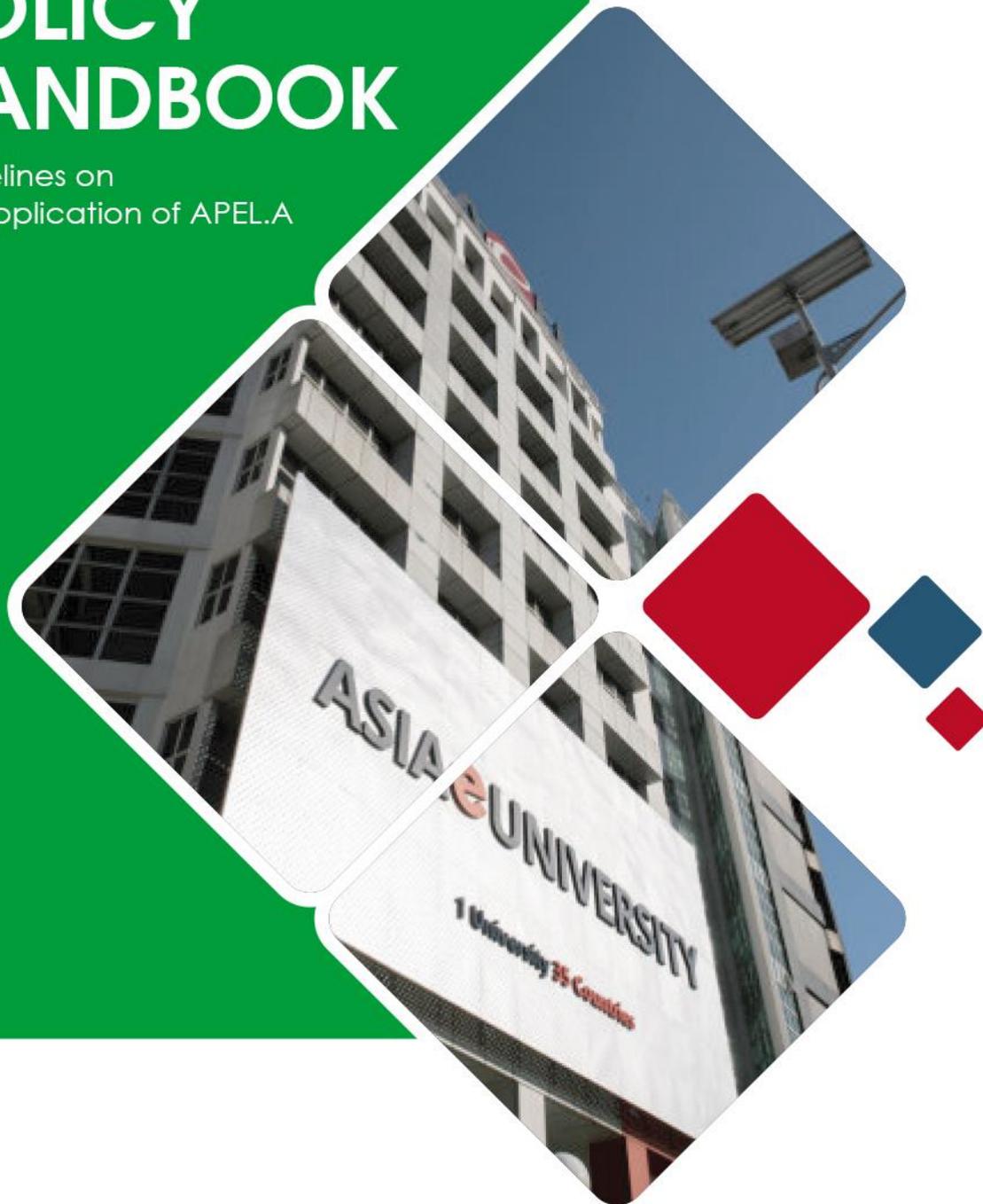


APEL.A POLICY HANDBOOK

Guidelines on
the Application of APEL.A



2024

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Accreditation of
Prior Experiential Learning for
Admission



for Admission

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PART A: Accreditation of Prior Experiential Learning (APPEL)

A1. Introduction

The Malaysian Government places emphasis on the importance of lifelong learning as the main agenda in achieving the nation's human capital development. To support this national agenda, the Malaysian Qualifications Agency (MQA) introduced the provision of Accreditation of Prior Experiential Learning (APEL) for the purpose of providing access to higher education, which gave birth to the APEL for Access (APEL.A) in 2010. The APEL.A has created an alternative pathway and provided a second chance for those who were denied the opportunity to pursue a tertiary education for various reasons in the past.

Following the successful implementation of the APEL.A for the Certificate, Diploma, Bachelor's and Master's degree programmes of study in 2011, MQA has undertaken the subsequent step to embark on the APEL for Credit Award, or APEL.C, in 2016. 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 for Award of Academic Qualifications [APEL.Q] in 2021.

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.

With the complete growth of the APEL family (APEL.A, APEL.C and APEL.Q) in Malaysia, MQA has reviewed its policies and procedures of the APEL.A implemented a decade ago. Following to the review, APEL.A is now extended to international applicants, fully research-based programmes at the Master's level and

the different modes of programmes at the Doctorate level.

In response to the globalised and rapidly changing nature of the knowledge economy which demands continual lifelong and life-wide learning from all adults, MQA has also introduced the APEL for Accumulation of Micro Qualifications (APEL.M) to facilitate learners who have acquired the stackable micro-credentials which will lead to the award of an academic qualification.

A2. Definition of APEL

Accreditation of Prior Experiential Learning (APEL):

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.



Accreditation of prior experiential learning for the purposes of admission/ access into a programme of study under the various Malaysian Qualifications Framework (MQF) levels.



Accreditation of prior experiential learning for the purposes of awarding credits for courses within a programme of study.



Accreditation of prior experiential learning for the purposes of obtaining the award of qualifications under the various Malaysian Qualifications Framework (MQF) levels through the completion of unbundled or stand-alone micro-credentials.



Accreditation of prior experiential learning for the purposes of awarding qualifications under the various Malaysian Qualifications Framework (MQG) levels.

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

"Intentional learning/ programme of study delivered within an organised and structured context (pre-school, primary school, secondary school, technical college and University) that may lead to formal recognition or a recognised qualification"

Non-Formal Learning

"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

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

Source: MQA. (2023). *Guidelines to good practices: Accreditation of prior experiential learning for Access (APEL.A) and Accreditation of Prio Experiential Learning for Micro-credentials (APEL.M)* (1st ed.). Malaysia Qualifications Agency. p. iii

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

	Work experience: fulltime, part-time or casual
	Voluntary and 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 any other life experiences

A3. Purpose and Objective

This document was developed to provide learners with a clear view of APEL.A and assist them in applying it based on the Guidelines to Good Practices (GGP) of the Malaysian Qualification Agency (MQA). It contains essential information on the principles and policies of APEL.A in Asia e University and describes the APEL.A application procedures for learners.



PART B: APEL for Admission - APEL.A

B1. Introduction to APEL.A

The APEL.A was initially offered to Malaysians seeking recognition of their prior learning for purposes of gaining admission into tertiary studies. After the implementation of the APEL.A for the purpose of admissions to the Bachelor's programme (Level 6, MQF) on 1st September 2011, MQA continued to implement the APEL assessment for the admissions to the Certificate (Level 3, MQF) and Diploma (Level 4, MQF) programmes beginning 1st February 2013. The implementation of the APEL was then extended for student admissions to the Master's programme by coursework and mixed mode (Level 7, MQF) beginning 18th February 2014.

In 2020, APEL.A was expanded to include expatriates working in Malaysia and their family members. Access to tertiary studies via the APEL.A is also now extended to MQF Level 7 (Master) research-based programmes and MQF Level 8 (Doctorate) coursework, mixed mode and research-based programmes. The APEL.A certification indicates the competencies and readiness of the applicant to pursue a particular programme. However, applicants are still subject to the procedures and requirements set by Asia e University.

As the APEL.A is also accessible for international applicants, they are responsible for ensuring the recognition of prior experiential learning is acceptable to the regulatory bodies in their home countries.

For programmes bound by professional body standards, Asia e University will notify of the acceptance of students through the APEL.A route from time to time via the AeU website (<https://aeu.edu.my>) and APEL portal (<https://apel.aeu.edu.my>).

B2. Why APEL.A?

The APEL has been identified as a powerful tool for bringing adult learners into the mainstream of higher education by recognizing the relevant skills and competencies that they have previously acquired. The growing body of research on the subject has revealed evidence that the APEL has benefitted various stakeholders, i.e., learners, institutions, employers and the nation.



LEARNERS

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

INSTITUTIONS

- Increase access and widen participation for non-conventional learners.
- support the development of the curriculum.
- enrich the teaching-learning experience with the presence of non-conventional learners.

EMPLOYERS

- increase motivation and interest in workplace practice on the part of the employees.
- reduce the amount of time needed to complete a qualification, and therefore, require less time away from the workplace.
- generate new ideas and development in the workplace as a result of a process of reflection on practice by employees.
- improve employee retention and reduce recruitment and training costs.

NATION

- promoting lifelong learning culture as a means of upgrading its workforce in response to the global k-economy (knowledge economy) trend.
- enhancing productivity through the acquisition of skills and knowledge among its workforce.
- boosting the nation's competitiveness at the regional and global levels.

B3 APEL.A General Policies

- 🌀 The 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.
- 🌀 Applicants applying for entry via the APEL.A must meet the minimum age requirements stipulated for the various levels of qualifications.
- 🌀 Applicants must fulfil the minimum formal qualifications stipulated, for the

Master's and Doctorate levels.

- 🔴 Applicants applying for entry via the APEL.A **must have prior experiential learning.**

B4 Admission Criteria via APEL.A

- 🔴 All applicants are required to successfully complete the APEL.A assessments conducted by the APEL Assessment Centres (Pusat Penilaian APEL, PPA).
- 🔴 Applicants are eligible to apply for admission into a programme of study offered by any Higher Education Provider (HEP) in Malaysia based on the relevant Malaysian Qualifications Framework (MQF) level of the APEL.A certification. Currently, Asia e University offers APEL.A assessments for MQF level 6 and MQF level 7.
- 🔴 Applicants must meet the admission criteria for MQF level 6 and level 7, as stated in Table 1, for entry via APEL.A at Asia e University.

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

MQF Level	Admission criteria
Level 6 [Bachelor, Graduate Diploma and Graduate Certificate]	<ul style="list-style-type: none"> 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.
Level 7 [Master (by Coursework, Mixed Mode and Fully Research-based), Postgraduate Diploma and Postgraduate Certificate]	<ul style="list-style-type: none"> 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. <p><i>*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/pv4/nilai_taraf.cfm</i></p>

B5 Learner's Competencies

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:



Figure 1: Malaysian Qualifications Framweork

B5.1 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.

B5.2 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.

B5.3 Functional Work Skills

B5.3.1 Practical Skills

- ☉ 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.

B5.3.2 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.

B5.3.3 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.

- ④ 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.

B5.3.4 Leadership, autonomy and responsibility

- ④ 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.
- ④ 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.

B5.4 Personal and Entrepreneurial Skills

- ④ 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.
- ④ 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.

B5.5 Ethics and Professionalism

- ④ 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.

- ① 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.



PART C: Application, Assessment Instrument and Procedures

C1 APEL.A Assessment Types and Weightage

- ① 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) Interview.
- d) Research Intent and Presentation

Note:

- Based on research proposal or area of expertise.
- Applicable for the MQF Level 7 research-based programmes and various modes of MQF Level 8 programmes.

- ① The assessment instruments carry different weightages that contribute to the overall assessment. The weightage of each assessment instrument for MQF level 6 and level 7 is depicted in Table 2.

Table 2: Assessment Weightage for APEL-T6 and APEL-T7

MQF Level Instruments	APEL-T6	APEL-T7	
		Coursework/ Mixed-mode	Fully Research- based
Aptitude Test	30%	40%	-
Portfolio	70%	40%	50%
Research Intent + Presentation	-	-	30%
Interview	-	20%	20%

- ① Learners have to pass each stage of the assessment depending on the instruments adopted for the respective MQF level.

C2 APEL.A Assessment Instruments

C2.1 Aptitude Test

- ① 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.
- ① The Aptitude Test assessment components comprise the Bahasa Malaysia language, English Language, Numerical Literacy, General Knowledge, Critical Thinking, and digital Literacy of the applicant.
- ① Applicants are required to sit for the Aptitude Test at the time, date and place scheduled by the selected APEL Assessment Centre (Asia e University).
- ① 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.

C2.2 Portfolio

- ① 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.
- ① 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**.
- ① Any forms of learning claimed and acquired by the applicant must be substantiated with documentary evidence, be it **direct** or **indirect evidence** as outlined in Figure 2.



Figure 2: Types of Evidence

- 🕒 Applicants should be selective in choosing clear and concise evidence which have direct relevance to the learning acquired. All evidence must be organised and presented based on the identified **formal, informal and non-formal learning** in a portfolio form following the format as indicated in **Appendix 1**.
- 🕒 In the portfolio form, applicants must carefully match their prior learning to the stated MQF competencies as described in section B5: Learner's 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 **username** and **password** that will be provided by the APEL Centre.

- 🕒 In addition to the email login credentials, the applicant will receive a step-by-step guide on how to submit the portfolio online.
- 🕒 All Portfolios submitted will be assessed using the rubric in **Appendix 2**.

C2.3 APEL.A Assessment for **MQF Level 6** (Bachelor, Graduate Diploma and Graduate Certificate)

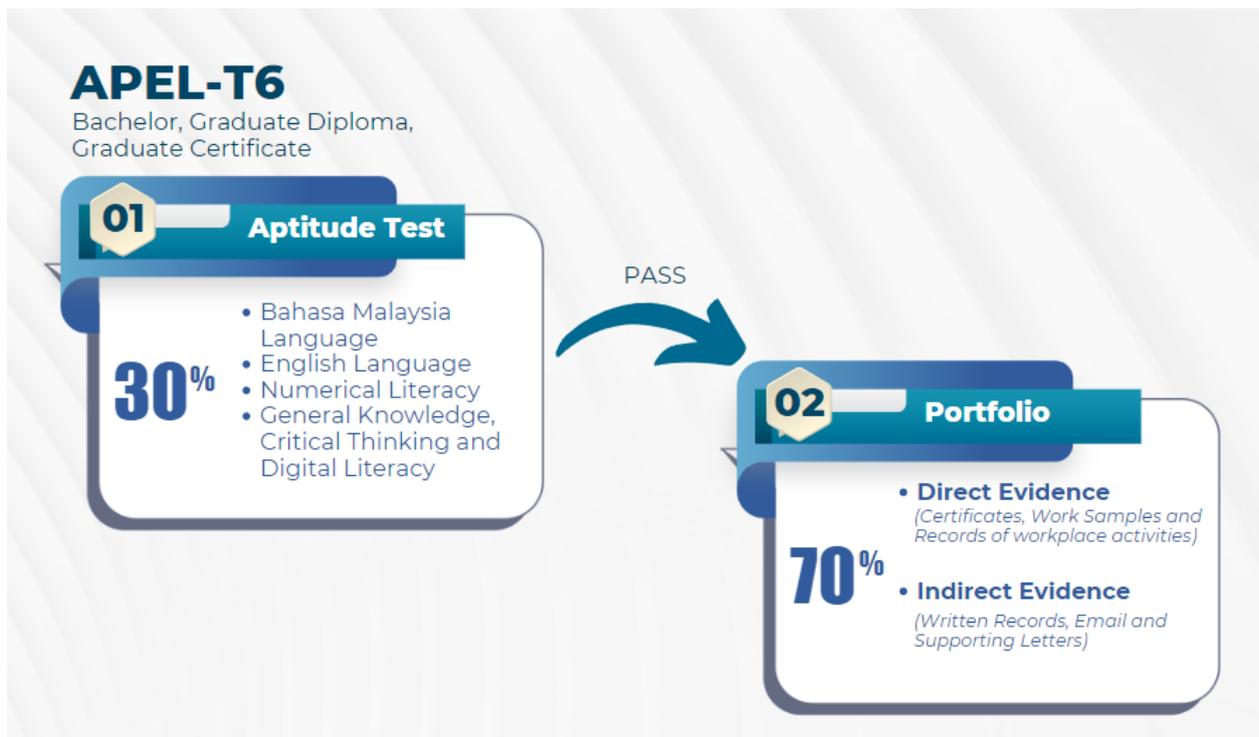


Figure 3: APEL.A Assessment Types for APEL-T6

C2.3.1 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
(Graduate to Certificate, Graduate Diploma and Bachelor’s Level)

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	<ul style="list-style-type: none"> • Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling 	10 MCQ questions
English Language	<ul style="list-style-type: none"> • Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling 	10 MCQ questions
Numerical Literacy	<ul style="list-style-type: none"> • Basic descriptive statistics • Basic numeracy • Basic algebra • Problem-solving 	10 MCQ questions
General Knowledge, Critical Thinking and Digital Literacy	<ul style="list-style-type: none"> • General knowledge: current issues, digital literacy and information sourcing • Critical thinking: logic reasoning, classification skills and pattern recognition. 	10 MCQ questions

C2.3.1 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 in the APEL Assessment Centre (Pusat Penilaian APEL, PPA).
-  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.

- ① The Portfolio assessment contributes to **70%** of the total APEL.A assessment for the Bachelor's, Graduate Diploma and Graduate Certificate levels.

C2.4 APEL.A Assessment for **MQF Level 7** (Master, Postgraduate Diploma and Postgraduate Certificate)

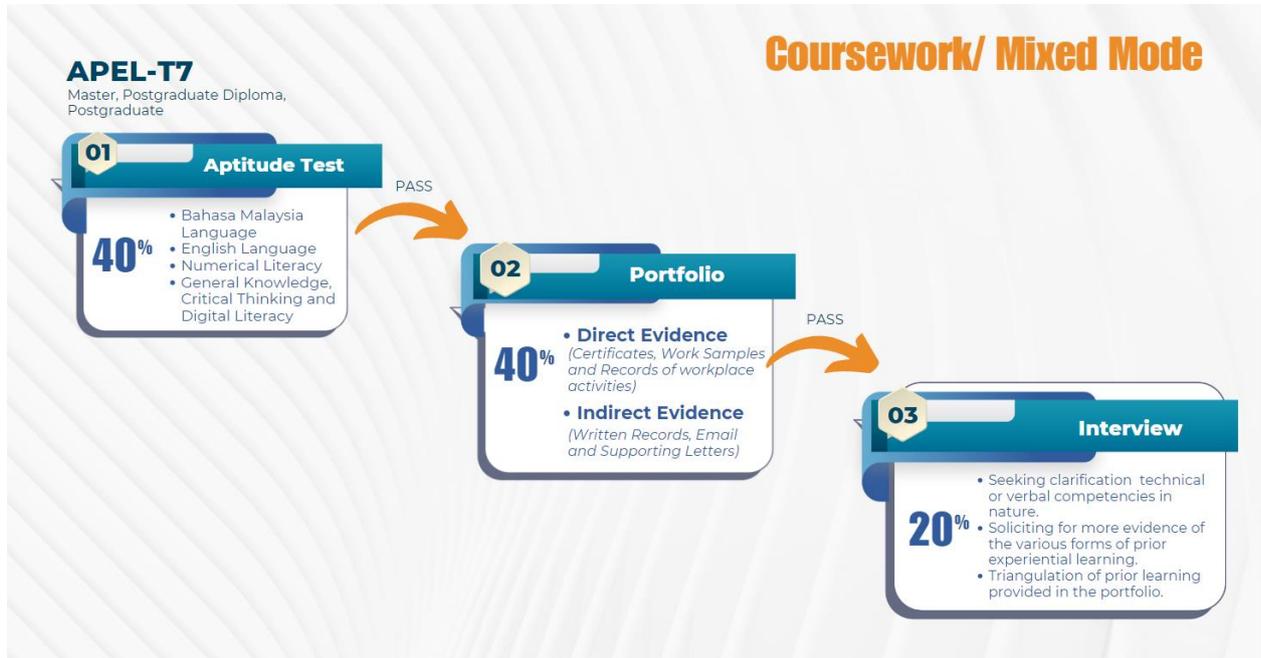


Figure 4: APEL.A Assessment Types for APEL-T7 (Coursework/ Mixed-Mode)

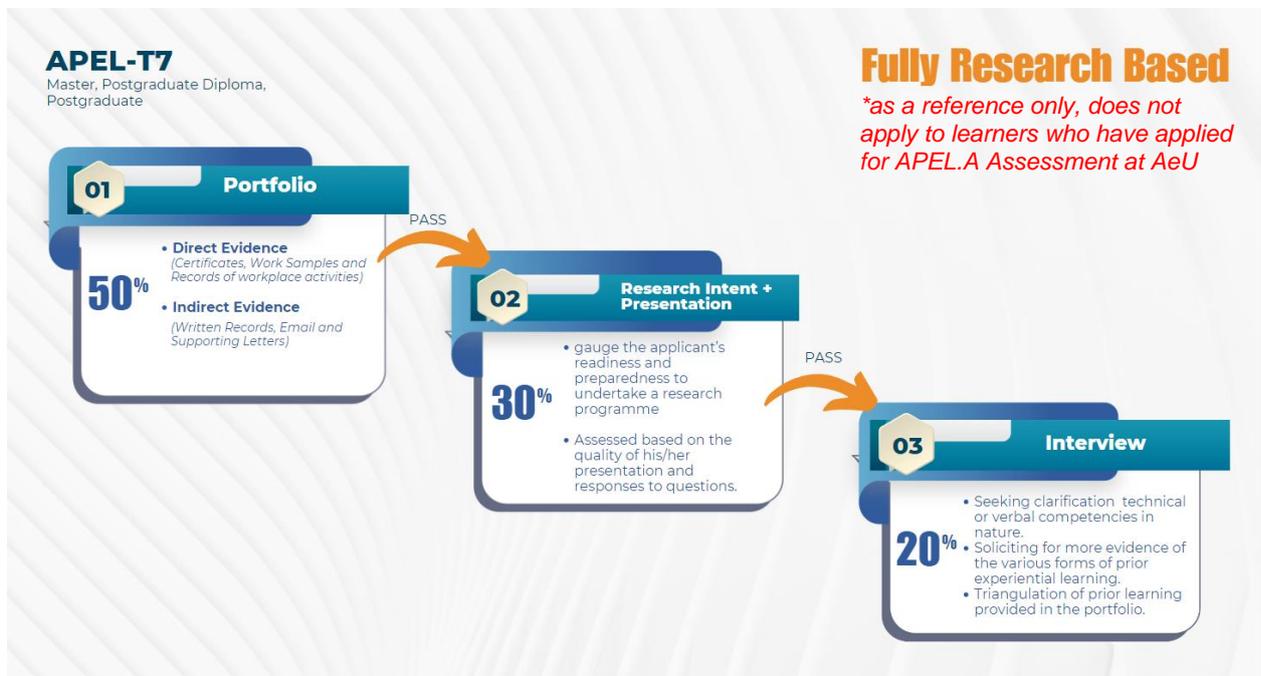


Figure 5: APEL.A Assessment Types for APEL-T7 (Fully Research Based)

C2.4.1 Aptitude Test

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

- ⦿ 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.

- ⦿ As shown in Figure 1, the aptitude test for MQF Level 7 is only applicable for **coursework** and **mixed-mode programmes**. It is NOT applicable to fully research-based programmes.

Table 4: Structure of Aptitude Test for MQF Level 7
(Postgraduate Certificate, Postgraduate Diploma and Master’s Level)

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	<ul style="list-style-type: none"> • Reading and Comprehension • Vocabulary • Grammar and prose • Spelling • Vocabulary • Error correction 	Part A: 13 objective questions Part B: 1 structured question
English Language	<ul style="list-style-type: none"> • Reading and Comprehension • Vocabulary • Grammar and Tenses • Error correction • Spelling 	Part A: 12 objective questions Part B: 1 structured question
Numerical Literacy	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • General knowledge: current issues, digital literacy and information sourcing • Critical thinking: logic reasoning, classification skills 	Part A: 25 objective questions Part B: 2 structured questions

Components	Test Content	Structure of Assessment
	and pattern recognition.	

C2.4.2 Portfolio

(For coursework, mixed-mode and 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 in the APEL Assessment Centre (Pusat Penilaian APEL, PPA).
-  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. However, **fully research-based programmes do not apply to learners who have applied for APEL.A Assessment at AeU.**

C2.4.3 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. The interview score sheet is presented in **Appendix 3**. However, **fully research-based programmes do not apply to learners who have applied for APEL.A Assessment at AeU.**

C2.4.4 Research Intent and Presentation

(Only for fully research-based programmes at the Master's level)

-  This assessment mode contributes to 30% of the total APEL.A assessment

and only for **fully research-based programmes** at the Master's level. Applicants will be evaluated on their readiness and preparedness to undertake such programmes by providing details and information related to the areas/disciplines of the research.

- 🚫 Applicants are required to submit a brief research intent outlining the information prior to the presentation/ demonstration.
- 🚫 For research related to applied sciences or where it requires laboratory skills, a demonstration of such skills during the presentation will be required at a venue determined by the APEL Assessment Centre (Pusat Penilaian APEL, PPA).

*Note: This is for reference only, **fully research-based programmes do not apply to learners who have applied for APEL.A Assessment at AeU.***

C3 APEL.A Application/ Certification Process

An APEL.A certification determines the eligibility of an applicant to apply for admission into any level of MQF qualification at Asia e University. Given the fact that the APEL.A assessment may take as long as two (2) to four (4) months, applicants are advised to apply for the APEL.A certification six (6) months prior to the date of admission into the programme offered by Asia e University.

As an Open APEL Assessment Centre (*Pusat Penilaian Terbuka APEL*), an APEL certification allows the applicant to apply for admission not only to Asia e University, but also to any Higher Education Provider in Malaysia. However, it does not a guarantee admission into the intended programme of study.

The APEL.A certification process for APEL-T6 and APEL-T7 is illustrated in Figure 6. The detailed flowchart for APEL-T6 is provided in Figure 7, and for APEL-T7 in Figure 8.

The detailed flowchart for APEL-T6 is provided in Figure 7, and for APEL-T7 in Figure 8.

C3.1 Self-Assessment (Pre-application phase)

- 🕒 In deciding whether or not to undertake the APEL assessment, learners will need to consider the fact that it is a highly individualized process that 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 **B4: Admission Criteria via APEL.A** of this document are met, i.e., age and academic qualifications requirements (only for Master’s level studies). 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 **B5: Learner’s Competencies**.
- 🕒 Applicants need to understand the requirements of their intended programme of study and its expected learning outcomes. After conducting a personal self-assessment conducted, if the applicant feels capable and prepared to undertake tertiary study at the specific MQF level qualification, then the applicant may proceed to apply for the APEL.A on the MQA APEL portal.

C3.2 Registration/ Application

- ➊ 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 [i.e., fulfilment of the minimum age requirements and the academic qualifications (for Master's and Doctorate levels of studies)].
- ➋ MQA will also notify the APEL Assessment Centre (*Pusat Penilaian APEL, PPA*) chosen by the applicant (Asia e University) about the applications that meet the admission criteria. The PPA will then contact the applicant to proceed with the APEL.A application on the APEL portal of AeU.
- ➌ The following fees (*wherever applicable*) imposed by the APEL Assessment Centre (*Pusat Penilaian APEL, PPA*) are regulated by MQA. Please refer to the MQA website for the related fee structure.

Types of fees:

- a) APEL.A or APEL.M application fees
- b) Resit fees
- c) Appeal fees

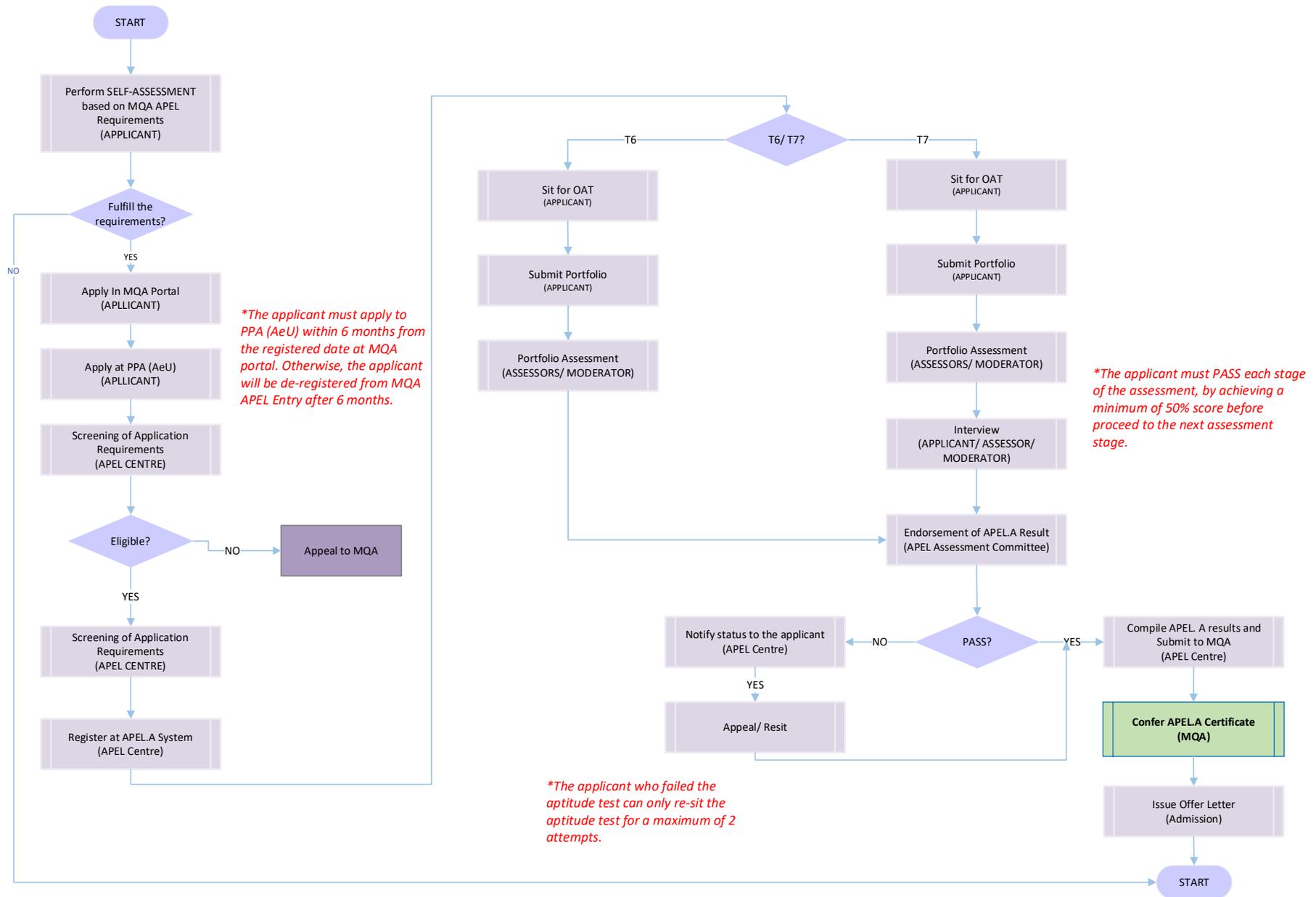


Figure 6: APEL.A Certification / Application Process

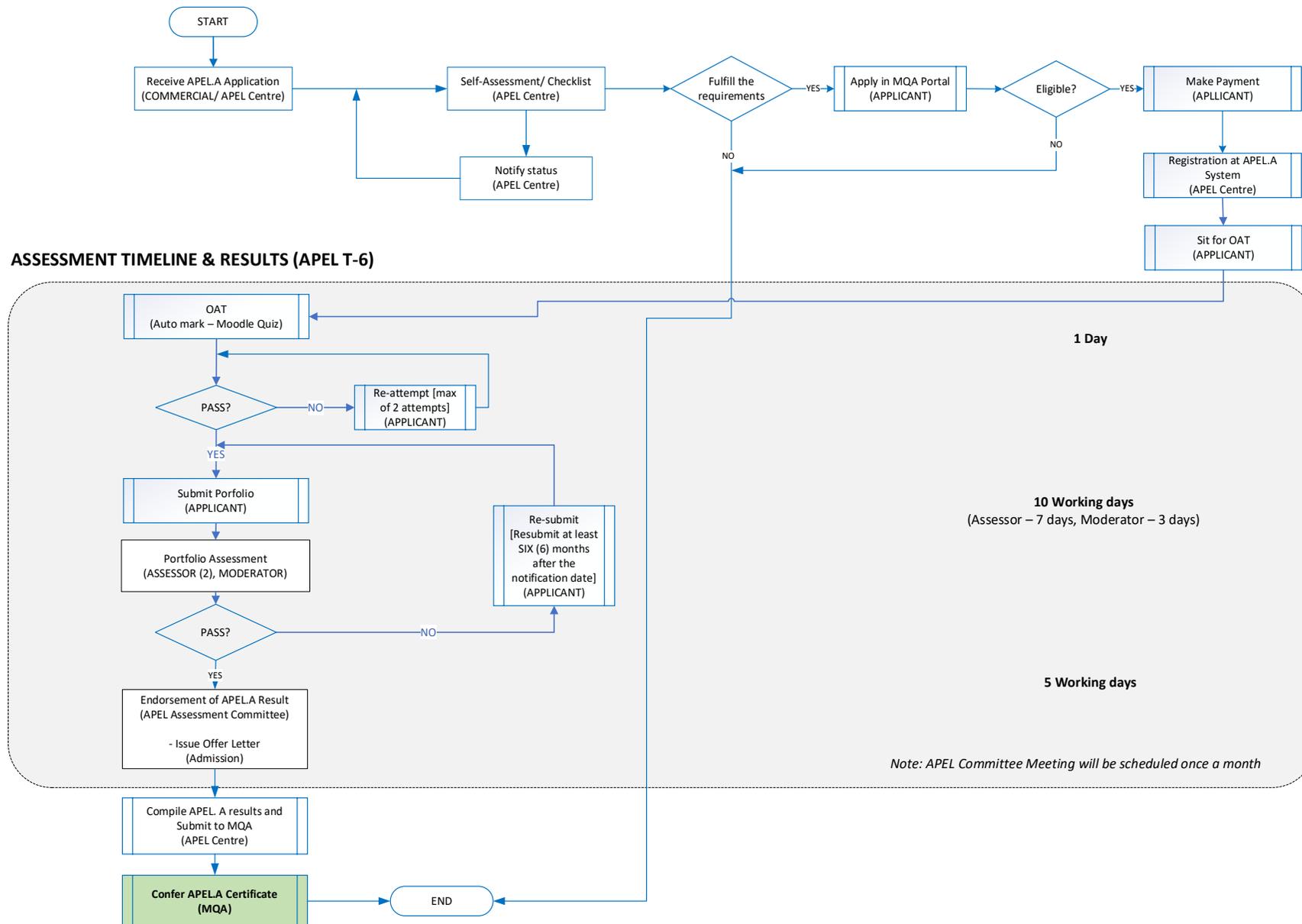
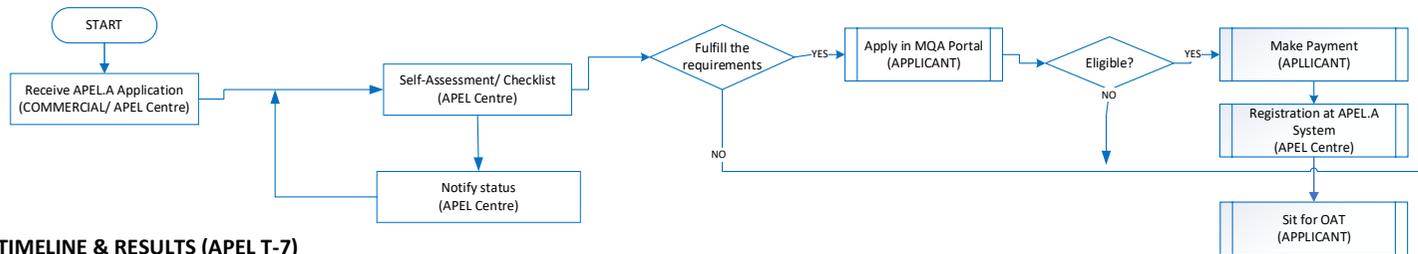


Figure 7: APEL-T6 Certification / Application Process

ASSESSMENT & RESULTS (APEL T-7)



ASSESSMENT TIMELINE & RESULTS (APEL T-7)

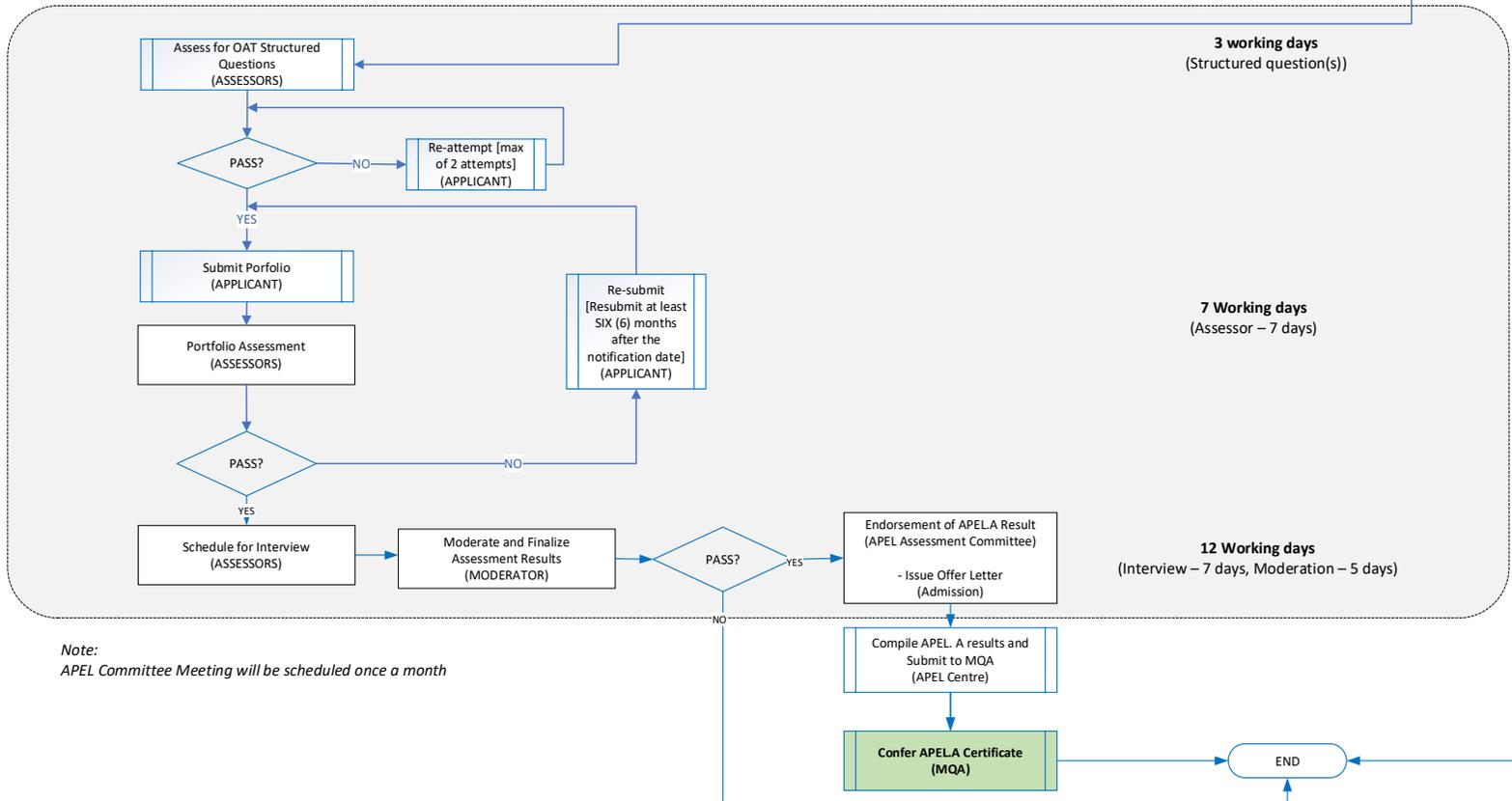


Figure 8: APEL-T7 Certification / Application Process

C3.3 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 for APEL-T6 and APEL-T7 as indicated in Table 5.

Table 5: Competency level of Aptitude Test for APEL-T6 and APEL-T7

MQF qualification	Competency level of Aptitude Test
Bachelor (APEL-T6)	SPM (Grade/ Year 11) or equivalent
Master (APEL-T7) (Coursework and mixed mode)	Equivalent to the 1 st year of the Bachelor's Degree

Assessment Principles:

- ⊗ 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:
 - There must be a transparent assessment system adopted to evaluate the prior experiential learning against the learning domain as stipulated in the MQF Edition 2.
 - 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.
 - All forms of assessments adopted to evaluate the prior experiential learning must be of equal rigour as in any assessment in the conventional education track.

Assessment Instruments:

The various assessment instruments that will be utilised comprise the following and it may be a combination of two or three instruments, depending on the entry MQF level of qualification:

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

d) Research Intent and Presentation.

C3.4 Results

Upon completion of the APEL.A assessments, AeU will notify the applicants of the outcome of the assessment. If the applicants successfully complete the related assessments for entry into a specific MQF level of qualification (APEL-T6/ APEL-T7) they will be provided with the APEL Certificate from MQA.

The sample of the APEL.A certificate is presented in **Appendix 4**. This APEL.A certificate will enable the applicants to apply for admission into the related MQF level of study not only at Asia e University but also at any higher education institution in Malaysia.

At any stage of the assessment process, AeU will ensure that the outcomes and results are announced in a timely manner to the applicants.

C3.5 Appeal and Resit

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. Refer to **Appendix 5** for more information on the fees related to APEL.A Certification.

Appeal:

The applicant who is not satisfied with the decision of the APEL assessment result can submit a written appeal to the AeU APEL Centre 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. AeU will appoint a different Assessor to evaluate the merit of the appeal.

Resit:

The applicant who fails the aptitude test can only resit it for a maximum of **two 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.

C3.6 Conferment of APEL.A Certificates

MQA will issue the APEL.A certificate of successful applicants to the APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) where they have registered to undertake the APEL.A assessment.

If the applicants prefer to have the APEL.A Certificate will be couriered to them, and they will need to inform the PPA and pay the relevant fees for the courier service.

D: Panel of Experts

- 🕒 The panel of experts, consisting of assessors or moderators, are important stakeholders who safeguard the integrity and credibility of APEL.A assessments. These specialists are crucial in developing and executing the respective assessment instruments.
- 🕒 To fulfil their responsibilities, the panel of experts must be well-versed in the procedures and understand the content-related principles and requirements of the assessments. AeU will ensure that they have completed relevant training courses on APEL.A policies, procedures and assessments before assuming their roles as Assessors or Moderators.
- 🕒 According to the established procedure, the assessment instruments for an application for the APEL.A Portfolio, Research Intent (if applicable) and Presentation as well as Interview, must be assessed by **two (2) assessors** (comprising subject matter expert and instrument expert). This is to ensure the reliability of the assessment instruments.
- 🕒 The main duties of an Assessor are:

 - to perform an objective assessment based on the relevant assessment instruments, learning outcomes and the respective assessment criteria.
 - to ensure and respect the provision of constructive feedback that is understandable to the learners.
- 🕒 Apart from professional and methodical competence, the attitudes and value judgments of the panel of experts may also influence the quality of the assessment. Therefore, AeU will ensure independent and impartial assessment is carried out. The **independence and impartiality of assessors** would encompass one or all of the following:

 - a) The assessor has no direct conflict of interest with respect to the learners, e.g., the assessor is the employer of the learner, or the assessor is a direct competitor of the learner who may obstruct the accessibility to recognise the prior experiential learning of the learner.
 - b) If the assessor has background information on the competencies/skills of the learner but this information is not provided in the documentation submitted by the learner, then the assessor will need to disregard such prior information in making the decision during the assessment.

- c) The assessor is not influenced by his/her personal attitude towards the activities of the learner (e.g., the learner is a representative of a different school of thought).

Besides the Assessors, AeU will appoint **Moderators** with appropriate competencies to ensure the validity and reliability of the assessment instruments. All the assessments /instruments developed, as well as the evaluated learner's assessments, must be moderated by the appointed Moderator. This is to ensure that the assessment materials/instruments are in line with the level of study, as well as to verify the assessments.

APPENDICES

Appendix 1: Portfolio Submission Form for APEL.A

	
PORTFOLIO SUBMISSION FORM FOR APEL.A	

Recent Photo

PART 1: PERSONAL DETAILS

Full name				
Identify card (IC)/ Passport number				
Intended field of study				
Intended Programme				
MQF Level/ Level of Study		Certificate (L3)		Master's Degree (L7)
		Diploma (L4)		Doctoral Degree (L8)
		Bachelor's Degree (L6)		
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 recognized academic qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY / INSTITUTION	YEAR AWARDED	COMPETENCY (Please tick)						EVIDENCE OF LEARNING
				1	2	3	4	5	6	
1	Certificate	Majlis Peperiksaan Malaysia (MPM)	1995							e.g AppendixA (STPM certificate)

(B) INFORMAL LEARNING

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

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	
e.g 1 : XYZ Company	No. 123, Batu 3, Shah Alam	May 2000	April2005	Floor Supervisor							
e.g 2: XYZ Company	No. 123, Batu 3, Shah Alam	May 2005	Disember 2006	Shift Manager							
3.											
4.											
5.											
6.											

OTHER ACTIVITIES This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or otheractivities which might be relevant to the competencies.	YEAR	WHAT I HAVE LEARNT/ ACQUIRED						EVIDENCE OF LEARNING
		1	2	3	4	5	6	
e.g: Marshall Of Local Cycling Club	1990 - PRESENT							Planning and Managing ClubActivities.
2.								
3.								

C) NON-FORMAL LEARNING

Learning 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						EVIDENCE OF LEARNING
					1	2	3	4	5	6	
			2.								
			3.								

D) LANGUAGE COMPETENCY

LANGUAGE	LEVEL OF COMPETENCY 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
BM								√				√				√
2.																
3.																
4.																

E) SELF-ASSESSMENT/ REFLECTION

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

Questions	Reflection
<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?</p> <p><i>(You may provide your description based on how your prior experiential learning has improved your knowledge, skills set, professionalism, communication, leadership, problem-solving, etc.)</i></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?</p> <p><i>(Commitment, time management, financial resources and support, etc.)</i></p>	

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

Name		
Position		
Organisation		
Phone number	OFFICE: <i>(compulsory)</i>	MOBILE: <i>(compulsory)</i>
Email address		

Name		
Position		
Organisation		
Phone number	OFFICE: <i>(compulsory)</i>	MOBILE: <i>(compulsory)</i>
Email address		

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 Asia e University reserves the right to reject my application if proven otherwise.

Signature : _____

Name :

Date :

Appendix 2: Portfolio Assessment Rubrics



PORTFOLIO RUBRICS

Maximum Score: 40%

Name of Applicant: **Muhammad Bin Abdullah**
 IC/ Passport No: **821099-01-7182**
 MQF Level: **T7 Master's Degree**
 Intended Programme: **Master in Information & Communication Technology Management**

Rating scale for scoring (Knowledge, Skills and Attitude)	1	2	3	4	5
	No indication of competency	Poor indication of competency	Average indication of competency	Good indication of competency	Excellent indication of competency

TYPE OF LEARNING <i>Note: Tick (✓) where applicable (ONLY ONE for each criteria)</i>	CLUSTER 1 Knowledge & Understanding <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					CLUSTER 2 Cognitive Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					CLUSTER 4 Personal Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					CLUSTER 4 Entrepreneurial Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					CLUSTER 5 Ethics and Professionalism <small>Weightage (10%) (Rating Scale x 2 = Scale)</small>					SELF-REFLECTION <small>Weightage (10%) (Rating Scale x 4 = Scale)</small>										
	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score						
	Certificate Learning - FORMAL			✓			5			✓			5			✓			5			✓			5					✓		5				
Experiential Learning - INFORMAL				✓		12				✓		12				✓		12				✓		12					✓		12					
Experiential Learning - NONFORMAL				✓		12				✓		12				✓		12				✓		12					✓		12					
TOTAL:						33.0						33.0						33.0						33.0						16.0						
Average Score:						11.0						11.0						3.7						3.7						7.3						8.0

	CLUSTER 3																																			
	Practical Skills <small>Weightage (10%) (Rating Scale x 2 = Scale)</small>					Interpersonal Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					Communication Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					Digital Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					Numeracy Skills <small>Weightage (15%) (Rating Scale x 3 = Scale)</small>					Responsibility <small>Weightage (10%) (Rating Scale x 2 = Scale)</small>										
	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score						
Certificate Learning - FORMAL			✓			6				✓		9				✓		9				✓		9					✓		9					
Experiential Learning - INFORMAL				✓		10				✓		12				✓		12				✓		12					✓		12					
Experiential Learning - NONFORMAL				✓		8				✓		12				✓		12				✓		12					✓		8					
TOTAL:						24.0						33.0						33.0						33.0						24.0						
Average Score:						8.0						3.7						3.7						3.7						3.7						8.0

Assessed By (Assessor)

Remarks:

Name:

Date:

Total Average Score: **75.33**
 Total PORTFOLIO Score = (Total Average Score/ 100) * 40 = **30.13**

Appendix 3: Interview Score Sheet

APOLA INTERVIEW SCORE SHEET (½ HOUR)

Maximum Score: 20%

Name of Applicant: **Muhammad Bin Abdullah**
 IC/ Passport No: **821096-01-7182**
 MQF Level: **T7 Master's Degree**
 Intended Programme: **Master in Information & Communication Technology Management**

Rating scale for scoring	1	2	3	4	5
	Poor	Below Average	Average	Good	Excellent

- Objectives:
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

Scoring Criteria MQF Clusters of Learning Outcomes	Sample Questions	Max Score	Score Awarded
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 or study, and have you done any research on this?	5	5
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 masters? c) Are you aware of any research requirements in the programme? d) What is your plan to complete the research work/project/essay? 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?	5	4
CLUSTER 3 Functional Work Skills	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: (i) Reading and Comprehension (ii) Analytical and Digital Skills (iii) Communication – oral, written and listening	5	4
CLUSTER 4 Personal/Entrepreneurial Skills	a) Tell us about your best (prideful or the latest academic achievement, and current and past work experiences) b) Why are you pursuing this programme? c) Where are your career aspirations? 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	3
CLUSTER 5 Ethics and Professionalism	a) How do you manage stress and competing priorities in your life? b) What is your view on plagiarism? c) Describe a specific situation where you were asked to do something unethical. Elaborate on how you handled the situation and why you responded the way you did.	5	4

Total **25** **20**

Average Score (20%) **16**

Comments:

Panel 1 (Instrument Expert)

.....

Name:
Date:

Panel 2 (Subject Matter Expert)

.....

Name:
Date:

Appendix 4: Sample of APEL.A Certificate (MQA)



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

NO. SIRI: **001696**
APEL02464

NO. APEL:

Dengan ini disahkan bahawa

Name & NRIC

telah

LULUS
PENILAIAN PENGAKREDITAN PEMBELAJARAN
BERASASKAN PENGALAMAN TERDAHULU
(ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING - APEL)

Dengan itu, penama di atas adalah layak untuk
dipertimbangkan bagi kemasukan ke program peringkat:

**IJAZAH SARJANA
(TAHAP 7, KERANGKA KELAYAKAN MALAYSIA),
BIDANG PERNIAGAAN/BUSINESS**



KETUA PEGAWAI EKSEKUTIF



LEARNING NEVER STOPS
APEL
ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING



Appendix 5: APEL.A Fees

	APEL-T6 (Bachelor / Graduate Certificate / Graduate Diploma)	APEL-T7 (Master / Postgraduate Diploma/ Postgraduate Certificate)
Application	RM370	RM560
Appeal / Re-sit	-	RM100

Note: Please note that the fees are subject to change by MQA.



Contact Information:

APEL Centre Asia e University (AeU)

 apel@aeu.edu.my

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No 106, Jalan SS15/4
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 <https://apel.aeu.edu.my/>
www.aeu.edu.my

APEL.A POLICY HANDBOOK

Guidelines on
the Application of APEL.A

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