



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL) FOR ACCESS (APEL.A)

LEARNERS' HANDBOOK

(Certificate, Diploma, Bachelor's Degree and Master's Degree)

2nd Edition, 2020

Accreditation of Prior Experiential Learning – Learners’ Handbook
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GLOSSARY

a. Accreditation of Prior Experiential Learning

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.

b. APEL Assessments

A combination of aptitude test and portfolio that an applicant must pass to be awarded with APEL certificate.

c. APEL Certification Process

An indication of the competencies and readiness of an applicant to pursue a particular programme.

d. Aptitude Test

A formal examination which the applicant must pass.

e. Course

A component of a programme. The term course is used interchangeably with the term module or unit.

f. 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/a recognised qualification.

g. Higher Education Provider (HEP)

A body of a corporate, or an organisation, or other body of person(s) which conducts higher education or training programmes leading to the award of a higher education qualifications.

h. Informal Learning

Learning which takes place continuously through life and work experiences (sometimes known as experiential learning).

i. Malaysian Qualifications Framework (MQF)

An instrument that classifies qualifications based on a set of criteria that is approved nationally and benchmarked against international best practices.

j. Master's Degree

A degree recognised by MQF which provides for the furtherance of knowledge, skills and abilities obtained at the Bachelor's degree level.

k. 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 a formal certification.

l. Open Entry

Open entry refers to entry requirements, applicable to adults who possess the learning experiences which can be assessed and matched against the normal requirements to enter into a programme of study.

m. Open Learning

Open learning represents approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners.

n. Programme

A set of courses that are structured for a specified duration and learning volume to achieve the stated learning outcomes, which usually leads to an award of a qualification.

o. Portfolio

A compilation that documents the prior experiences of an applicant which include formal, informal and non-formal learning.

1. INTRODUCTION

Malaysian Qualifications Agency (MQA) through the MQA Act 2007 (Act 679) have an on-going commitment in assisting individuals in utilising their prior learning as much as possible. MQA assists in identifying learning that have taken place through various types of experiences throughout life that are not formally certified.

This process is called Accreditation of Prior Experiential Learning (APEL) and was set under the Malaysian Qualifications Framework (MQF). APEL allows individuals to progress in the context of lifelong learning and widens the mobility of student participation and adult learners.

In the Malaysian context, APEL can be requested by a learner to support transition between informal and formal learning. In other words, the learners can base their application on any combinations of formal, non-formal or informal learning.

After the implementation of the APEL assessment to the public 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 admissions to the Certificate (Level 3, MQF) and Diploma (Level 4, MQF) programmes beginning 1st February 2013. The implementation of APEL was then extended for student admissions to the Master's programme by coursework and mixed mode (Level 7, MQF) beginning 18th February 2014.

APEL in Malaysia is upheld by the following core principles:

- i. Prior experiential learning should be recognised regardless of how and where it was obtained, provided it is related to learning or a form of competency acquisition;
- ii. Assessment 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 publicised, taking into account the diversity of the students; and

- vii. Quality assurance mechanisms should be clear and transparent.

This APEL Handbook for Learners is applicable to learners applying through MQA and all approved APEL.A Assessment Centres, as well as open universities, broadly described as Higher Education Provider (HEP) in this document. However, this Handbook will only prescribe the processes involving the MQA.

2. SCOPE OF APEL.A

APEL.A was initially offered to Malaysians seeking recognition of their prior learning. In 2020, APEL.A is extended to the expatriates working in Malaysia and their family members. The APEL.A certification is an indication of the competencies and readiness of the applicant to pursue a particular programme. However, the certification does not guarantee admission into a HEP. Applicants are still subjected to the procedures and additional requirements (if any) as determined by the HEP.

APEL.A certification can only be used for the purpose of applicants furthering their studies in the chosen field, which should be relevant to their prior learning. It is not equivalent to the knowledge and competencies of a particular academic degree programme at an MQF level. The certification cannot be used for the purpose of seeking employment.

3. ENTRY REQUIREMENT

Applicants should comply with the level of study criteria set by the Ministry of Education (MOE) as follows:

i. Programme at Master's Degree Level (by Coursework and Mixed Mode)

- a Malaysian citizen / an expatriate working in Malaysia / an expatriate's family members;
- at least 30 years of age in the year of application;
- possess at least STPM/Diploma/equivalent qualifications;
- possess relevant work experience; and
- passed APEL.A assessment for Master's degree level.

ii. Programme at Bachelor's Degree Level

- a Malaysian citizen / an expatriate working in Malaysia / an expatriate's family members;
- more than 21 years of age in the year of application;
- possess relevant work experience; and
- passed APEL.A assessment for Bachelor's degree level.

iii. Programme at Diploma Level

- a Malaysian citizen / an expatriate working in Malaysia / an expatriate's family members;
- more than 20 years of age in the year of application;
- possess relevant work experience; and
- passed the APEL.A assessment for Diploma level.

iv. Programme at Certificate Level

- a Malaysian citizen / an expatriate working in Malaysia / an expatriate's family members;
- more than 19 years of age in the year of application;
- possess relevant work experience; and
- passed the APEL.A assessment for certificate level.

4. DESCRIPTION OF LEARNERS' COMPETENCIES

The required competencies for the APEL.A assessment are guided by the MQF clusters of learning outcomes. Therefore, the APEL.A assessments conducted by the MQA aims to ensure that applicants will have the following competencies:

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

Each of the competencies are described below:

i. Knowledge and understanding

Knowledge and understanding refers 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 progress to varied, broader, specialised and advanced knowledge including those relating to sustainable practices, rules and regulations, health and safety, especially relevant to Technical and Vocational Education and Training (TVET) type of and even professional 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 enables 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.

ii. 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, and applying, analysing, problem solving as well as synthesising to create new ideas, solutions, strategies or new practices. Such intellectual skills enable the learner to search and comprehend new information from different fields of knowledge and practices.

iii. Functional work skills

a. Practical skills

These are generally work skills and operational skills applicable in common employment environment such as planning; organisational skills; selection of tools, material, technology methods and procedures, whilst in study context, it may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so forth. It also includes specialised skills which are set by specific subject, discipline, technical or occupation-related work skills and professional practice which enhance professional competence. It should include safe and sustainable practices as well.

b. 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/etiquette.

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 medium, to a range of

audience and different situations. The ability to communicate in more than one language is encouraged.

c. Digital and Numeracy skills

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

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

d. Leadership, autonomy and responsibility

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

iv. Personal and Entrepreneurial skills

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

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

v. Ethics and Professionalism

Ethics and values are important at personal, organisational, societal/community and global settings as they guide personal actions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues are important in the exercise of professional skills and responsibilities: 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 dealings with other cultures adds value to this learning domain.

5. APEL.A CERTIFICATION PROCESS

APEL.A certification determines the eligibility of an applicant to apply for admission into a master's by coursework and mixed mode, bachelor's, diploma or certificate programme at any HEPs. Given the fact that APEL.A assessment may take as long as two (2) to four (4) months, applicants are advised to apply for APEL.A certification 6 months prior to the date of admission into the desired HEP. An APEL certification qualifies the applicant to apply for admission to any HEP.

APEL.A certification process for Master's degree by coursework and mixed mode, Bachelor's degree, Diploma and Certificate levels is as illustrated in **Appendix 1**.

PRE-ASSESSMENT

i. Self-Assessment

In deciding whether or not to undertake APEL, applicants will need to consider the fact that it is a highly individualised process which will require the use of their skills such as self-motivation, reflection and time management.

Applicants must first ensure that the basic entry requirements set by the Ministry of Education (refer Section 3: Entry Requirement) are met.

Apart from being a Malaysian / an expatriate working in Malaysia / an expatriate's family member as well as meeting the age and academic qualification requirements (only Master's degree level admission require academic qualification), applicants must also assess the relevancy of their prior learning experience whether there is a match between their prior experience or certificated learning and the competencies stipulated in Section 4: Description of Learner's Competencies.

It is important for the applicant to understand the learning needs of the desired programme. If the applicant feels he has the potential to pursue a level of study (Master's degree, Bachelor's degree, Diploma or Certificate) and have met the basic requirements, the applicant may apply to be assessed through APEL.A.

ii. Application Process

Applicants must complete an application form as shown in **Appendix 2**. The application form and the APEL assessment fee, in the form of a bank draft made payable to **Agensi Kelayakan Malaysia** should be submitted to the MQA. The MQA will contact the applicant after receipt of the application form and the bank draft. Subsequently, the date and location for taking the aptitude test will be set.

Registration and application processes of APEL.A assessment or Master's degree and Bachelor's degree levels starts in MQA and will be directed to the chosen APEL.A Assessment Centre (Pusat Penilaian APEL.A, PPA). Fee should be made payable to the respective PPA.

ASSESSMENT

i. Portfolio Construction

For recognition of prior learning, applicants are required to disclose all formal, informal and non-formal learning in the form of a Portfolio as shown in **Appendix 3**. Thus, their claim may include certificated learning and experiential learning. For certificated learning, applicants are required to attach certified copies of their certificates and documentation of courses.

As for experiential learning, applicants must be careful to match their experience to the stated MQF competencies (refer to Section 4: Description of Learner's Competencies). Applicants also need to select relevant supporting evidence and link it to their reflective description. This may include documentary evidence, statements/testimonies from employers/clients/colleagues (refer **Appendix 4**). However, applicants should be selective in choosing clear and concise evidence which have direct relevance to the learning acquired.

Portfolio will help assessors to visualise and evaluate competences acquired by the learners either in informal or non-formal learning that have been stipulated in Section 4: Description of Learner's Competencies.

ii. APEL.A Assessment for Bachelor’s Degree, Diploma and Certificate Levels

a. Portfolio Assessment

Applicant’s Portfolio (either in Bahasa Malaysia or English) will be forwarded to APEL.A committee for approval. Applicant will receive the decision within 20 working days of submitting the completed portfolio. If the committee is uncertain with the evidence presented in the portfolio, hence other form of assessments shall be carried out. This could be in the form of interview, presentation, demonstration, etc. The weightage of this Portfolio assessment is 70% of the total APEL.A assessment for Bachelor’s degree level. Portfolio submission for Certificate and Diploma levels are compulsory for verification purposes, however, it doesn’t carry any assessment weightage.

b. Aptitude Test

In addition to the portfolio submitted, Aptitude Test which is a formal examination will be conducted, which carries 30% of the total APEL.A assessment for Bachelor’s degree level and 100% for Certificate and Diploma levels. The purpose of the Aptitude Test, as part of the APEL.A assessment is to cater for numerical literacy, languages and general knowledge / critical thinking abilities of the candidate. The structure of the Aptitude Test is as shown in the following table:

Section	Test Content
Numerical Literacy	<ul style="list-style-type: none">• Basic numeracy• Basic algebra• Problem-solving
English Literacy	<ul style="list-style-type: none">• Reading & comprehension - Vocabulary• Grammar & tenses - Error correction• Spelling
Bahasa Malaysia Literacy ¹	<ul style="list-style-type: none">• Reading & comprehension - Vocabulary• Grammar & tenses - Error correction• Spelling
General Knowledge ² /	<ul style="list-style-type: none">• Logical reasoning

¹ Bahasa Malaysia section is omitted from the APEL.A assessment instrument for expatriates and their family members. The number of questions omitted is replaced in English Literacy section.

² General Knowledge questions are to be revised to be in global context.

Section	Test Content
Critical Thinking	<ul style="list-style-type: none"> • Classification skills • Pattern recognition

Learners are required to sit for the Aptitude Test on the time, date and place which will be informed by the MQA or the chosen PPA during the application.

iii. APEL.A Assessment for Master's Degree Level (programme by Coursework and Mixed Mode)

An Aptitude Test is a formal examination in which the applicant must pass. It is the first assessment and has a weightage of 40% of the total APEL.A assessment for Master's degree level.

The purpose of the Aptitude Test is to assess the knowledge and competencies of the applicant in the aspects of numerical literacy, languages and general knowledge / critical thinking. The following table provides an overview of the content and structure of the Aptitude Test with an estimated duration of 2 hours and 30 minutes:

Section	Test Content	DESCRIPTION OF QUESTION
Numerical Literacy	<ul style="list-style-type: none"> • Basic mathematics • Basic algebra • Problem-solving 	Part A : 25 Objective questions Part B : 1 Structured question
English Literacy	<ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors 	Part A : 12 Objective questions Part B : 1 Structured question
Bahasa Malaysia Literacy ³	<ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors 	Part A : 13 Objective questions Part B : 1 Structured question

³ Bahasa Malaysia section is omitted from the APEL.A assessment instrument for expatriates and their family members. The number of questions omitted is replaced in English Literacy section.

Section	Test Content	DESCRIPTION OF QUESTION
General Knowledge ⁴ / Critical Thinking	<ul style="list-style-type: none"> • Logical reasoning • Classification skills • Pattern recognition 	Part A : 25 Objective questions Part B : 2 Structured questions

After passing the Aptitude Test, the applicant can proceed with the preparation of 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. Applicants are required to present their portfolio to a panel of assessors for the applicant to explain the acquired learning in greater detail, which will be conducted in the form of an interview and carries 10% of total assessment weightage.

Applicants will be contacted by MQA to set the date of the portfolio presentation. The portfolio assessment process is expected to be completed within 30 working days from the date of submission.

POST-ASSESSMENT

i. APEL Assessment Results

An official notification letter to inform the results will be issued to the applicant by MQA or PPA. Applicants who have passed the APEL.A assessment will be awarded the APEL certification by MQA, which can be used to apply for admission into any of the HEPs in Malaysia.

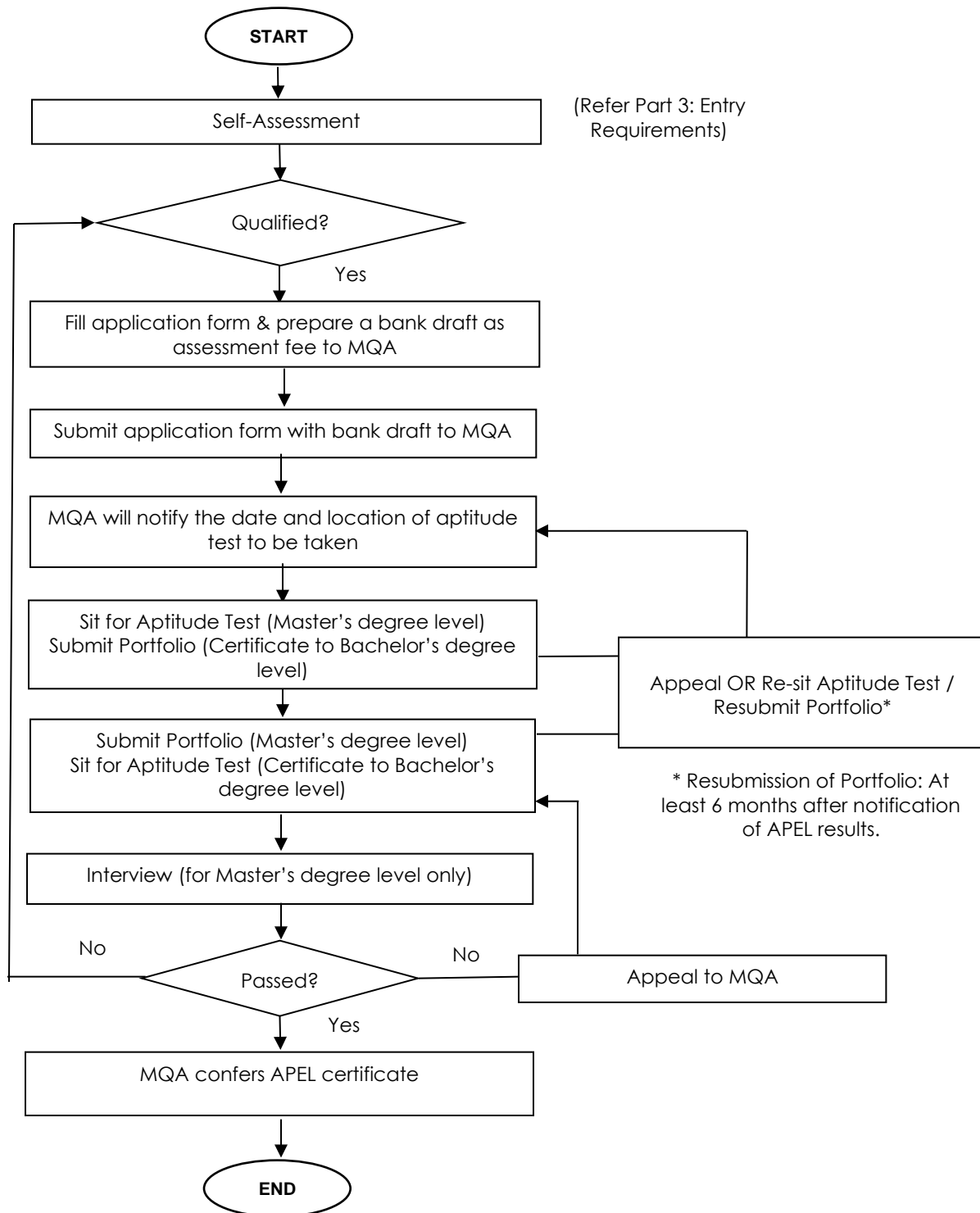
ii. Appeal of APEL Result

Applicants who have failed the Aptitude Test may appeal for a review of the results or apply for a re-sitting.

Applicants who have failed the portfolio assessment may resubmit the portfolio for another assessment. However, this re-submission can only be made at least 6 months after the date of notification of APEL.A result. Fees will be charged for appeals.

⁴ General Knowledge questions are to be revised to be in global context.

APEL.A CERTIFICATION PROCESS





**APPLICATION FORM / REGISTRATION FORM
ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING FOR ACCESS, APEL.A**

FULL NAME (AS IN IC / PASSPORT)			
CORRESPONDENCE ADDRESS			
IC / PASSPORT NUMBER			
DATE OF BIRTH			
GENDER	MALE / FEMALE		
CONTACT NUMBERS	HOME:	OFFICE:	MOBILE:
	FAX:	EMAIL:	
LEVEL AND FIELD OF STUDY APPLIED:	CERTIFICATE	DIPLOMA	BACHELOR
	MASTER	FIELD OF STUDY:	
HIGHEST LEVEL OF ACADEMIC QUALIFICATION	STPM/HSC/A-LEVEL/DIPLOMA/EQUIVALENT (ENCLOSE A CERTIFIED COPY OF THE QUALIFICATION)		

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

<p>This application is subject to the following conditions:</p>	<p>For Office Use</p>
<p>a. Non-refundable application fee of RM is submitted in the form of a bank draft made payable to the Agensi Kelayakan Malaysia. Please write your name on the reverse side of the bank draft. Please do not send cash.</p> <p>b. The applicant gives permission to the Management of Malaysian Qualifications Agency (MQA) to make references to and use the information or data in this application as may be deemed necessary.</p> <p>c. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified translation in full.</p> <p>d. Applicant will be subjected to an aptitude test, submission of portfolio and interview.</p>	<p>Processed by:</p> <p>Reference number:</p> <p>Date:</p>

APEL.A PORTFOLIO EVALUATION FORM

Recent photo

PART 1: PERSONAL DETAILS

FULL NAME						
IC / PASSPORT NUMBER						
INTENDED FIELD OF STUDY						
INTENDED PROGRAMME						
LEVEL OF STUDY	<input type="checkbox"/> Certificate	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master		
REFERENCE NUMBER	(for MQA use only)					

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

a) FORMAL LEARNING

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

NO.	ACADEMIC QUALIFICATION	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCIES (Please tick ✓) (Please refer Appendix 5 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (Please refer Appendix 4 for 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 which takes place continuously through life and work experiences (sometimes known as experiential learning). 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 Appendix 5 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (Please refer Appendix 4 for 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/ recreation/ social/ community service/ training given/ consultancy services or other activities which might be relevant to the competencies.	YEAR	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer Appendix 5 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 4 for 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 be assessed but does not normally lead to formal certification.

NO.	NAME/TITLE OF TRAINING OR COURSE	ORGANISER /LOCATION	DATE	LENGTH (Hours/ Days/ Month)	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer Appendix 5 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 4 for examples of evidence)
					1	2	3	4	5	6	7	8	
1.													
2.													
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.																	

REFEREES (Family members and relatives cannot serve as referees)

NAME		
POSITION		
ORGANISATION		
PHONE NUMBER	OFFICE: <i>(Compulsory)</i>	MOBILE:
EMAIL ADDRESS		
RELATIONSHIP		

NAME		
POSITION		
ORGANISATION		
PHONE NUMBER	OFFICE: <i>(Compulsory)</i>	MOBILE:
EMAIL ADDRESS		
RELATIONSHIP		

PART 4: SELF DECLARATION

I hereby declare that all of 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:

This application is subject to Terms and Conditions stated below

- a. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified full translation.
- b. The Malaysian Qualifications Agency (MQA) is authorised by the applicant, to make references to and use the information or data in this application as may be deemed necessary.
- c. The certification applied for is designed to meet requirements set by the MQA. Admission to the Academic Programme applied for, using this APEL Certificate is subject to the Academic Regulations approved by the University/ College.
- d. Non-refundable application fee of **RM** is submitted. **Do not send cash.**

CHECK LIST			<i>For Office Use</i>
	Yes	No	Acknowledgment
Photocopy IC	<input type="checkbox"/>	<input type="checkbox"/>	
Application Fee (Banker's Cheque/Draft No.....)	<input type="checkbox"/>	<input type="checkbox"/>	
1 recent passport size photographs	<input type="checkbox"/>	<input type="checkbox"/>	
Certified Certificates/Documents	<input type="checkbox"/>	<input type="checkbox"/>	
1 copy of application	<input type="checkbox"/>	<input type="checkbox"/>	
			Date

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 - Work of arts 	<p>E-mail</p> <p>You can provide copies of email communications which verify 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 agreement - 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 work 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 	

List of competencies on what I have learnt based on Learning Outcomes stipulated in the Malaysian Qualifications Framework 2nd edition:

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.

RECORD OF DOCUMENT AMENDMENT												
No.	Date	Notes of Amendment	Page									
1	06/07/2021	Change of document name from 'APEL.A Learner's Handbook (Certificate, Diploma, Bachelor's and Master's Levels)' to 'APEL.A Learner's Handbook (Certificate, Diploma, Bachelor's Degree and Master's Degree)'.	Title page and verso page									
2		Standardisation of the following terms, i.e., 'Bachelor's and Master's level' to 'Bachelor's degree and Master's degree level'.	Throughout the document									
3		<p>Correction of typographical error on evaluation weight/percentage for Aptitude Test and Portfolio components for Certificate and Diploma levels.</p> <table border="1"> <thead> <tr> <th></th> <th>Original</th> <th>Amendment</th> </tr> </thead> <tbody> <tr> <td>Aptitude Test</td> <td>70%</td> <td>100%</td> </tr> <tr> <td>Portfolio</td> <td>30%</td> <td>-</td> </tr> </tbody> </table>		Original	Amendment	Aptitude Test	70%	100%	Portfolio	30%	-	11
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4	12/07/2021	<p>Correction of typographical error on evaluation weight/percentage for Aptitude Test and Portfolio components for Bachelor's level.</p> <table border="1"> <thead> <tr> <th></th> <th>Original</th> <th>Amendment</th> </tr> </thead> <tbody> <tr> <td>Aptitude Test</td> <td>70%</td> <td>30%</td> </tr> <tr> <td>Portfolio</td> <td>30%</td> <td>70%</td> </tr> </tbody> </table>		Original	Amendment	Aptitude Test	70%	30%	Portfolio	30%	70%	11
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