



APEL.A HANDBOOK FOR LEVEL T-6

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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 an aptitude test and a portfolio that an applicant must pass in order to receive an APEL certificate.

c. APEL Certification Process

An indication of an applicant's capabilities and willingness to pursue a specific program.

d. Aptitude Test

A formal exam which the applicant must pass.

e. Course

A component of a programme. The terms course and module or unit are used interchangeably.

f. Formal Learning

Intentional learning/study program provided in an organized and structured setting (pre-school, primary school, secondary school, technical college, and university) that may lead to formal recognition/a recognized certification.

g. Higher Education Provider (HEP)

A corporate, organizational, or another person (s) body that conducts higher education or training programs resulting in the award of higher education qualifications.

h. Informal Learning

Continuous learning occurs as a result of life and work experiences (sometimes known as experiential learning).

i. Malaysian Qualifications Framework (MQF)

An instrument for categorizing credentials based on a set of criteria that has been authorized at the national level and has been benchmarked against worldwide best practices.

j. Master's Degree

A MQF-recognized degree that allows for the advancement of knowledge, skills, and abilities gained at the Bachelor's degree level.

k. Non-formal Learning

Learning that occurs in addition to traditional education and training systems. It may be evaluated, but it does not usually result in formal certification.

l. Open Entry

Open entry refers to entrance criteria that apply to individuals who have learning experiences that may be examined and matched against the usual entry requirements for a program of study.

m. Open Learning

Open learning refers to initiatives that focus on increasing access to education and training provision, releasing learners from time and location limitations, and providing flexible learning possibilities to individuals and groups of learners.

n. Programme

A collection of courses designed for a specific time and learning volume to attain the stated learning goals, which generally results in the granting of certification.

o. Portfolio

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

1. INTRODUCTION TO APEL

This handbook is written to help APEL.A applicants at Multimedia University understand the processes and requirements involved in APEL.A application. The handbook is based on *Buku Panduan APEL.A* published by the Malaysian Qualifications Agency (MQA).

The MQA, through the MQA Act 2007 (Act 679) has an ongoing commitment to assisting individuals in utilising their prior learning as much as possible. The Accreditation of Prior Experiential Learning (APEL) enables learning that has taken place through various types of experiences throughout life that are not formally certified to be recognised. This process is called (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 the transition between informal and formal learning. In other words, the learners can base their application on any combination of formal, non-formal, or informal learning.

The APEL in Malaysia is underpinned by the following core principles:

- prior experiential learning should be recognised regardless of how and where it was acquired, provided that the learning is relevant to the learning or competency outcomes;
- assessment should be evidence-based, equitable, unbiased, fair, flexible, valid, and reliable; Assessment should be undertaken by experts/practitioners in the subject content or skills area, policies, and procedures;
- assessment methods should accommodate the literacy levels and experiences of students, hence providing ways for students to demonstrate the required outcomes;
- the decision should be accountable, transparent, and subject to appeal and review;
- information and support services should be actively promoted, easy to understand and recognise the diversity of learners; and
- quality assurance mechanisms should be clear and transparent to ensure confidence in the decisions.

2. SCOPE OF APEL

APEL.A was an avenue initially provided to Malaysian adults who wanted to be recognised for their prior learning. The APEL.A certification indicates your competencies and readiness to pursue a certain program. The credential, however, does not ensure admission to a Higher Education Provider (HEP). You are still subjected to the HEP's procedures and additional requirements (if there is any).

APEL.A certification can only be used to help you to further your studies in the field of your choice, which should be relevant to your prior knowledge. It does not correspond to the knowledge and competencies of a specific academic degree program at the MQF level. The certification cannot be used to obtain employment.

3. ENTRY REQUIREMENTS FOR LEVEL OF STUDY

For program at Bachelor's level, you must fulfil the following requirements:

- ❖ 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.

4. DESCRIPTION OF LEARNER'S COMPETENCIES

The MQF competency descriptors will be utilized to evaluate your abilities. As a result, you as APEL applicants, are subjected to relevant APEL examinations administered by the MQA to guarantee that you possess the competencies listed below:

- Knowledge and understanding
- Cognitive skills
- Functional work skills with a focus on:

- a. Practical skills
- b. Interpersonal and communication skills
- c. Digital and numeracy skills
- d. Leadership, autonomy, and responsibility
- Personal and entrepreneurial skills
- Ethics and professionalism

The following describes all the competencies:

I. Knowledge and understanding

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

It can refer to a subject, a field of study, or a discipline, as well as technical and occupational or workplace knowledge and expertise. It begins with fundamental general knowledge and progresses to varied, broader, specialized, and advanced knowledge, such as those relating to sustainable practices, rules and regulations, health and safety, and other topics relevant to Technical and Vocational Education and Training (TVET) and even professional programs.

The scope of knowledge should cover common everyday knowledge within the learners' context. This can also be obtained through formal, informal, and non-formal learning situations and experiences. Knowledge and experiences can help you to develop personal values and ethics. Information and understanding may allow you to relate your prior knowledge in the process of learning and/or work, as well as expand to relevant topics. All other competencies are applied based on regular knowledge.

II. Cognitive skills

Cognitive abilities refer to the ability to think or intellectual capacities, as well as the ability to apply knowledge and skills. Understanding, critical/creative thinking, assessing, and applying, analysing, problem-solving, and synthesising to produce new ideas, solutions, strategies, or practices are all stages in the development of intellectual skills. These mental capabilities include

the ability to search for and comprehend new information from various fields of knowledge and practices.

III. Functional work skills

a. Practical skills

In general, these are work skills and operational skills that you may apply in a common employment environment, such as planning; organisational skills; selection of tools, materials, technology methods, and procedures, whereas, in a study context, it may include you the study skills and preparations, undertaking procedures, scientific skills, designs, research, and so on. It also contains specialised abilities defined by a certain subject, discipline, technical or occupation-related work skills, and professional practice that improves professional competence. It should also incorporate methods that are safe and long-lasting.

b. Interpersonal and communication skills

Interpersonal skills including, among other things, interactive communications; connections, and collaborative abilities in managing relationships in teams or within organizations; networking with individuals from diverse cultures; and social skills/etiquette.

Your ability to communicate/convey information/ideas/reports cogently and professionally in an appropriate language is referred to as communication skills. Communication must be successful and acceptable, in a variety of mediums, to a diverse audience, and in a variety of situations. You are encouraged to be able to communicate in more than one language that might be relevant for your future.

c. Digital and numeracy skills

Your capacity to use information/digital technology to help jobs and studies is referred to as digital skills in general. These skills including gathering and storing information, processing data, using applications for problem-solving and communication, and applying digital talents ethically.

These are the quantitative skills that demand you as learners to acquire ever-increasing levels of numerical ability. It is recognized as a crucial living talent that is applicable in school, employment, and daily life. It could incorporate basic mathematics, symbols related to statistical procedures, and so on.

d. Leadership, autonomy, and responsibility

This skill set refers to your ability to build relationships and work with teams made up of your peers or in managerial capacities with varying degrees of autonomy to make decisions or set goals at organizational/unit/team levels; for you to take responsibilities and provide accountability; for you to be confident, knowledgeable, articulate, honest, professional, concerned, resilient, and a team player.

IV. Personal and entrepreneurial skills

Personal skills are life skills that you are required to apply on a regular basis. They are typically demonstrated by a passion for independent learning, intellectual and self-development; confidence, self-control, social skills, and good etiquette; and a commitment to professionalism in the workplace. It also involves your ability to prepare for future job progression or education.

Character traits that can be seen through you such as honesty, punctuality, time management, and following to and sustaining deadlines that are vital in the workplace are also important personal qualities.

Entrepreneurial abilities require essential knowledge, skills, and competence in important areas of a business. Creativity, grit, and desire will be important for your personal attributes. Your desire to be an entrepreneur is defined as a collection of your personal abilities, but it also involves the development of your appropriate knowledge, cognitive, and functional skills.

V. Ethics and professionalism

Personal, organizational, societal/cultural, and global ethics and values are significant because they can help you in guiding personal actions and relationships at work and in the community at

large. In the exercise of professional skills and responsibilities, awareness/understanding and respect for ethical, social, and cultural differences and issues are essential: integrity, professional conduct (professionalism), and standards of conduct such as upholding regulations, laws, and codes of good practices or codes of professional conduct. These are particularly important when interacting with other people from diverse cultures.

5. APEL.A CERTIFICATION AND APPLICATION PROCESS

APEL.A certification determines your eligibility to apply for admission to any HEPs for a Master's level by coursework and mixed-mode, bachelor's, diploma, or certificate program. Given that APEL.A evaluation can take up to two (2) to four (4) months, you are advised to apply for APEL.A certification at least six (6) months before the date of acceptance into the preferred HEP. With an APEL certification, you are eligible to apply for admission to any HEP.

APEL.A certification process is as illustrated in **Appendix 1** and explained below:

Application Process

An APEL assessment may take between 2-4 months given some of the evaluation processes or components that the applicant has to go through (aptitude tests, portfolios and interviews). Therefore, you are encouraged to apply for the APEL certification much earlier than the date of admission to higher learning institutions.

The APEL.A application process begins with Self-Assessment. You should check your eligibility by referring to the basic qualification requirements as stated in the student handbook and MMU website and ensure that these conditions are met. You should also consider that the application of APEL.A is a distinctive process that will require the use of skills such as time management and self-motivation. If eligible, proceed by registering at the MQA link and subsequently selecting MMU as the APEL Assessment Centre for the Aptitude Test. You are then required to register on the MMU website after receiving a confirmation email from MQA.

The qualification screening meeting will be held by the APEL Unit of MMU after receiving the applicant's notification email from MQA. Unsuccessful applicants will be notified via

email. Eligible applicants will provide payment of the APEL assessment fee to MMU. APEL.A application fee structure for T-6 is scheduled as follows:

Subject	Assessment Type	Assessment Fee (Malaysian Citizen)	Assessment Fee (Non-Malaysian Citizen)
APEL.A applicant's application fee	Aptitude Test	RM155.00	USD500.00
	Portfolio	RM80.00	
	Assessment Material Management	RM15.00	
	Total	RM250.00	USD500.00

Next, you will be informed to sit for the Aptitude Test either at the Melaka or Cyberjaya campus (depending on your location). The Aptitude Test may also be conducted online. The test results will be notified by email within seven days from the date the test is taken. If you pass, you will be notified to begin portfolio preparation. If you fail, you can apply to sit for the Aptitude Test again. Additional fees will apply. You are advised to take self-training or preparatory courses in order to be able to perform better.

Portfolio preparation will begin as soon as you passed the Aptitude Test. The Portfolio needs to be submitted 4 weeks after passing the Aptitude Test. Portfolio submissions must be made in both hardcopy and softcopy versions. The APEL MMU unit will inform the panel of evaluators to evaluate the portfolio within 2 weeks. Once passed, you will be notified within one month from the last date of Portfolio evaluation. During this period, coordination meetings and score review will be held. In case you fail, you can apply for re-submission of Portfolio to the MMU APEL Unit. The portfolio can be resubmitted after a period of 6 months. The MMU APEL unit will send verified APEL.A results to MQA who will issue the APEL.A certificate to the you. Certificate issuance fee will be charged as scheduled below:

No.	Subject	Fee (Malaysian Citizen)	Fee (Non-Malaysian Citizen)
1.	Certificate issuance charges	RM20.00	USD40.00
2.	Replacement certificate charges	RM50.00	USD100.00
3.	Certificate delivery charges*	RM15.00	USD30.00

PRE-ASSESSMENT

I. Self-Assessment

When considering whether or not to pursue APEL, you should keep in mind that it is a highly customised process that will include the use of skills such as self-motivation, reflection, and time management. You must first ensure that you have met the Ministry of Education's minimum entry requirements (see page 5).

II. Application Process

The registration and application processes for APEL.A assessment begin at MQA and are then directed to the selected APEL.A Assessment Centre (*Pusat Penilaian APEL(PPA)*). The fee should be made payable to the respective PPA. The APEL.A registration form at MMU is attached as **Appendix 2**.

ASSESSMENT

I. APEL.A Assessment for Bachelor's Degree Level

a. Aptitude Test

The first component of the APEL.A assessment is the Aptitude Test. The Aptitude Test accounts for 30% of the total APEL.A assessment for the Bachelor's degree level. The

Aptitude Test assesses your numerical literacy, languages, and general knowledge / critical thinking ability. It is structured as stated in the table below:

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	<ul style="list-style-type: none"> • Reading & comprehension - Vocabulary • Grammar & tenses - Error correction • Spelling
General Knowledge/Critical Thinking	<ul style="list-style-type: none"> • Logic reasoning • Classification skills • Pattern Recognition

You are required to sit for the Aptitude Test on the time, date and place as notified by Multimedia University.

b. Portfolio Assessment

Portfolio will help assessors to visualise and evaluate competences that you have acquired either in informal or non-formal learning. In order to obtain recognition of your prior learning, you need to disclose all formal, informal and nonformal learning in the form of a Portfolio as shown in **Appendix 3**. Your claim may include certificated learning and experiential learning. Attach certified copies of your certificates and documentation of courses as evidence of certificated learning. As for experiential learning, you need to match your experience carefully to the stated MQF competencies (refer to Section 4, page 5). Select relevant supporting evidence and link it to your reflective description. This may include documentary evidence and statements or testimonies from employers, clients and colleagues (refer to **Appendix 4**).

Ensure that you are selective in choosing clear and concise evidence which have direct relevance to the learning acquired.

Your portfolio will be forwarded to the panel of assessors for assessment. After submitting the full portfolio, you will receive a decision within 20 working days. If the panel is unsure about the evidence that you have offered in the portfolio, different types of assessments will be conducted. This could be in the form of an interview, a presentation, a demonstration, or others as determined by the panel of assessors. Your portfolio evaluation is worth 70% of the total APEL.A assessment for the Bachelor's degree level. Please refer to the **Portfolio Guidelines for Level T6** for more details.

POST-ASSESSMENT

I. APEL Assessment Results

MQA will inform you of the results of your assessment. If you are successful, you will be awarded the APEL.A certificate by the MQA, which you can use to apply for admission to any Bachelor's degree program at any HEP.

II. Aptitude Test Re-Sit

Should you fail the Aptitude Test, you may apply for a re-sit with an additional fee. You are encouraged to engage in a preparation course or self-study/practice in order to perform better in the test. If you fail the portfolio, similarly, you may also appeal to re-submit your portfolio with an additional fee. This re-submission, however, must be done at least 6 months after the date of notification of the APEL.A results.

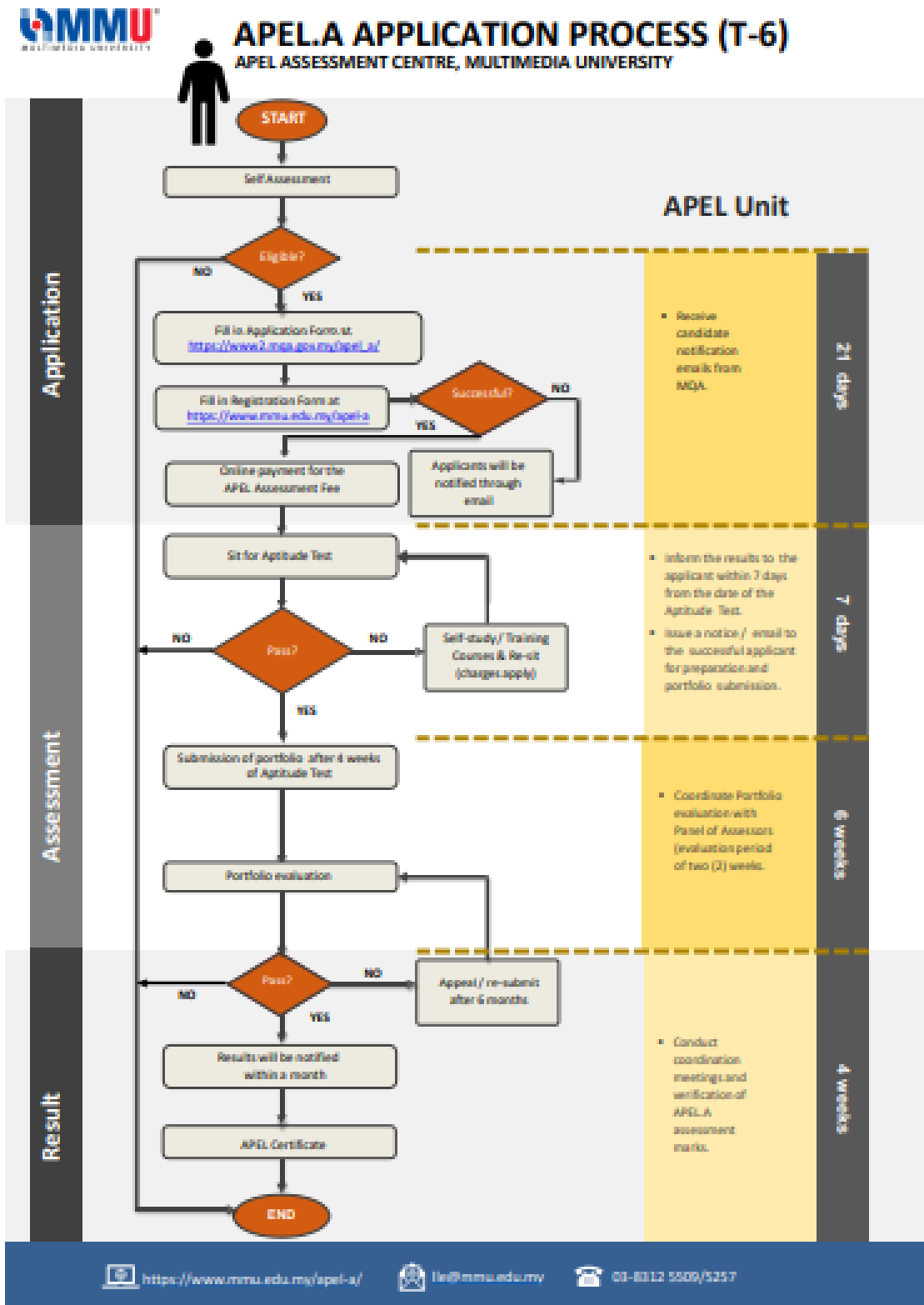
For enquiries, contact us at:

Lifelong Education Department,
Centre for Lifelong Education and Learning Innovation (LEARN).
Multimedia University.

Tel: 03-8312 5509

Email: lle@mmu.edu.my

APEL.A APPLICATION PROCESS CHART



APEL.A REGISTRATION FORM



APEL.A REGISTRATION FORM

Instruction:

1. Each applicant must first complete the APEL.A - MQA Application Form on the APEL MQA Portal at the following link: https://www2.mqa.gov.my/apel_a/ and choose Multimedia University (MMU) as the APEL Assessment Centre (PPA)
2. The applicant must also complete the APEL.A Registration Form below for record and further action by the APEL Unit at MMU

Full Name (as in IC/Passport)			
Nationality	Malaysian		
	Non-Malaysian		
NRIC / Pasport no.			
Date of Birth			
Gender	Male		Female
Correspondence Address			
Permanent/ Home/ Parent's Address <i>(Please provide if different from above)</i>			
Contact Number	Home		
	Office		
	Mobile		

Email	
Highest Qualification	
Do you intend to pursue your tertiary study in Multimedia University?	Yes
	No (but i would like to undertake my APEL Assessment at MMU)
Field of intended study	Business, Management and Administration
	Creative Multimedia
	Cinematic Arts
	Engineering & Technology
	Information Science & Technology
	Law
	Communication
Level of Intended Study	Bachelor (MQF Level 6)
	Master (MQF Level 7)
APEL.A Certificate	Self-Pick-Up at MMU Cyberjaya/ Melaka
	Send by Post (Postage = RM15)

- I acknowledge all information provided is correct and I have read and fulfilled all the requirements set by the Ministry of Education

Signature :

Name :

Date



APEL PORTFOLIO T-6

Recent photo

PART 1 : PERSONAL DETAILS

FULL NAME			
IC / PASSPORT NUMBER			
INTENDED FIELD OF STUDY			
INTENDED PROGRAMME			
LEVEL OF STUDY	Bachelor		Master
REFERENCE NUMBER	(for MMU 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 to Appendix 5 for a list of skills on what I have learned)								EVIDENCE OF LEARNING* (Please refer to Appendix 4 for examples of evidence)
				1	2	3	4	5	6	7	8	
1.												
2.												
3.												
4.												
5.												

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 to Appendix 5 for a list of skills on what I have learned)								EVIDENCE OF LEARNING* (Please refer to Appendix 4 for examples of evidence)
			FROM	TO		1	2	3	4	5	6	7	8	
1.														
2.														
3.														
4.														

*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 to Appendix 5 for a list of skills on what I have learned)								EVIDENCE OF LEARNING* (if any) (Please refer to 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 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 to Appendix 5 for a list of skills on what I have learned)								EVIDENCE OF LEARNING* (If any) (Please refer to Appendix 4 for examples of evidence)
					1	2	3	4	5	6	7	8	
1.													
2.													
3.													
4.													
5.													
6.													

*Note: All evidence must be properly labelled

d) LANGUAGE COMPETENCY

LANGUAGE		LEVEL OF COMPETENCE (Please tick ✓)															
		1: POOR; 2: AVERAGE; 3: GOOD; 4: EXCELLENT															
		LISTENING				READING				SPEAKING				WRITING			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.																	
2.																	
3.																	

e) SELF ASSESSMENT/REFLECTION (Compulsory)

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

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

REFEREES (Family members and relatives cannot serve as referees)

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

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 that 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 learned based on Learning Outcomes stipulated in the Malaysian Qualifications Framework 2nd edition:

1. Knowledge and understanding
2. Cognitive 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