

APEL.C POLICY HANDBOOK

Guidelines on
the Application of APEL.C



2024

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Accreditation of
Prior Experiential Learning for
Credit Award



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PART A: Accreditation of Prior Experiential Learning (APEL)

A1. Introduction

Accreditation of Prior Experiential Learning (APEL) is part of the Malaysian Government's effort to recognise the importance of lifelong learning in the nation's human capital development. Lifelong learning has been noted as one of the important targets to be achieved in the Malaysian Plan for Human Capital Development.

APEL is an innovative framework designed to recognise and validate the knowledge and skills acquired through formal, informal and non-formal learning experiences, which is also embedded in the Malaysia Qualifications Framework (MQF). Through APEL, it recognises lifelong learning and enhances social inclusion by providing access to academic qualifications for those who might otherwise be excluded by lack of formal qualifications or work demands.

This initiative bridges the gap between formal education and practical experience but also empowers individuals to pursue higher education and career advancement based on experiential learning, where universities are no longer confined to teaching or research but their function and ability to formally recognise prior experiential learning. In line with the 12th Malaysian Plan, APEL plays a pivotal and optimistic role in transforming the educational landscape, paving the way for a brighter future.

APEL was first introduced in 2011 to assess the readiness of learners to undertake tertiary studies through a mechanism based on their experiential learning through a specially designed instrument referred to as APEL for access [APEL.A]. Subsequently, in 2016, APEL for credit award [APEL.C], the award of credit towards a specific course or courses of a programme, was introduced.

APEL is now taken to a higher level in the education world where the learning acquired through life experiences as a source for the growth of knowledge and competencies, when evaluated, can be deemed equivalent to an academic qualification acquired through traditional pathways. In 2022, APEL for an academic qualification award [APEL.Q] was introduced. APEL.Q fits well with aspirations of learner autonomy and the high-level cognitive skills of analysis, synthesis and evaluation that are typically associated with working adult learners.

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 (APELA) 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.C 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, processes, and procedures for the implementation of APEL.C in Asia e University and describes the APEL.C application procedures for learners.



PART B:
APEL
for Credit
Award
- APEL.C

B1. Introduction to APEL.C

Malaysian Qualifications Agency (MQA) is committed in recognising the value of learning acquired through different phases of life. This is stipulated in the MQA Act 2007 [Act 679 Part VIII (Accreditation): Chapter 7 Prior Learning and Credit Transfer, where prior learning is an integral part of higher education. This process is known as the Accreditation of Prior Experiential Learning (APEL) and is embedded in the Malaysian Qualifications Framework (MQF).

Through APEL, it recognises lifelong learning and enhances social inclusion by providing access to academic qualifications for those who might otherwise be excluded by lack of formal qualifications or work demands. Increasingly, what makes universities unique is that they are no longer confined to teaching or research but their function and ability to formally recognise prior experiential learning. APEL widens the mobility of student participation, particularly among adult learners.

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

B2. Definition of APEL.C

- ① APEL.C is the **award of credits for prior experiential learning towards a course in an accredited programme** of the University. APEL.C provides the mechanism to recognise the individual's prior experiential learning that is relevant and specific to a course within a programme of study.
- ① The credit award is granted on the basis of the knowledge and skills acquired through informal and non-formal learning. These forms of learning that emphasise experiential learning need to be formally reviewed and assessed. The process will determine if learning has, in fact, occurred and is in line with the learning outcomes of the course(s) concerned.
- ① It is the **learning** and **not the experience** of the learners which is being evaluated.

- ② The justifications for the implementation of APEL.C are as follows:
 - To provide recognition for learning acquired from non-formal and informal sources;
 - To reduce the duplication of learning or learning of the same or similar content;
 - To encourage the participation of adults in higher education by recognising their prior experiential learning in the form of credits awarded; and
 - To potentially reduce the time and cost of completing a study programme.

B3. Core Principles of APEL.C

All APEL.C provisions must be supported by, and operated within a set of core principles. The core principles aim to ensure effective, transparent, and quality-assured practice that will inspire confidence in all stakeholders in the outcomes of the APEL.C process. The core principles are as follows:

B3.1 Learner-centred voluntary process

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

B3.2 Accessibility

APEL.C is an accessible and inclusive process available for registered learners of study programmes at all levels of the Malaysia Qualification Framework (MQF). AeU has established clear and comprehensive guidelines for the APEL.C process in accordance with the MQA Guideline to Good Practices: Accreditation of Prior Experiential Learning for Credit Award (GGP: APEL.C).

B3.3 Flexibility

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

B3.4 Reliability, transparency and consistency

APEL.C processes, procedures, practices and decisions are reliable, transparent and consistent in order to safeguard the credibility and integrity of the entire assessment system. This will provide confidence to all the relevant stakeholders in the decisions and outcomes of the APEL.C processes.

B3.5 Clarity of Roles definition

AeU will ensure that the roles and responsibilities of **advisors**, **assessors**, and **moderators** in the APEL.C assessment process are clearly defined.

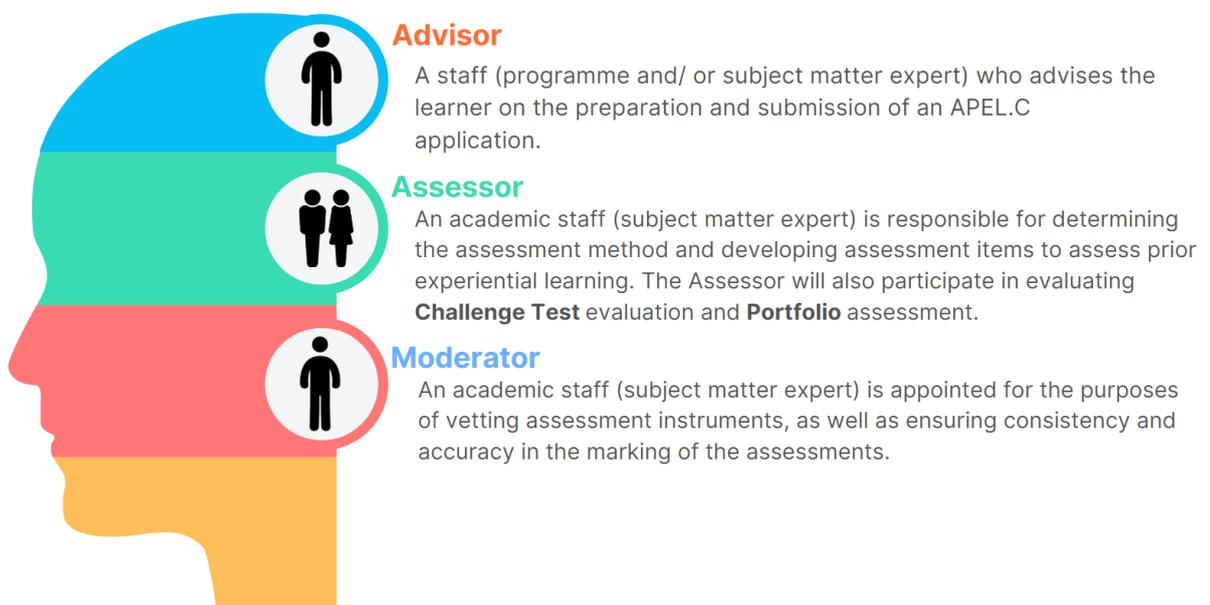


Figure 1: Advisors, Assessors and Moderators

B3.6 Quality

All APEL.C processes shall adhere to the same standards and rigorous quality assurance and monitoring mechanism as in any other form of learning and assessment. This quality assurance process shall be available for scrutiny by relevant external quality assurance bodies/agencies at all times.

B4 APEL.C General Policies

- ④ The APEL.C provision is only applicable to learners registered a programme with Asia e University (AeU) regardless of the mode of entry, whether through the conventional or APEL.A route.
- ④ APEL.C encompasses the assessment of prior experiential learning for the credit award. The application will be considered regardless of learning acquired through Massive Open Online Courses (MOOC) or any other methods of self-learning.
- ④ APEL.C is applicable to **all areas and levels of qualifications** in the Malaysian Qualification Framework (MQF). For the **postgraduate level** of study, the credit award is limited only to the **coursework** and **mixed modes**.
- ④ APEL.C is applicable to programmes that have already obtained **at least provisional accreditation** from MQA.
- ④ APEL.C applies to courses that form part of the programme structure under professional bodies but are subject to acceptance by relevant professional bodies. Asia e University will notify of the acceptance of courses for APEL.C by related professional bodies from time to time via the AeU website (<https://aeu.edu.my>) and APEL portal (<https://apel.aeu.edu.my>).

B5 Award of Credits

- ④ The award of credits through APEL.C is in the form of credit transfer, which does **not involve the transfer of grades**. However, the credits awarded for the course will be counted toward the total credit requirement for graduation.
- ④ The maximum percentage of credit transfer through APEL.C is **30% of the total graduating credits** of a specific programme of study. This percentage is in addition to the credit transfer provision based on the existing formal credit transfer policy. The maximum credit transfer allowed through APEL.C at the various MQF levels is shown in Table 1.
- ④ Credits awarded through APEL.C can be transferred automatically to another programme within the same institution if the course for which credits have been awarded through APEL.C has the same learning outcomes.

Table 1: Maximum credit transfer allowed through APEL(C) at the various MQF levels

| Award based on the Malaysian Qualifications Framework (MQF) | Minimum graduating credits | 30% from the minimum credits of the coursework components |
|---|----------------------------|---|
| Level 8: Doctoral Degree <i>(Applicable only to coursework or mixed mode programmes)</i> | 80 | 24 |
| Level 7: Master's Degree <i>(Applicable to coursework/ mixed mode programmes)</i> | 40 | 12 |
| Level 7: Postgraduate Diploma | 30 | 9 |
| Level 7: Postgraduate Certificate | 20 | 6 |
| Level 6: Bachelor's Degree | 120 | 36 |
| Level 6: Graduate Diploma | 60+4 (MPU) | 19 |
| Level 6: Graduate Certificate | 30+4 (MPU) | 10 |
| Level 5: Advanced Diploma | 40 | 12 |
| Level 4: Diploma | 90 | 27 |
| Level 3: Certificate | 60 | 18 |

- ❶ The credits awarded must be equivalent to the credit value of the course applied for APEL.C. No partial credits will be awarded.
- ❷ Credits awarded for a course are only applicable to the specific course applied for. Credits are not automatically applicable to prerequisites (if any) of the specific course.
- ❸ Assessment for credit award should be carried out separately for each course. Credit awards cannot be granted on a block basis. For example, the Assessment for the Accounting (I) course should be made separately from Accounting (II).
- ❹ All courses from the programmes offered by AeU are applicable for APEL.C except courses listed in Table 2.
- ❺ For Executive Diploma programmes, the provision of 30 credits based on 3 years' work experience as prescribed in the Standards: Executive Diploma is to be assessed using the APEL.C instrument.

Table 2: Courses not applicable for APEL.C

| Courses Not Applicable for APEL.C at Asia e University | Remarks |
|---|---|
| Final-year project-based | |
| Project papers and dissertations | |
| General studies courses for all undergraduate programmes | |
| Industrial training/practicum | <i>Can be considered based on the suitability of the field.</i> |

-  The course that has been awarded credit through APEL.C will be listed as "Credit Transfer (APEL)" in the last section of the learner's academic transcript. It will not be included in the calculation of GPA or CGPA, but the credits earned will be counted towards the total credits required for graduation. This information will be specified in the Malaysian Qualifications Statement (MQS) issued by AeU as a supplementary document for graduates.



PART C: Application, Assessment Instrument and Procedures

C1 Application APEL.C Assessment for Learners

- 🚫 Learners may apply for APEL.C at any time during their studies. However, learners may be advised to submit their applications for APEL.C during the first year of study.
- 🚫 Learners are not allowed to apply for APEL.C for courses which they have already registered and undertaken during the period of study, including repeated courses.
- 🚫 Learners who are not successful in the APEL.C assessment will have to complete the course through the usual process in their respective programme of studies.

C2 APEL.C Assessment Instrument

- 🚫 The assessment of APEL.C will encompass the **comparability of the experiential learning acquired by learners to the learning outcomes of a course** within an existing programme. The assessment is strictly made in correspondence to the credit value of the course and the level of the programme.
- 🚫 For the APEL.C assessment, learners can opt to undertake either a **Challenge Test and/ or submit a Portfolio**, depending on the nature of the course and upon advice from the appointed APEL.C Advisor. The decision regarding the most suitable APEL.C assessment for a particular course is based on its learning outcomes and the prior experiential learning of each learner.
- 🚫 AeU will appoint advisors, assessors and moderators with the appropriate competencies and well-defined terms of reference to ensure that the assessment materials/ instruments align with the level of study and intended learning outcomes. This is also to ensure consistency and fairness in the marking process.

C2.1 Challenge Test

- 🚫 A Challenge Test is a proctored standard test that assesses whether the learner has achieved the course learning outcomes (CLOs). A Challenge Test can take the form of a written test, oral examination, and/or performance assessment, depending on the nature and discipline of the course.

- ② AeU will adopt a combination of several types of assessment, including written examinations, oral examinations, performance assessments, and product assessments, to ensure an appropriate measure of the course learning outcomes. Various types of assessment that AeU may use to measure prior experiential learning are listed in **Appendix A**.
- ② In order to ensure fairness, consistency, and comprehensiveness of assessment materials/ instruments, the test items will be prepared by the appointed assessor based on the Test Specification Table (TST) and course learning outcomes specified by AeU/ APEL Centre.

C2.2 Portfolio

- ② A portfolio is a formal document that contains a compilation of evidence documenting the learner's prior experiential learning and his/ her articulation of learning acquired over a period of time.
- ② A portfolio is prepared by the learner with the objective to demonstrate that the learning acquired is relevant and specific to each of the course learning outcome of a particular course.
- ② AeU has developed a standard portfolio template based on **Appendix B** that contains information relevant to the course applied for and a mapping of individual learning (in the form of learning statements and the origin of learning supported by documentary evidence) to the course learning outcomes to assist learners in documenting their prior experiential learning. This template has been transformed into digital and learner needs to upload their evidence via APEL.C system at <https://apelc.aeu.edu.my>
- ② To assess the portfolio submitted by the learner, AeU will appoint assessors with appropriate competencies and well-defined terms of reference, as indicated in **Appendix C**. The appointment process of the assessor is crucial to ensure the integrity and credibility of the portfolio assessment.
- ② When evaluating the portfolio, assessors must make sure that the contents and evidence submitted by the learner reflect the achievement of each course's learning outcomes. Assessors may use one or several assessment types, as outlined in **Appendix A**, to validate or verify the evidence and claims presented by the learner. This ensures that the competency level of the learner aligns with the course's learning outcomes.

C3 Procedures for APEL.C Application for Learners

- ➊ Before a learner decides to submit an application for APEL.C, the learner must know and understand each stage of the APEL.C process and have realistic expectations of the possible outcomes of the application.

C3.1 Consultation/ Briefing

- ➋ New students at AeU will be provided with an overview of APEL.C process and stages during the university's orientation. However, as the learners may apply for APEL.C at any time during their studies, all general enquiries about APEL.C can be directed to AeU APEL Centre. The APEL.C Policy Handbook/ Guidelines is available at the APEL Portal for learners' reference.
- ➌ Figure 1 summarises the key processes and procedures involved in applying APEL.C for learners.
- ➍ To initiate the application, the learner can send their request to apel@aeu.edu.my by providing the following information:-
 - a) Student ID,
 - b) Student Name
 - c) Programme
- ➎ APEL Centre will perform the necessary checks, and learners will be provided with login credentials for the APEL.C System to view the course learning outcomes applicable to them and submit the application via the system at <https://apelc.aeu.edu.my>.

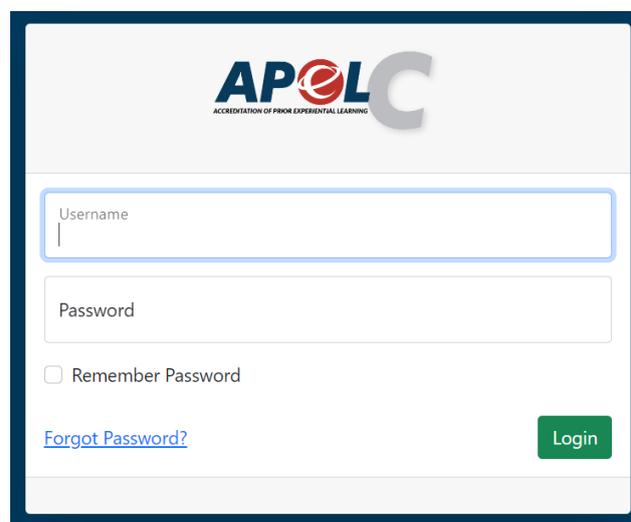


Figure 2: Login Page APEL.C System

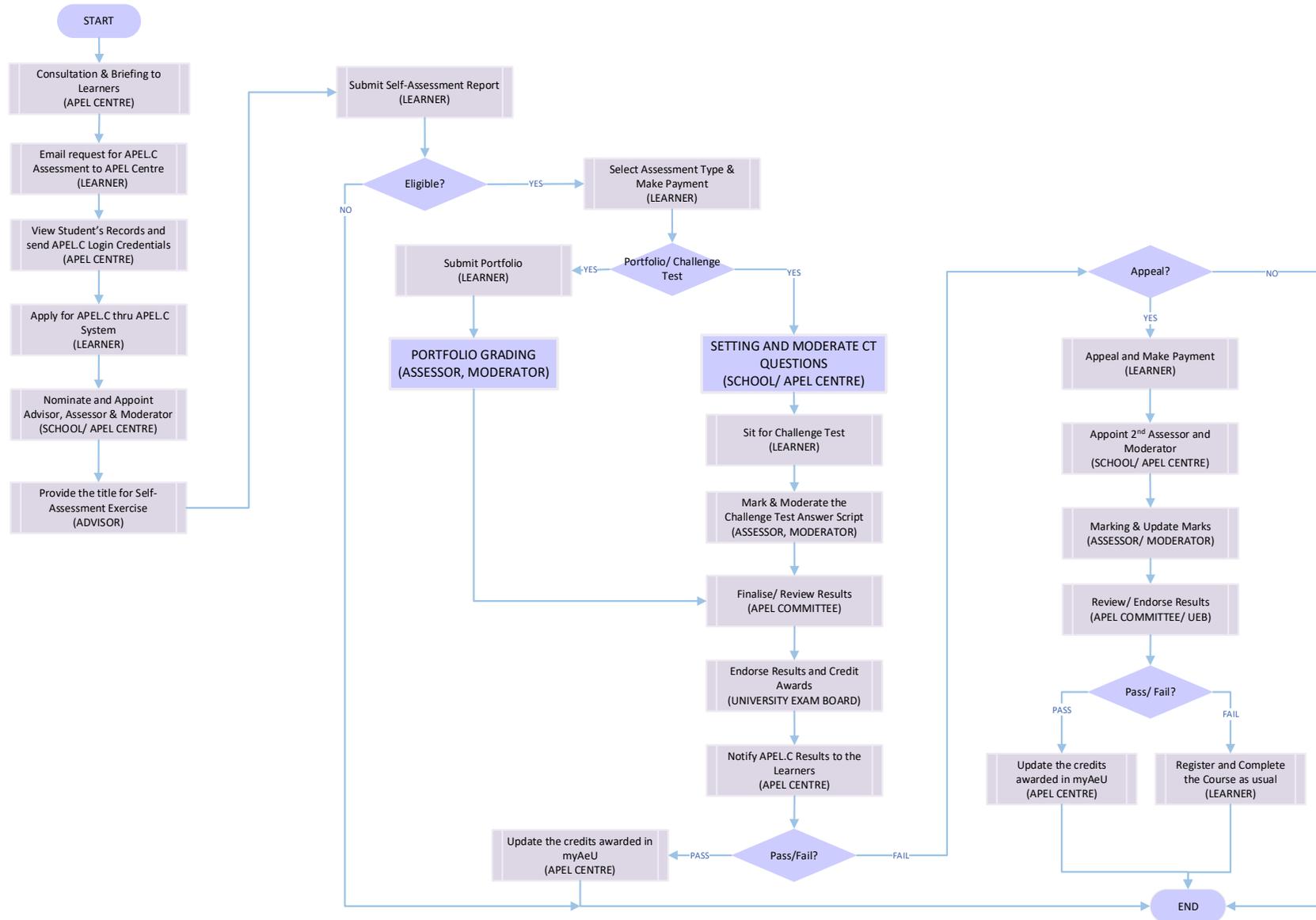


Figure 3: APEL.C Application Process

C3.2 Self-Assessment Exercise

- ❶ Prior submitting the application, the learner must complete a self-assessment form and submit a 500-word report on a given title that is related to all of the learning outcomes of the course applied for.
- ❷ This exercise is required to determine if the learner should proceed with the APEL.C application.
- ❸ The designated advisor will guide the learner in evaluating their self-assessment exercise based on the form in **Appendix D**. This form has been transformed into a digital format, and the learner will update the required information using the APEL.C system. Once the learner submits the form, the advisor will be notified via email and will be able to review the student’s report and provide their recommendations in the system. Additionally, the electronic form can be printed and viewed in PDF format.

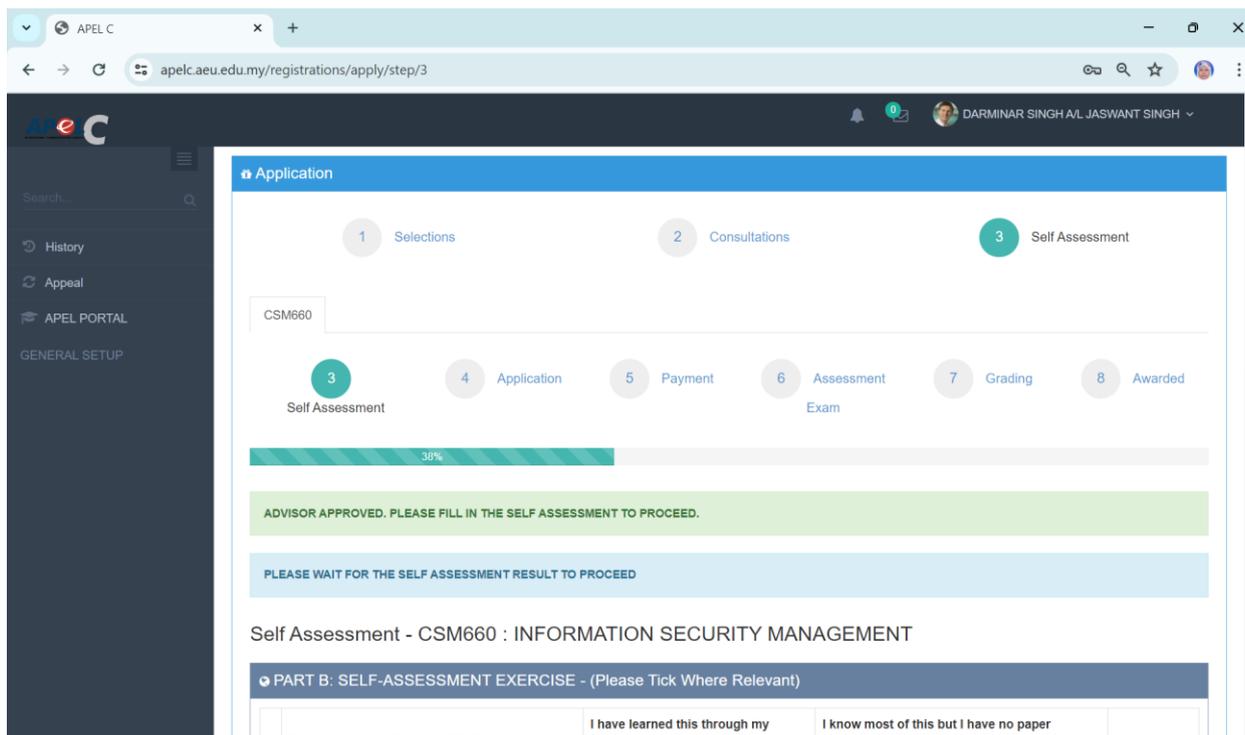


Figure 4: APEL.C System: Self-Assessment Form

-  Where the Advisor believes that the application is unlikely to succeed, the learner will be advised accordingly, and the application process will cease. If the application is likely to succeed, the learner may receive an electronic application form confirming they agree to proceed with the application and pay the relevant fees before proceeding to the assessment stage.

C3.3 Assessment Stage

-  Based on the Self-Assessment Form and recommendations from the assigned advisor, the learner will select the type of assessment either to sit for the Challenge Test or to submit a portfolio.
-  The assigned assessors and moderators will be notified of the selection of assessment type by the learner. APEL Centre will liaise with the appointed assessors on the next action required by the assessor and moderator based on the assessment type selected by the learner.
-  If the learner decides to take the **Challenge Test**, the APEL Centre will contact them to schedule the proctored test once the Challenge Test has gone through the required moderation process at the faculty/ school level and is ready to be released to the student. On the scheduled date, the learner will log in to the Moodle platform using their login credentials and follow the step-by-step guide to access the Challenge Test. The learner must complete their Challenge Test within the specified duration set by the APEL Centre and follow the step-by-step instructions provided in the Moodle platform on how to submit their Challenge Test.
-  If the learner decides to submit a **Portfolio**, they must prepare and document the portfolio with the objective of demonstrating the attainment of each learning outcome based on the competency worksheet in **Appendix B**. The AeU APEL.C system has been customised to allow the learner to update their learning statements, origin of learning, and uploading the relevant supporting. The learner must submit the completed portfolio within **a month** from the date they confirm the assessment type.
-  The Challenge Test or Portfolio will be evaluated by an assessor who is the subject matter expert, using instruments and rubrics verified at the faculty/ school level.

C3.4 Criteria of Award and Results

- 🕒 Credits that are awarded through APEL.C must be made based on demonstrated and evidence-based learning; and not solely on the basis of claiming the experience itself.
- 🕒 In order to receive credit awards, the learner must demonstrate an achievement of at **least 50% of each course learning outcome**. All assessment results will be reviewed by the APEL Committee before being endorsed by the University Exam Board.
- 🕒 Course credits awarded will be reflected in the academic transcript as “Credit Transfer (APEL)” for learners who are successful in the Challenge Test and Portfolio. The course credits accumulated will contribute to the total credit requirement for graduation.
- 🕒 Learners who fail the Challenge Test of a specific course **will not be allowed** to submit a Portfolio for assessment for the same course and vice versa. Reattempt of the Challenge Test and resubmission of new evidence in the Portfolio for the same course through APEL.C is strictly NOT allowed. In this case, the learner must register and complete the course through the usual process in their respective programmes of studies.

C3.5 Appeal

- 🕒 A learner who is unsatisfied with APEL.C result can submit a written appeal providing the grounds of appeal to the University Exam Board for consideration on condition that such an appeal is submitted within 14 days from the result(s) announcement date.
- 🕒 No new/ additional evidence is allowed to be submitted during the appeal process. A different set of assessors will be appointed to evaluate the merit of the appeal. A processing fee will be charged for each appealed course.
- 🕒 The decision of the University Exam Board/ Senate of the University shall be final. The APEL Centre shall inform the learner of the outcome of the appeal.

APPENDICES



Appendix A: Types of Assessment/ Validation

| Types of Assessment/ Validation | | Description |
|---------------------------------|--|--|
| WRITTEN TEST | Multiple Choice | Learners select the appropriate answer from several possible responses. |
| | True or False | Learners state whether statements are true or false. |
| | Matching | Learners select a second statement that best compliments each presented statement. |
| | Fill-in-the-blanks | Learners complete phrases or sentences by filling in the blanks. |
| | Short Answer | Learners provide short answers to questions or complete the given sentences. |
| | Essay | Learners respond to questions or directions by organising and writing an answer. |
| | Situation-based problem solving | Learners organise and write responses to problems usually presented in a real-life context. |
| ORAL EXAMINATION | Structured Oral Test | Learners respond to pre-set questions (and answers). Notes are kept on responses. |
| | One-to-one interview | A face-to-face interview during which questions may flow from learners' responses. |
| | Panel interview | Learners are interviewed by several examiners. |
| PERFORMANCE ASSESSMENTS | Simulation (Objective structured clinical examination, OSCE) | Learners perform in a real-life situation. |
| | Presentation | Learners verbally present learning. |
| | Skills demonstration | Learners physically present learning. |
| | Role play | Learners take on roles to simulate a problem. |
| | Observation | Observer assesses learners' behaviour in a natural setting. Assessment criteria are set in advance. |
| WORK SAMPLE | Work samples are provided by learners | Work samples are provided by learners. |
| | Portfolio or evidence collection | An organised collection of materials that present and verify skills and knowledge acquired experientially. |
| | Self-evaluation | Learners respond in writing to criteria set for evaluating their learning. |
| | External training programme review | Assessment of workplace and occupational training programmes or academic equivalency and credits. |

Appendix B: APEL.C Portfolio Template

| | |
|---|---|
|  <p>APEL.C ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING</p> |  <p>AeU ASIA UNIVERSITY</p> |
| APEL.C PORTFOLIO TEMPLATE | |

PART A: PERSONAL PARTICULARS

NAME :

IDENTITY CARD NO. / PASSPORT NO. :

NAME OF PROGRAMME :

COURSE CODE & COURSE TITLE :

COURSE SYNOPSIS :

PART B: COMPETENCY WORKSHEET FOR COURSE-BASED LEARNING PORTFOLIOS

| Course Learning Outcomes (CLOs) | Learning Statements | Origin of Learning | Supporting Documentation |
|--|--|---|--|
| CLO1: | | | |
| CLO2: | | | |
| CLO3: | | | |
| Note:- <ul style="list-style-type: none"> Gather as much information as possible about the content of the course. Follow the advice of your Advisor to access course | Learning statements form the core of the portfolio. The language you use and the details you provide here will show the Assessors what you know. | Include information regarding the location and time (where and when) the learning occurred. A location and date can be used more than once throughout your competency worksheets. | Wherever possible, make reference to supporting documentation that provides evidence of the learning you have claimed. Use tabs and cross |

| Course Learning Outcomes (CLOs) | Learning Statements | Origin of Learning | Supporting Documentation |
|---|--|--|---|
| <p>learning outcomes (what you should know after completing the course).</p> <ul style="list-style-type: none"> Learning outcomes for many courses are listed in the 'Course Learning Outcomes' in course listing of the programme when you log in to the APEL.C System. | | | <p>referencing to facilitate easy access to your supporting documents.</p> |
| <p><i>(example of one CLO)</i></p> <p><i>Editing in Word</i></p> | <p><i>Identify and use the various editing functions in Word to edit documents in paragraph and table format. Explain the main editing functions in Word to a learner audience, in order to clearly convey how these functions relate to preparing a document for publication. Prepare and deliver presentations on issues related to editing functions in Word to be identified and resolved.</i></p> | <p><i>Applied Business Sdn Bhd Administrative Assistant 1992-1994 ABC College Course Assistant 1995-1996</i></p> | <p><i>Appendix 1: Letter of Attestation (from Manager XXX) Appendix 2: Letter of Attestation (Principal) Appendix 3: Lesson Plans, Editing Functions in Word - 1, 2 and 3</i></p> |

Appendix C: Roles of Portfolio Assessor

The following are general strategies that can be adopted by APEL.C Assessors throughout the process:

- i) Assessor knowledge and attitude

The Assessor appointed would be a subject matter expert or specialist who is able to evaluate the evidence submitted based on the assessment criteria outlined above. In addition, he or she should demonstrate the following:

 - a) Be knowledgeable about adult learning principles and APEL.C;
 - b) Have sufficient knowledge in the course that is being assessed;
 - c) Demonstrate an open attitude towards alternatives to traditional, behaviourist based assessment; and
 - d) Ensure there is no personal interest in the assessment outcome and/or any conflict of interest.

- ii) Prior to an assessment
 - a) Base assessment and learning recognition based on knowledge and skills, not experience;
 - b) Ensure clearly stated learning standards against prior learning are assessed (e.g. learning outcomes, competency standards);
 - c) Use existing AeU's or colleague's experience and expertise to assess prior learning;
 - d) Assessment tools selected are 'fit for purpose';
 - e) Establish procedures for assessing team-based prior learning;
 - f) Identify methods that measure application of knowledge and critical thinking;
 - g) Review previously administered assessment for ideas;
 - h) Design tools that assess appropriate balance of applied and theoretical learning;
 - i) Sector specific jargon and textbook questions are not used when developing assessments;
 - j) Explicit criteria for third party evidence and the assigned weight established for portfolio assessment;
 - k) Grading instruments to guide decision making (i.e. rubrics) established;
 - l) AeU policies and standards for assessment practices are followed;
 - m) Assessment tools are culturally inclusive and at appropriate language and literacy levels; and
 - n) If possible, test new assessment tools prior to use.

- iii) Working with learners
 - a) Employ adult learning concepts;
 - b) Purpose of assessment (i.e. admission, academic credit, placement, etc.) is clearly stated;
 - c) Clear, consistent, written guidelines for providing evidence given to learners;
 - d) Liaise with APEL.C Advisor to support the process and troubleshoot problems;
 - e) Allow learners to provide input on possible assessment methods;
 - f) Use multiple modes for assessment and performance tasks;
 - g) Use established assessment principles for judging prior learning, e.g. relevance, breadth, depth, currency, sufficiency and authenticity;
 - h) Provide learners with criteria for assessment decisions; and
 - i) Assess and make judgements based on evidence of learning relevant to expected outcomes.

- iv) Assessment follow-up
 - a) Provide learners with a written assessment results decision; and
 - b) Provide learners with an opportunity to discuss assessment results and appeal opportunities.

Appendix D: Self-Assessment Form for Learners

| | |
|---|---|
|  |  |
| APEL.C SELF-ASSESSMENT FORM FOR LEARNERS | |

Instruction for completing the APEL.C self-assessment form for APEL.C Application Submission.

1. Fill in programme and course details in Part A.
2. Fill in course learning outcomes in Part B: Self-Assessment Exercise.
3. Submit a 500 report based on the report title provided.

PART A: PERSONAL PARTICULARS

NAME :

IDENTITY CARD NO. / PASSPORT NO. :

NAME OF PROGRAMME :

COURSE CODE & COURSE TITLE :

NO OF CREDITS OF THE COURSE :

PART B: SELF-ASSESSMENT EXERCISE

Please Tick (√) Where Relevant

| Course Learning Outcomes (CLOs) <i>On completion of this course, the learner should be able to...</i> | I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates | I know most of this but I have no paperevidence, however I am willing to complete a task/ assignment or any form of relevant assessment to show I have learned this. | I really need to take the module |
|---|--|--|----------------------------------|
| CLO1: | | | |
| CLO2: | | | |

| <p>Course Learning Outcomes (CLOs)</p> <p><i>On completion of this course, the learner should be able to...</i></p> | <p>I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates</p> | <p>I know most of this but I have no paperevidence, however I am willing to complete a task/ assignment or any form of relevant assessment to show I have learned this.</p> | <p>I really need to take the module</p> |
|--|---|---|---|
| CLO3: | | | |
| CLO4: | | | |
| CLO5: | | | |

PART C: REPORT SUBMISSION

Write and submit a **minimum of 500-word report** based on your prior experiential learning of each of the course learning outcomes within the stipulated time:

Report Title: XXXXX

PART D: ACCEPTANCE AND DECLARATION

| APEL.C Briefing and Counselling | |
|---------------------------------|--|
| Briefing date | : |
| Platform/ Venue | : <input type="checkbox"/> AeU APEL Centre, Wisma Subang Jaya <input type="checkbox"/> Online via Google Meet/ Zoom/ etc <input type="checkbox"/> Others, specify |
| | <input type="checkbox"/> I know and understand each stage of the APEL.C processes. <input type="checkbox"/> I understand the expected outcomes of my APEL.C application. |
| Remarks, if any | |

Declaration

- a) I confirm that all the details on this form are correct to the best of my knowledge. The submission of the report is also my own work. All the information/ documents provided to support my application are authentic, true and accurate.
- b) I hereby declare that I have read, understood and accepted all the terms and conditions stipulated under the APEL.C of Asia e University provision.

I fully understand that Asia e University reserves the right to reject my application if proven otherwise.

.....
Name:
Date :

Confirmation of APEL.C Advisor

(APEL.C ADVISOR)

I hereby confirm that the above applicant has undertaken the Self-Assessment exercise and

is deemed ELIGIBLE to apply for APEL.C assessment.

NOT ELIGIBLE to apply for APEL.C assessment.

.....
Name:
Date:

For office use only (APEL CENTRE)

Remarks, if any

Received by :

.....
Name:
Date:



Contact Information:

APEL Centre Asia e University (AeU)

 apel@aeu.edu.my

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APEL.C POLICY HANDBOOK

Guidelines on
the Application of APEL.C

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