

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

HANDBOOK FOR LEARNERS

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1. Introduction of APEL

Generally, the APEL is defined as 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. The APEL process involves the assessment of experiential learning, including those which have 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 experience. APEL at Universiti Tun Abdul Razak (UNIRAZAK) provides an opportunity for adult learners to gain recognition and earn academic credits for their prior learning. The prior experiential learning includes relevant knowledge, skills and attitudes gained through training, family, life and work experiences, self-study and hobbies etc. In a nutshell, the APEL encapsulates the range of activities and approaches used formally to acknowledge and establish publicly that some reasonable and significant element of learning has taken place.

APEL definition in MQA Document: Guidelines to Good Practices (GGP): Accreditation of Prior Experiential Learning: APEL is defined as 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. APEL process generally involves the assessment of experiential learning, including those which have not previously been assessed or credit rated.

There are four types of APEL

- APEL.A - Accreditation of Prior Experiential Learning for Access
- APEL.C - Accreditation of Prior Experiential Learning for Credit Award
- APEL.M - Accreditation of Prior Experiential Learning for Micro-credentials
- APEL.Q - Accreditation of Prior Experiential Learning for Qualification Award

2. Definition of APEL.A

Accreditation of Prior Experiential Learning for Access or known as APEL.A is used to assess prior experiential learning for admission to university programmes.

3. When can APEL.A be used?

Learners who wish to enrol their studies in a chosen program at Universiti Tun Abdul Razak (UNIRAZAK) but lacking the minimum academic requirement as stipulated in normal entry requirements may apply for entry using APEL assessment process for program at undergraduate and postgraduate level.

4. APEL.A policy

The policies related to the APEL.A are as follows

- a. APEL.A is applicable to local and international applicants who do not meet the regular entry requirements imposed by academic programmes at any MQF level.
- b. Applicants applying for entry via the APEL.A must meet the minimum age requirements stipulated for the various levels of qualifications.
- c. Applicants must fulfil the minimum formal qualifications stipulated, for the Master's Level
- d. Applicants applying for entry via the APEL.A must have prior experiential learning.

5. UNIRAZAK APEL & Micro-Credential Centre (URAMC)

UNIRAZAK APEL & Micro – Credential Centre (URAMC) is established to cater to UNIRAZAK's education initiatives relating to prior learning recognition. It focuses specifically on the quality of assessment, process and services relating to Prior Experiential Learning (APEL) at UNIRAZAK. The role is to provide recognition and accreditation to adult learning. This includes facilitating admission through experiential learning.

5.1 Objectives of Establishment

- Provide an 'alternative' entry method to those with no formal qualification to further their education to a higher level.
- Encourages an individual to continuously enhance their knowledge which can lead to a respective certification of qualification. This will provide opportunity to the individuals to obtain better jobs.
- Ensure the APEL evaluation process is based on established guidelines, standards and procedures.

5.2 Function of URAMC

- A "One stop Centre" for APEL application and evaluation for those who intend to pursue their study into Diploma programme (T4), Bachelor's Degree programme (T6), and Master's Degree programme (T7).
- Provide feedback and guidance regarding the application process, certification and admission based on APEL's established conditions.
- Manage the process of accepting applications and providing feedback on the assessment date and APEL assessment results.
- Appoint Portfolio Assessors and Interview Panels.

6. APEL.A Admission Criteria

All applicants are required to successfully complete the APEL.A or APEL.M assessments conducted by the APEL Assessment Centres (*Pusat Penilaian APEL, PPA*). Applicants can apply for admission into a programme of study offered by any HEP in Malaysia based on the relevant MQF level of the APEL.A certification. Eligibility to apply for admission into a programme of study using the APEL.A does not guarantee admission to the programme of study. In addition, for professional programmes, the entry requirements must abide by the requirements set by the respective professional bodies.

Applicants must comply with the admission criteria stipulated below for entry via the APEL.A.

6.1 Admission criteria through APEL.A for various levels of MQF qualifications

a. Programme at MQF Level 7

[Master (by Coursework, Mixed Mode and Fully Research-based), Postgraduate Diploma and Postgraduate Certificate]

- i. At least 30 years of age in the year of application.
- ii. Possess at least an STPM/Diploma/equivalent qualification** (or those with higher qualifications, e.g., Advanced Diploma, Graduate Certificate, Graduate Diploma);
- iii. Possess relevant work experience.
- iv. Pass the APEL.A assessment for Master's level.

***For International Qualifications Equivalency, learners may refer to the document entitled "The List of Entry Qualifications for International Student" on the MQA website [List of Entry Qualifications for International Student](#)*

b. Programme at MQF Level 6

(Bachelor, Graduate Diploma and Graduate Certificate)

- i. At least 21 years of age in the year of application.
- ii. Possess relevant work experience.
- iii. Pass the APEL.A assessment for Bachelor's degree level.

c. **Programme at MQF Level 4**
(Diploma)

- i. At least 20 years of age in the year of application.
- ii. Possess relevant work experience.
- iii. Pass the APEL.A assessment for Diploma level.

Note: For the work experience condition, only applicants applying for programmes at the MQF Level 8 will be required to have at least a minimum of five (5) years' work experience. A minimum of five (5) years' work experience must be acquired after the completion of the Bachelor's degree programme. For the rest of the MQF Levels, the number of years of work experience is not stipulated and may vary.

7. APEL.A Assessment

Instruments	T4 (Diploma)	T6 (Bachelor's Degree)	T7 (Master' Degree)	
			Course work / Mixed Mode	Fully Research- Based
Aptitude Test	100%	30%	40%	
Portfolio	/	70%	40%	50%
Research Intent and Presentation				30%
Interview			20%	20%

Table 1: Assessment weightage in UNIRAZAK based on MQF levels of qualifications.

7.1 Aptitude Test

Aptitude test is an assessment used to evaluate applicants' readiness to study at a higher education institution.

The components of the aptitude test include:

- i. Bahasa Malaysia Language
- ii. English Language
- iii. Numerical Literacy
- iv. General Knowledge, Critical Thinking and Digital Literacy.

Applicants need to take the aptitude test (online via a proctored exam platform) at the time and date that has been specified. Applicants will receive the exam link via email.

For international applicants:

- The Malay Language component will not be tested. The number of questions removed from the Malay Language component will be added to the English Language component.
- In the General Knowledge section, the current issues part will focus on topics from a global context.

The minimum passing score for the aptitude test is 50%.

7.2 Portfolio

A portfolio is an official document that contains a compilation of evidence documenting a student's experiential learning from time to time.

The learning can be in the form of formal, informal, or non-formal learning. Students create a portfolio to demonstrate that the acquired learning is relevant and specific to the five learning outcomes groups stated in MQF (Malaysian Qualifications Framework).

To validate each form of learning that is stated and acquired, students must provide either direct or indirect evidence (for example, appointment letters and statements from employers/clients/colleagues. However, it is essential for students to choose appropriate evidence to present, focusing on clear and concise examples that are directly relevant to the knowledge they have gained.

Students must collect and present all formal, informal, and non-formal learning evidence as indicated in the Portfolio Form. In the Portfolio Form, students must match their prior learning with the specific MQF competencies as outlined in the Student Competencies. APEL.A Portfolio Template Form Template is shown in **Appendix 2**.

Interview

(For coursework, mixed mode and fully research-based programmes)

Upon successful completion of the Portfolio assessment, applicants will undertake an interview assessment. This is a structured oral interview-based assessment to assess the applicant's skills and knowledge/competencies to undertake tertiary studies. The interview assessment contributes to 20% of the total APEL.A assessment for all three modes (i.e., coursework, mixed mode and fully research-based) of postgraduate studies at MQF level 7.

7.3 Research Intent and Presentations

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

This assessment mode contributes to 30% of the total APEL.A assessment for fully research based programmes, where applicants will be evaluated on their readiness and preparedness to undertake such programmes by providing details and information related to the areas/disciplines of the research. Applicants are required to submit a brief research intent outlining the information as indicated prior to the presentation/demonstration. For research related to applied sciences or where it requires laboratory skills, a demonstration of such skills during the presentation will be required at a venue determined by the APEL Assessment Centre (*Pusat Penilaian APEL, PPA*).

Assessment for Diploma Level

a) Aptitude Test

Aptitude test is the only assessment for the Diploma. This is the only form of assessment to evaluate the applicant's prior learning, and this assessment contributes 100% of the total APEL.A assessment. The Aptitude Test will take two (2) hours. The following table provides an overview of the content and structure of the Aptitude Test for a diploma level:

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

Table 2: Aptitude test structure for Diploma level

b) Portfolio Assessment

You are required to submit the portfolio. However, the portfolio will not be assessed as it only serves as documentary evidence to support that you have acquired some form of prior experiential learning in the past.

Assessment for Bachelor's Degree Level

a) Aptitude Test

Aptitude Test is a form of assessment to evaluate the prior learning of the applicant and carries 30% of the total APEL.A assessment for the Bachelor's, levels of programmes of study. The Aptitude Test will take two (2) hours. The structure of the test is presented in Table 3.

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

Table 3: Aptitude test structure for Bachelor's Degree level

b) Portfolio Assessment

In addition to the Aptitude Test, you will be required to submit a portfolio (either in Bahasa Malaysia or English) which will be assessed by the appointed assessors in the APEL Assessment Centre (*Pusat Penilaian APEL, PPA*). If the assessors are uncertain about the authenticity, sufficiency or relevancy of the evidence presented in the portfolio, they may request to meet you for verification or

validation purposes in the form of an interview, presentation, demonstration, etc. The Portfolio assessment contributes to 70% of the total APEL.A assessment.

Assessment for Postgraduate Certificate, Postgraduate Diploma and Master's Degree Levels

a) Aptitude Test

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

The Aptitude Test carries 40% of the total APEL.A assessment for the Master's, Postgraduate Diploma and Postgraduate Certificate levels of programmes of study. The duration of the Aptitude Test is two hours and 30 minutes. The structure of the test is presented in Table 4.

Component	Test Content	Structure of Assessment
Bahasa Malaysia Language	<ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors 	Part A: 13 objective questions Part B : 1 Structured questions
English Language	<ul style="list-style-type: none"> • Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors 	Part A : 12 objective questions Part B : 1 Structured questions
Numerical Literacy (Mathematics)	<ul style="list-style-type: none"> • Basic mathematics / descriptive statistics • Basic algebra • Problem-solving 	Part A : 25 objective questions Part B : 1 Structured questions
General Knowledge, Critical Thinking and Digital Literacy	<ul style="list-style-type: none"> • General Knowledge: current issues, digital literacy and information sourcing • Critical thinking: logic reasoning, classification skills and pattern recognition 	Part A : 25 objective questions Part B : 2 Structured questions

Table 4: Aptitude test structure for Postgraduate Certificate, Postgraduate Diploma and Master's levels

b) Portfolio Assessment

(For coursework, mixed mode and fully research-based programmes)

In addition to the Aptitude Test, you will be required to submit a Portfolio (either in Bahasa Malaysia or English) which will be assessed by the appointed assessors in the APEL Assessment Centre (*Pusat Penilaian APEL, PPA*). If the assessors are uncertain about the authenticity, sufficiency or relevancy of the evidence presented in the portfolio, they may request to meet the applicant for verification or validation purposes. The Portfolio assessment contributes to 40% of the total APEL.A assessment for the coursework and mixed mode programmes, while in the case of fully research-based programmes, it constitutes 50% of the entire APEL.A assessment.

c) Interview Assessment

(For coursework, mixed mode and fully research-based programmes)

Upon successful completion of the Portfolio assessment, you will undertake an interview assessment. This is a structured oral interview-based assessment to assess your skills and knowledge/competencies to undertake tertiary studies. The interview assessment contributes to 20% of the total APEL.A assessment for all three modes (i.e., coursework, mixed mode and fully research-based) of postgraduate studies at MQF level 7.

d) Research Intent and Presentation

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

This assessment mode contributes to 30% of the total APEL.A assessment for fully research-based programmes, where applicants will be evaluated on their readiness and preparedness to undertake such programmes by providing details and information related to the areas/disciplines of the research. Applicants are required to submit a brief research intent outlining the information as indicated in Table 5 prior to the presentation/demonstration. For research related to applied sciences or where it requires laboratory skills, a demonstration of such skills during the presentation will be required at a venue.

No.	Items	Descriptions
1.	Institution identified to undertake the research	
2.	Potential supervisor consulted for the research studies (name and related information of the supervisor)	
3.	Title of research	
4.	Introduction / Research background a. Provide an introduction encompassing the context, establish the relevance of the proposal and provide a discussion of the important studies and theories or frameworks related to the research problem. b. In this section, also briefly provide the research scope, justification, and objectives of your research.	
5.	Research problem The research problem you will be focusing on and its significance in contribution to addressing an existing gap in the knowledge in the field/making a novel contribution to the said discipline.	
6.	Literature review Provide a critical summary of published research literature relevant to your topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic and may justify your future research into a previously overlooked or understudied area.	
7.	Research plan/methodology Outline the following in brief: a. Methods that you will use to gather your information. b. Theories and techniques you will use to analyse the information. c. Overall research plan from conceptualisation to the writing of thesis/dissertation.	

Table 5: Framework of Research Intent

8. APEL.A CERTIFICATION 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 Universiti Tun Abdul Razak (UNIRAZAK).

8.1 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, applicants are encouraged to apply for the APEL certification much earlier than the date of admission to higher learning institutions. Applications process for APEL certificate is shown in **Appendix 1**.

a) Pre-assessment: Self-Assessment

The APEL.A application process begins with self-assessment. Check your eligibility by referring to the basic qualification requirements as stated in GGP APEL.A and ensure that these conditions are met. If eligible, proceed by registering at the MQA APEL.A website and subsequently selecting Universiti Tun Abdul Razak (UNIRAZAK) as the APEL assessment centre for the Aptitude Test.

You are then required to register on the UNIRAZAK APEL Centre website after receiving a confirmation email from MQA. The qualification screening meeting will be held by the APEL Centre of UNIRAZAK after receiving the notification email from MQA and registration of applicants. Unsuccessful applicants will be notified via email. Eligible applicants will proceed with payment of the APEL assessment fee.

The structure of the APEL.A application fee is as scheduled below:

i. Assessment Fees for Malaysian:

APEL.A Assessments	APEL T-4 (Diploma)	APEL T-T6 (Bachelor's Degree)	APEL T-7 (Master)
			Coursework / Mixed Mode
APEL.A Assessment Fee	RM 240	RM 370	RM 560
Retaking Aptitude Test	RM 155	RM 180	RM 200
Portfolio Resubmission	RM 80	RM 100	
Portfolio Resubmission + Interview **			RM260

ii. Assessment Fees for Non-Malaysian:

Type of APEL.A Assessment	APEL T-4 (Diploma)	APEL T-T6 (Bachelor's Degree)	APEL T-7 (Master)
			Coursework / Mixed Mode
APEL.A Assessment Fee	USD 240	USD 370	USD 560
Retaking Aptitude Test	USD 155	USD 180	USD 200
Portfolio Resubmission	USD 80	USD 100	
Portfolio Resubmission + Interview **			USD 260

Table 6: APEL.A Assessment Fees

b) Application Phase

After completing the registration, you will receive the email from unitapel@mqa.gov.my. Then, you shall click the provided link to continue registration with the UNIRAZAK as selected APEL Assessment Centre within 21 days from the date of application.

The APEL Centre will contact you to proceed with the application. You will be informed of the screening results and further information about the next steps via email. Eligible applicants should make the estimated fee payment to UNIRAZAK.

For Application purposes, you need to provide:

- Application form;
- Copy of IC / passport;
- Certified true copy of Diploma / Degree and Transcript / A-Level / STPM / equivalent (for APEL Master & Doctorate level); and
- Curriculum vitae / Resume.

c) Assessment Phase

Next, you will be informed the details for the Aptitude Test. An Aptitude Test is a formal examination that you must pass. It is the first component of the APEL.A assessment and has certain weightage of the total APEL.A assessment according to the MQF level. The purpose of the Aptitude Test is to assess your knowledge and competencies in the aspects of numerical literacy, languages, and general knowledge / critical thinking.

You will be assessed according to the learning domains stipulated in the MQA. The expected competency level in the Aptitude test is indicated in Table 7.

MQF Qualification	Competency level of Aptitude Test
Diploma	PMR (Grade/Year 9) or equivalent
Bachelor	SPM (Grade/Year 9) or equivalent
Master (Coursework and Mixed Mode)	Equivalent to the 1 st year of the bachelor's degree

Table 7: Competency level of Aptitude Test for various MQF Qualification

Portfolio preparation will begin as soon as you passed the Aptitude Test. The submission of the Portfolio is to be made four (4) weeks after passing the Aptitude Test. Portfolio submissions can be made either hardcopy or softcopy versions. 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 the experiential learning, you need to match your experience carefully to the stated MQF. 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. Ensure that you are selective in choosing clear and concise evidence which have direct relevance to the learning acquired. APEL.A Portfolio Form Template is shown in **Appendix 2**.

The APEL Centre will inform the panel of evaluators to evaluate the portfolio within five (5) working days. Once passed, you will be notified within seven (7) working days from the last date of Portfolio evaluation. During this period, coordination meetings and score review will be held. In case you fail, you can submit an appeal to the UNIRAZAK APEL Centre.

For APEL T-7, you will be called for an interview approximately a month after the portfolio submission is made. A coordination meeting and review of APEL.A

evaluation marks will be held before the evaluation results are notified to APEL T-7 applicants within one (1) month after the interview.

d) Post Assessment

APEL Assessment Results

UNIRAZAK will email an official notification to you regarding your assessment results within three (3) to five (5) working days from the date the test is taken. If you pass, you should now begin portfolio preparation.

Re-sit

Should you fail, you can apply to sit for the Aptitude Test again. Additional fees will apply. You can only retake the aptitude test for a maximum of 2 attempts. If you fail in the second attempt, you must wait at least 3 months before retaking the test for the final time. You are advised to take self-training or preparatory courses in order to be able to answer better.

If you fail in the portfolio assessment, you can also appeal to resubmit your portfolio with an additional fee. However, resubmission must be done at least 6 months after the date of the APEL.A assessment results notification.

Appeal

If you are dissatisfied with the APEL assessment results, you can submit a written appeal to UNIRAZAK by providing justification for your appeal. The appeal must be submitted within 1 week from the official announcement date of the results. Different assessors will be appointed to evaluate the merit of your appeal.

Awarding of APEL.A Certificate

MQA will issue the APEL.A certificate to successful applicants. This certificate can be used to apply for admission into the related MQF level of study at UNIRAZAK.

Figure 1.0 APEL.A General Certification Process

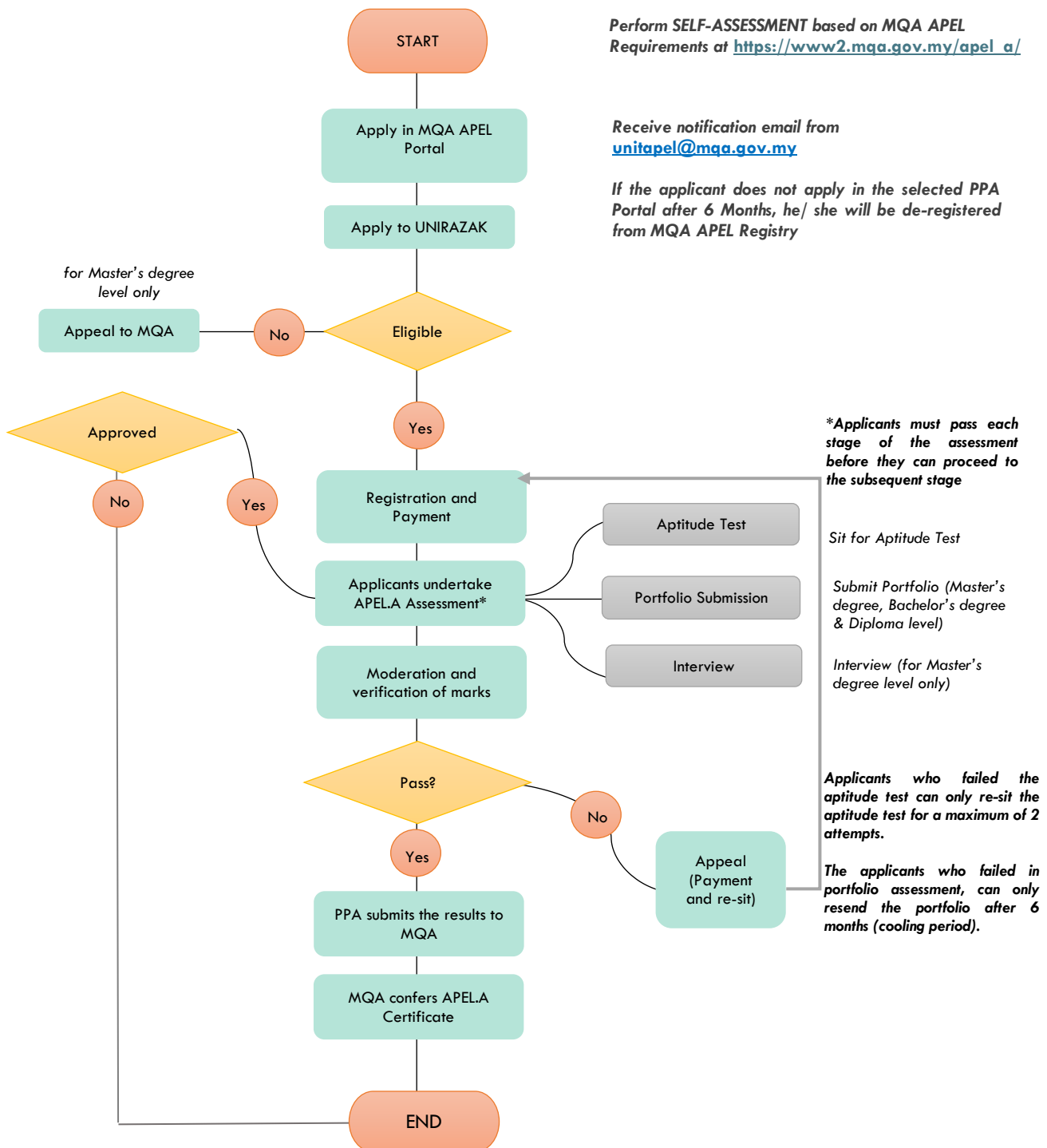


Figure 1.1 APEL.A Certification Process for Diploma (APEL-T4)

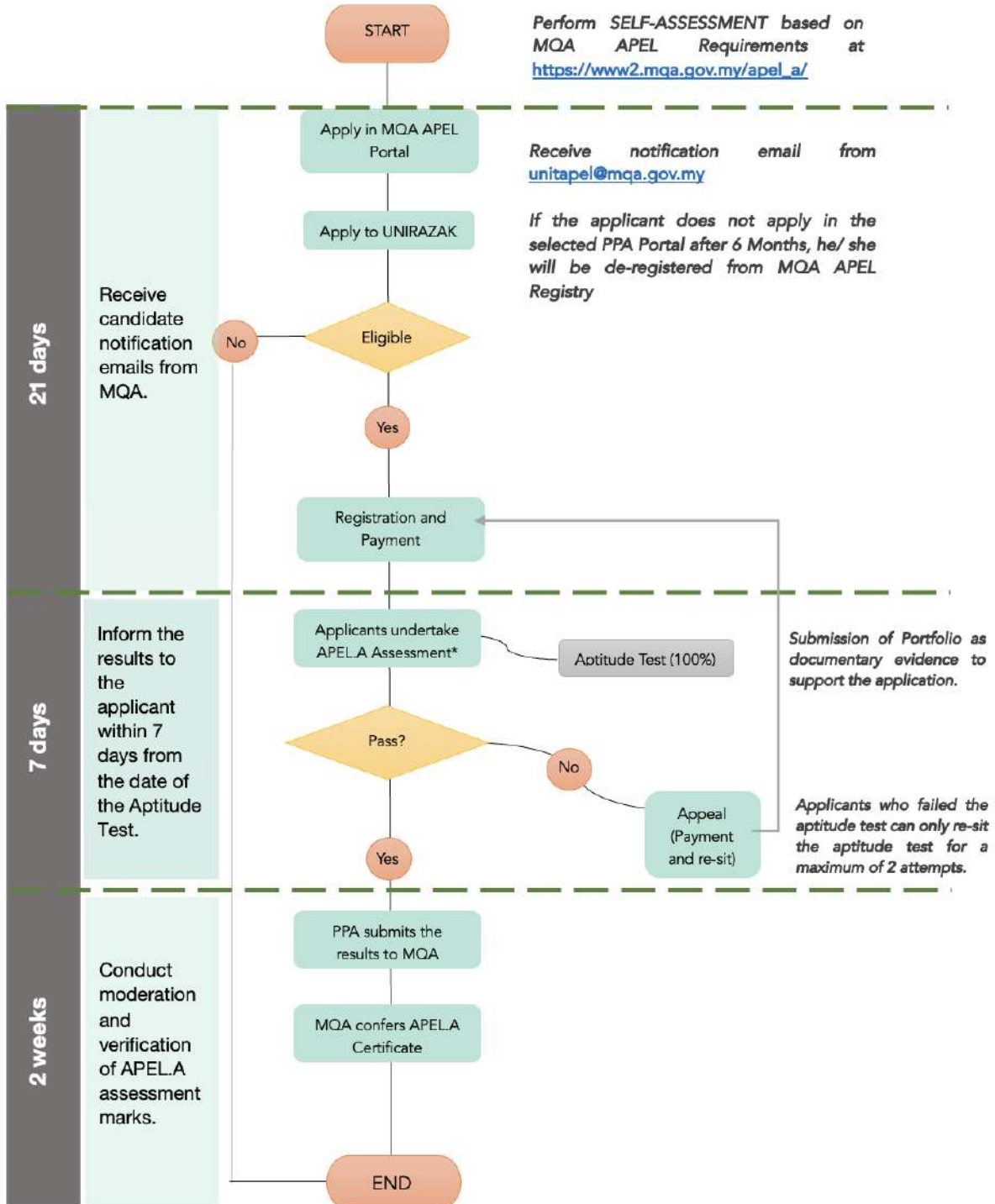
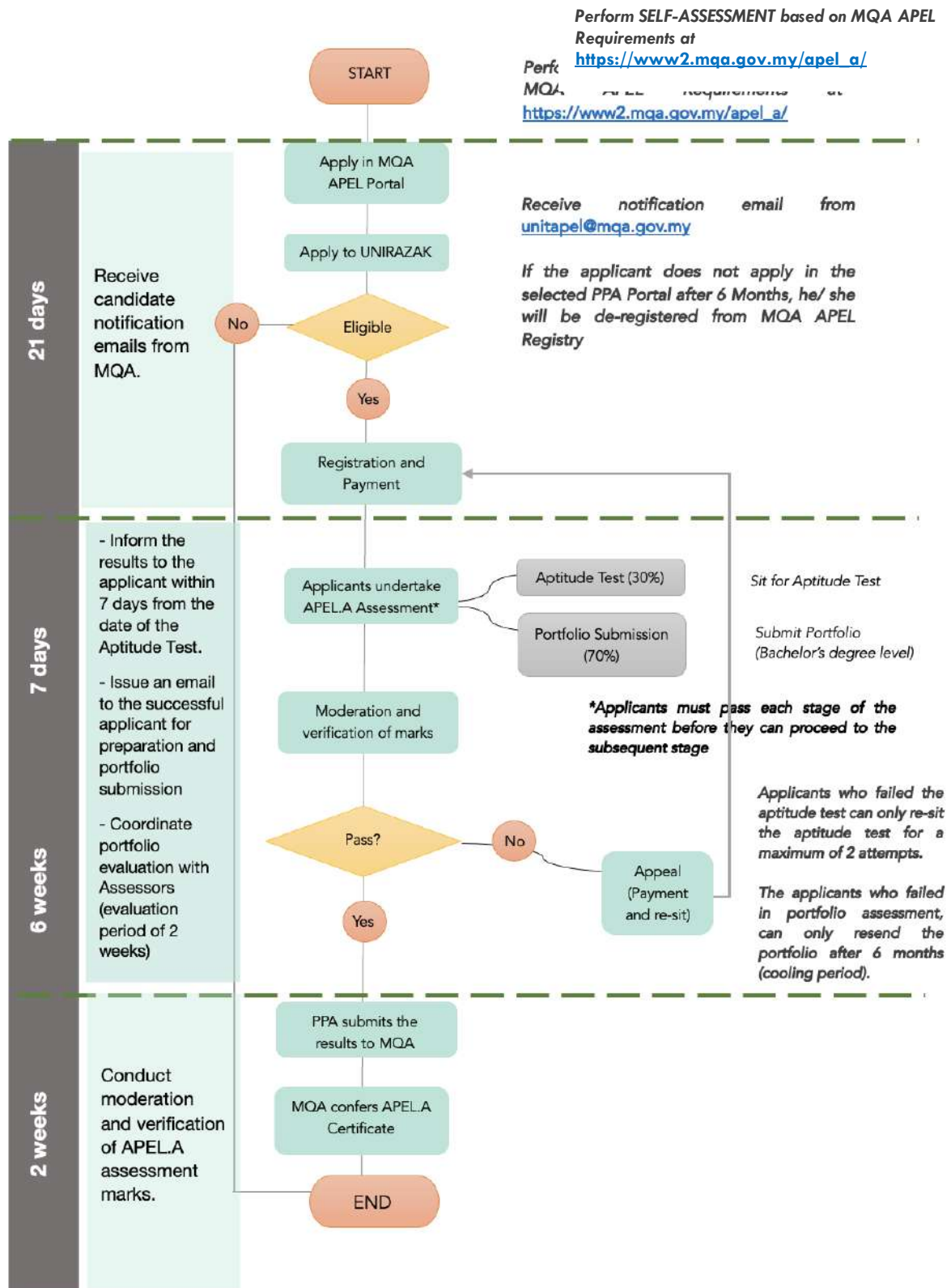
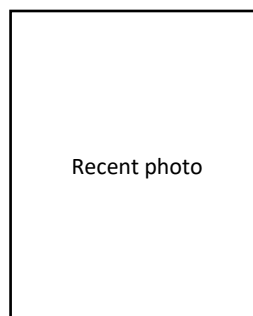


Figure 1.2 APEL.A Certification Process for Bachelor's Degree (APEL-T6)





**PORTFOLIO SUBMISSION FORM
APEL.A**



PART 1: PERSONAL DETAILS

Full Name						
Nationality						
NRIC / Passport No.						
Intended Field of Study						
Intended Programme						
Level of Study	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Bachelor	<input type="checkbox"/>	Master
Reference Number	(for UNIRAZAK use only)					

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

a) FORMAL LEARNING

Intentional learning / programme of study acquired in a structured context (primary school, secondary school, college or university) that led to a formal recognition / a recognised academic qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY / INSTITUTION	YEAR AWARDED	COMPETENCIES (Please tick ✓) (Please refer to Appendix 2 for the list of skills)								EVIDENCE OF LEARNING* (Please refer Appendix 1 for the examples of evidence)
				1	2	3	4	5	6	7	8	
1.												
2.												
3.												
4.												
5.												

****Note: All evidence must be properly labelled***

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

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

NO.	NAME OF EMPLOYER / SELF-EMPLOYED	CONTACT ADDRESS	DURATION (MONTH/YEAR)		POSITION HELD	WHAT I HAVE LEARNT / ACQUIRED (Please tick ✓) (Please refer Appendix 2 for the list of skills)								EVIDENCE OF LEARNING* AND BRIEF JOB DESCRIPTIONS (Please refer Appendix 1 for the examples of evidence)	
			FROM	TO		1	2	3	4	5	6	7	8		
1.															
2.															
3.															
4.															
5.															
6.															

**Note: All evidence must be properly labelled*

NO ·	OTHER LEARNING ACTIVITIES This may include your hobbies/ sports/recreation/social activities/ community service/training/ consultancy services or other activities which might be relevant to the competencies.	YEAR	WHAT I HAVE LEARNT / ACQUIRED (Please tick ✓) (Please refer Appendix 2 for list of skills)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for the example 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 a formal certification.

NO.	NAME / TITLE OF TRAINING OR COURSE, etc.	ORGANISER	DATE OF COMPLETION	DURATION (Hours/ Days/ Month)	WHAT I HAVE LEARNT / ACQUIRED (Please tick ✓) (Please refer Appendix 2 for list of skills)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for the 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

For APEL.A application at T6, T7 or T8 (Bachelor, Master or Doctorate)

Describe how your prior learning experiences prepare you for the intended level of study (at least 500 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 programme and level of study?
(You may provide your description based on how your prior experiential learning has improved your knowledge, skills set, professionalism, communication, leadership, problem-solving, etc.)

3. How will the completion of this programme help you in your work / personal life?

4. What are your action plans to ensure the successful completion of your programme? *(Commitment, time management, financial resources and support, etc).*

For APEL.A application at T4 or T5 (Diploma or Advanced Diploma)

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 programme and level of study?

3. What are your action plans to ensure the successful completion of your programme? (*Commitment, time management, financial resources and support, etc*).

4. How will the completion of this programme help you in your life?

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

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

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

PART 3: SELF DECLARATION

I hereby declare that all the information/documents provided to support this application are authentic, true and accurate. I fully understand the Terms and Conditions of the application and agree that my application will be rejected if I have falsified any information in any way.

Signature:

Name:

Date:

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.**

CHECKLIST	YES / NO	For Office Use
Photocopy IC	<input type="checkbox"/>	Acknowledgement Date :
1 recent passport size photograph	<input type="checkbox"/>	
Certified Certificates / Documents	<input type="checkbox"/>	
Resume	<input type="checkbox"/>	
Application Fee (if any)	<input type="checkbox"/>	

LIST OF EVIDENCE

Evidence that can be provided for application includes.

Direct Evidence	Indirect Evidence
<p>Certificates You can provide copies of your qualification:</p> <ul style="list-style-type: none"> • School certificates • Statement of result • Courses completed at work 	<p>Written records You can provide copies of:</p> <ul style="list-style-type: none"> • Diaries • Records • Journals • Articles
<p>Work Samples 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>Emails You can provide copies of email communication which verify:</p> <ul style="list-style-type: none"> • Customer feedback • Work activities • Written skills
<p>Records Of Workplace Activities 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 You can provide letters to verify your claim from:</p> <ul style="list-style-type: none"> • Employers • Community groups • People you have worked with (paid and unpaid work)
<p>Documents You can provide evidence that shows what you have done in your life:</p> <ul style="list-style-type: none"> • Media articles • Meritorious awards 	<p>Others You can provide evidence which verify your;</p> <ul style="list-style-type: none"> • Hobbies • Voluntary work • Activities / Society
<p>Training / Workshop - Attended Course / workshop</p>	<p>Resume -Latest resume</p>

APPENDIX 2

List of skills on what learners have learnt based on the Malaysian Qualifications Framework Learning Outcomes. Below is a sample of the level of descriptors. Applicable to the appropriate level of Bachelor, Master and Doctorate.

1. Knowledge and understanding

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

2. Cognitive skills

- a. This relates to the thinking or intellectual capabilities and the ability to apply knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/creative thinking, assessment, applying, analysing, problem-solving and synthesizing to create new ideas, solutions, strategies or new practices. Such intellectual skills enable the learner to search for and comprehend new information from different fields of knowledge and practices.

3. Functional work skills:

a. Practical work skills

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

4. Interpersonal and Communication skills

- a. Interpersonal skills refer to a range of skills which, amongst others, include interactive communications, relationships and collaborative skills in managing relationships in teams and within the organisations, networking with people of different cultures, as well as social skills/etiquettes.

- b. Communication skills refer generally to the ability to communicate/convey information/ideas/reports cogently and professionally in appropriate languages. The communication must be effective and in appropriate forms, in various mediums, and to a range of audiences and different situations. The ability to communicate in more than one language is encouraged.

5. Digital and Numeracy skills

- a. 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.
- b. Numeracy 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 to study, work and daily life. Within the Malaysian Qualifications Framework levels, this learning outcome may not be specifically mentioned for every level, but it is expected that the requirement of numerical skills as an outcome ought to be indicated for every specific programme. It may include an understanding of basic mathematics, symbols relating to statistical techniques, etc.

6. Leadership, autonomy and responsibility

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

7. Personal and entrepreneurial skills

- a. Personal skills are life skills that learners are expected to use daily. They are normally portrayed through enthusiasm for independent learning, intellectual and self-development, or by demonstrating confidence, self-control, social skills, proper etiquette and commitment to professionalism in the workplace. It also includes the capability to plan for career development or further education.

Aspects of character, such as honesty, punctuality, time management, and keeping to and maintaining important deadlines in a work environment, are also important personal skills.

8. Ethics and professionalism

- a. Ethics and values are important in personal, organisational, societal/community and global settings as they guide personal actions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues are important in the exercise of professional skills and responsibilities comprising integrity, professional conduct (professionalism) and standards of conduct (e.g., upholding regulations, laws and codes of good practices or code of professional conduct). A sensitive approach in dealings with other cultures adds value to this learning domain.

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