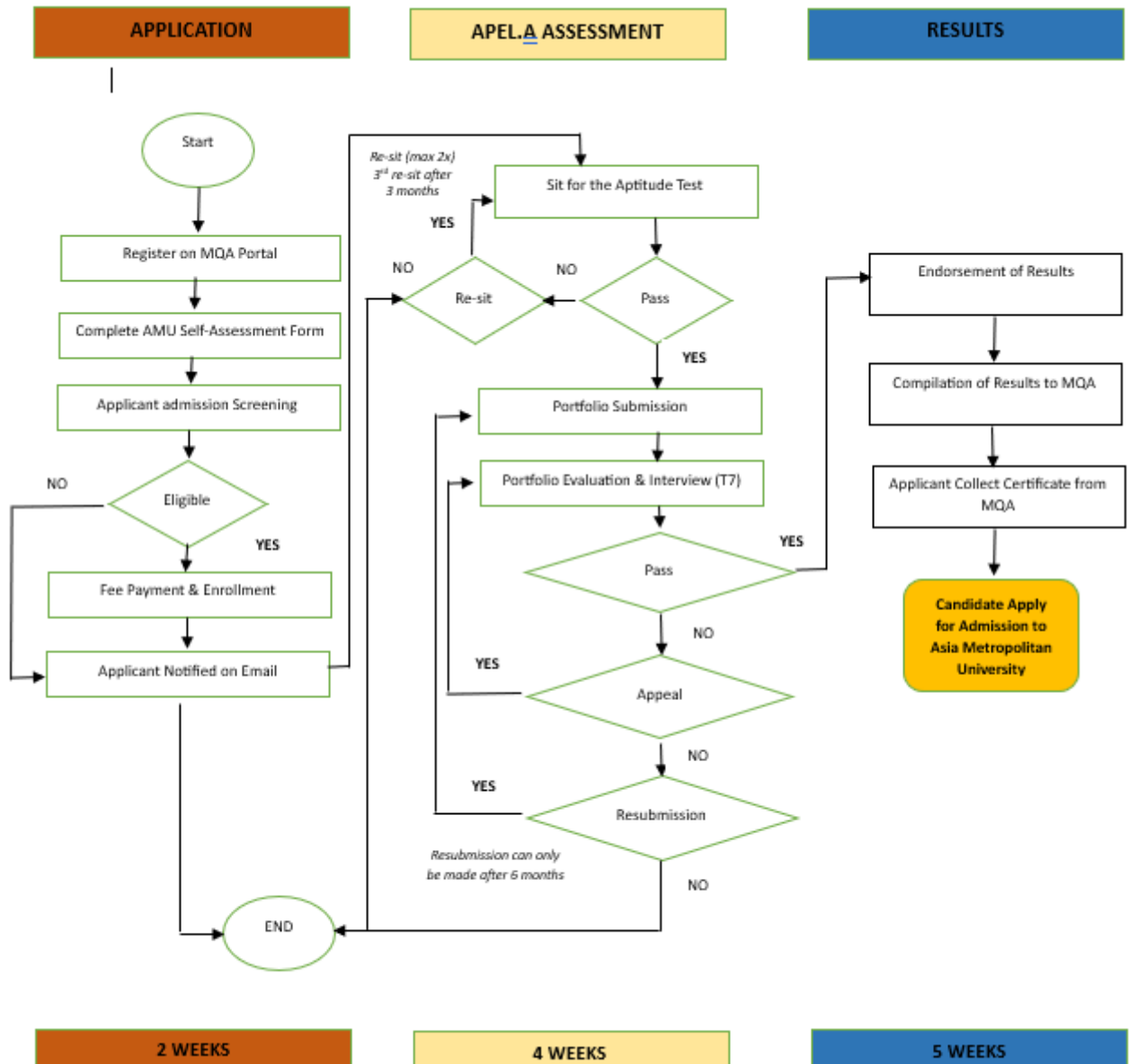
If you have any enquiries regarding APEL.A, contact us at:

**Asia Metropolitan University
APEL Centre**

Telephone no.: +6012-2370925

APEL Centre Email: apeladmission@amu.edu.my

Appendix 1



Appendix 2

PORTFOLIO SUBMISSION FORM APEL.A

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 | | | | | |

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 ✓) (Please refer to Appendix 2 for the list of skills) | | | | | | | | EVIDENCE OF LEARNING* (Please refer to Appendix 1 for the examples of evidence) |
|-----|------------------------|-------------------------------|--------------|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1. | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | |

**Note: All evidence must be properly labelled*

b) INFORMAL LEARNING *(start with the most recent)*

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 HELD | WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills) | | | | | | | | EVIDENCE OF LEARNING* (Please refer to Appendix 1 for the examples of evidence) |
|-----|------------------------------------|-----------------|-----------------------|----|---------------|---|---|---|---|---|---|---|---|--|
| | | | 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 ✓) (Please refer to Appendix 2 for the list of skills) | | | | | | | | EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence) |
|--|------|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |

**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/Months) | WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills) | | | | | | | | EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence) |
|-----|--|-----------|--------------------|------------------------------|---|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1. | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | |

| NO. | NAME/TITLE OF TRAINING OR COURSE, etc. | ORGANISER | DATE OF COMPLETION | DURATION (Hours/Days/Months) | WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills) | | | | | | | | EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence) |
|-----|--|-----------|--------------------|---------------------------------|---|---|---|---|---|---|---|---|--|
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 3. | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | |

*Note: All evidence must be properly labelled

d) LANGUAGE COMPETENCY

| LANGUAGE | | LEVEL OF COMPETENCE (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. | | | | | | | | | | | | | | | | | |

e) SELF-ASSESSMENT/REFLECTION

For APEL A application at T6, T7 or T8

| Describe how your prior learning experiences prepare you for the intended level of study (at least 500 words): |
|---|
| <p>1. Why do you want to pursue this intended programme of study?</p> <p>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.)</p> <p>3. How will the completion of this programme help you in your work/personal life?</p> <p>4. What are your action plans to ensure the successful completion of your programme? (Commitment, time management, financial resources and support, etc.)</p> |

For APELA application at T3, T4 or T5

Describe how your prior learning experiences prepare you for the intended level of study (not more than 250 words):

1. Why do you want to pursue this intended programme of study?
2. How is your prior learning experience applicable to/related to/relevant to your chosen field of study?
3. What are your action plans to ensure the successful completion of your programme? (*Commitment, time management, financial resources and support, etc.*)
4. How will the completion of this programme help you in your life?

REFEREES (*family members and relatives cannot serve as referees*)

| | | |
|----------------------|---|---|
| Name | | |
| Position | | |
| Organisation | | |
| Phone Number | OFFICE: (<i>compulsory</i>) | MOBILE: (<i>compulsory</i>) |
| Email Address | | |
| Relationship | | |

| | | |
|----------------------|---|---|
| Name | | |
| Position | | |
| Organisation | | |
| Phone Number | OFFICE: (<i>compulsory</i>) | MOBILE: (<i>compulsory</i>) |
| Email Address | | |
| Relationship | | |

PART 4: SELF-DECLARATION

I hereby declare that all the information/documents provided to support this application are authentic, true and accurate. I fully understand 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:

Appendix 3

LIST OF EVIDENCE

Examples of evidence that can be provided for application are listed below.

| Direct Evidence | Indirect Evidence |
|---|--|
| <p>Certificates</p> <p>You can provide copies of your qualification:</p> <ul style="list-style-type: none"> - School certificates - Statement of results - Courses completed at work | <p>Written Records</p> <p>You can provide copies of:</p> <ul style="list-style-type: none"> - Diaries - Records - Journals - Articles |
| <p>Work Samples</p> <p>You can provide samples of your work:</p> <ul style="list-style-type: none"> - Drawings or photographs - Reports - Written materials - Projects - Objects - Works of Art | <p>E-mail</p> <p>You can provide copies of email communications which verifies the following:</p> <ul style="list-style-type: none"> - Customer feedback - Work activities - Written skills |
| <p>Records of Workplace Activities</p> <p>You can provide documents that verify your work activities:</p> <ul style="list-style-type: none"> - Notes - Emails - Completed worksheets - Workplace agreements - Contracts | <p>Supporting Letters</p> <p>You can provide letters to verify your claims from:</p> <ul style="list-style-type: none"> - Employers - Community group - People you have worked with (paid and unpaid work) |

| | |
|---|--|
| <p>Documents</p> <p>You can provide evidence that shows what you have done in your life:</p> <ul style="list-style-type: none">- Media articles- Meritorious awards | |
|---|--|

Appendix 4

Below is a list of skills on what learners have learned based on the Malaysian Qualifications Framework Learning Outcomes.

1. Knowledge and understanding
2. Cognitive skills

Functional work skills:

3. Practical skills
4. Interpersonal and communication skills
5. Digital and numeracy skills
6. Leadership, autonomy and responsibility
7. Personal and entrepreneurial skills
8. Ethics and professionalism.

Appendix 5

Interview Score Sheet

| | |
|---------------------------|--|
| Candidate Name: | |
| NRIC/Passport No.: | |

Objectives:

| 1 | 2 | 3 | 4 | 5 |
|------|---------------|---------|------|-----------|
| Poor | Below Average | Average | Good | Excellent |

1. Seeking clarification on competencies that are technical or verbal in nature.
2. Soliciting for more evidence of the various forms of prior experiential learning.
3. Triangulation of prior learning provided in the portfolio.

| No | Scoring Criteria: MQF Clusters of Learning Outcomes | Sample Questions | Max Score | Score Awarded |
|----|--|--|-----------|---------------|
| 1. | Cluster 1: Knowledge and Understanding | a) Which experiential learning has been the most valuable to you and why? b) What are the strengths and weaknesses your superior would comment about you? c) What do you see as the major trends in your field of study, and have you done any research on this? | 5 | |
| 2. | Cluster 2: Cognitive Skills | a) How are you going to cope with this new commitment of studies with your current responsibilities/commitments? b) Do you know what are the requirements to complete the intended programme of studies? | 5 | |

| | | | | |
|----|--|--|---|--|
| | | <ul style="list-style-type: none"> c) Are you aware of any research requirements in the programme? d) What is your plan to complete the research work/project/study? e) Tell us about a time when you had to cope with strict deadlines or time demands. How did you resolve this challenge? f) How do you deal with failure or disappointment? | | |
| 3. | Cluster 3: Functional Work Skills | <ul style="list-style-type: none"> a) Based on your personal work experience, under which conditions you would need to work in teams, and under which circumstances you would need to work independently? b) If you are successful in gaining admission into the University, what are your plans to ensure the completion of study? c) How would you rate yourself in the following areas? <ul style="list-style-type: none"> i) Reading and Comprehension ii) Analytical and Digital Skills iii) Communication – oral, written and listening | 5 | |
| 4. | Cluster 4: Personal/Entrepreneurial Skills | <ul style="list-style-type: none"> a) Tell us about yourself (inclusive of the latest academic achievement, and current and past work experiences) b) Why are you pursuing this programme? c) Where are your career aspirations? | 5 | |

| | | | | |
|----|---------------------------------------|--|----|--|
| | | d) How would your achievements in life be useful to this programme? e) What research accomplishments or achievements are you most proud of? f) What has been the biggest challenge in your life? | | |
| 5. | Cluster 5: Ethics and Professionalism | a) How would your achievements in life be useful to this programme? b) What research accomplishments or achievements are you most proud of? c) What has been the biggest challenge in your life? | 5 | |
| | | Total Score | 25 | |
| | | Average Score | 20 | |

Comments

| Panel 1 (Instrument Expert) | Panel 2 (Subject Matter Expert) |
|-----------------------------|---------------------------------|
| Name: Date: | Name: Date: |