

Accreditation of Prior Experiential  
Learning for Credit Award

# **APEL.C**

## **Handbook for Learners**

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APEL.C Handbook for Students,  
UNIRAZAK APEL & Micro-Credential Centre (URAMC)  
Version 3, 2025

## 1.0 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 students 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

## 1.1 Definition of APEL.C

APEL for Credit Award (APEL.C) is the award of credits for the prior experiential learning towards a course in an accredited programme of higher education provider (HEP). APEL.C provides the mechanism to recognize the individual's prior experiential learning that is relevant and specific to a course within a programme of study. The credit award is granted based on the knowledge and skills acquired through informal and non-formal learning. These forms of learning which emphasize experiential learning will need to be formally reviewed and assessed. The process will determine if learning has in fact occurred and is in line with the learning outcomes of the course(s) concerned. It is the learning and not the experience of the students which is being evaluated. Credit transfer via APEL.C recognizes the non-formal and informal learning of students.

***Non-formal learning:** Learning that takes place alongside the mainstream system of education and training. It may be assessed but does not normally lead to formal certification.*

***Informal learning:** Learning which takes place continuously through life and work experiences*

## 1.2 Advantages of APEL.C

- i) APEL.C is ideal for those who want to accelerate their duration of studies.
- ii) Recognizes experiential learning obtained informally through trainings, short courses, work experience, etc.
- iii) Avoid repetitive learning as recognized work experience will be transferred into credit award.
- iv) Study costs may reduce depending on the level of study.
- v) APEL.C enables a more enriched higher education since students will be able to incorporate their work experience in their studies.
- vi) Encourages an individual to continuously enhance their knowledge which enables them to have the necessary qualification to obtain more opportunity.

### 1.3 Core Principles of APEL.C

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

i) **Student-centered voluntary process**

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

ii) **Accessibility**

APEL.C should be an accessible and inclusive process available for registered students of study programmes at all levels of the MQF. HEPs must have clear and comprehensive guidelines for the APEL.C process. There must also be adequate mechanisms (in terms of human and technical resources) made available to manage and support students throughout the process. Information on APEL.C should be made readily available and communicated to the relevant stakeholders.

iii) **Flexibility**

A range of different approaches should be adopted by HEPs in the implementation of APEL.C in terms of both support and the assessment process. This is to address the diversity of needs, goals, and experiences of students across the various disciplines of study.

iv) **Reliability, transparency, and consistency**

APEL.C processes, procedures, practices, and decisions should be reliable, transparent, and consistent to safeguard the credibility and integrity of the entire assessment system. This is necessary to ensure that all stakeholders are confident in the decisions and outcomes of the APEL.C processes.

v) **Clarity of role definition**

The appointment of individuals involved in the APEL.C assessment process must be made with clear roles and responsibilities outlined. The individuals involved include:

- Advisor: a staff (programme and/or subject matter expert) who advises the student on the preparation and submission of an APEL.C application.
- Assessor: an academic staff (subject matter expert) who decides on the mode of assessment and develops the assessment items to assess prior experiential learning. The Assessor will also be involved in the Challenge Test evaluation and Portfolio assessment. The role of an Assessor should be separated from that of an Advisor.
- Moderator: an academic staff (subject matter expert) appointed for vetting assessment instruments, as well as ensuring consistency and accuracy in the marking of the assessments.

vi) **Quality**

All APEL.C processes must adhere to the same high standards of quality assurance and monitoring as any other form of learning and assessment. This quality assurance process shall be always made available for scrutiny by relevant external quality assurance bodies or agencies.

## 2.0 Establishment of a Dedicated Centre for Managing APEL.C

### 2.1 UNIRAZAK APEL & Micro-Credential Centre (URAMC)

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.

#### UNIRAZAK STRUCTURE

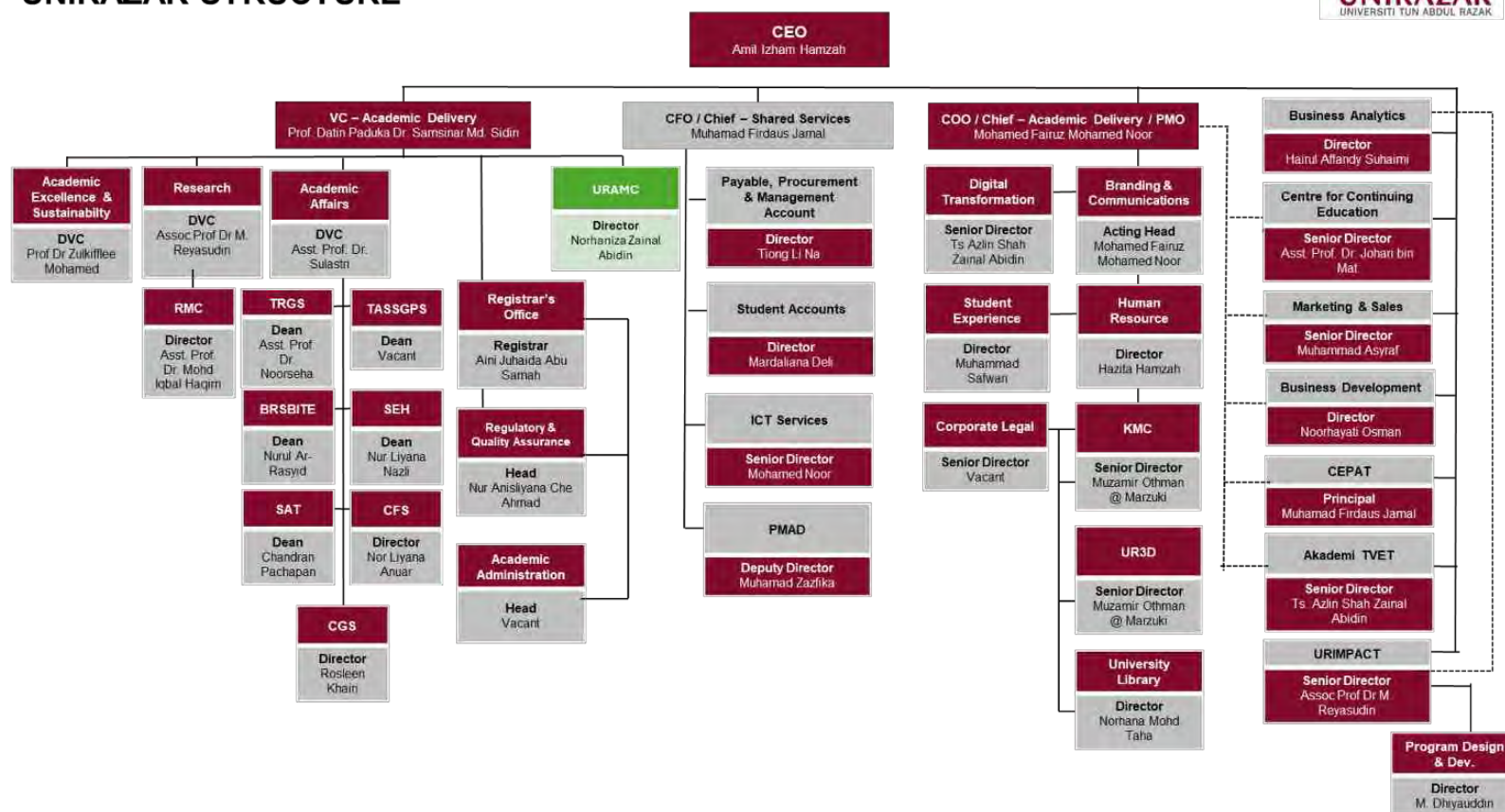


Figure 1.0: Organisational Chart of URAMC in the Whole Structure of UNIRAZAK

**UNIRAZAK APEL & MICRO-CREDENTIAL CENTRE**

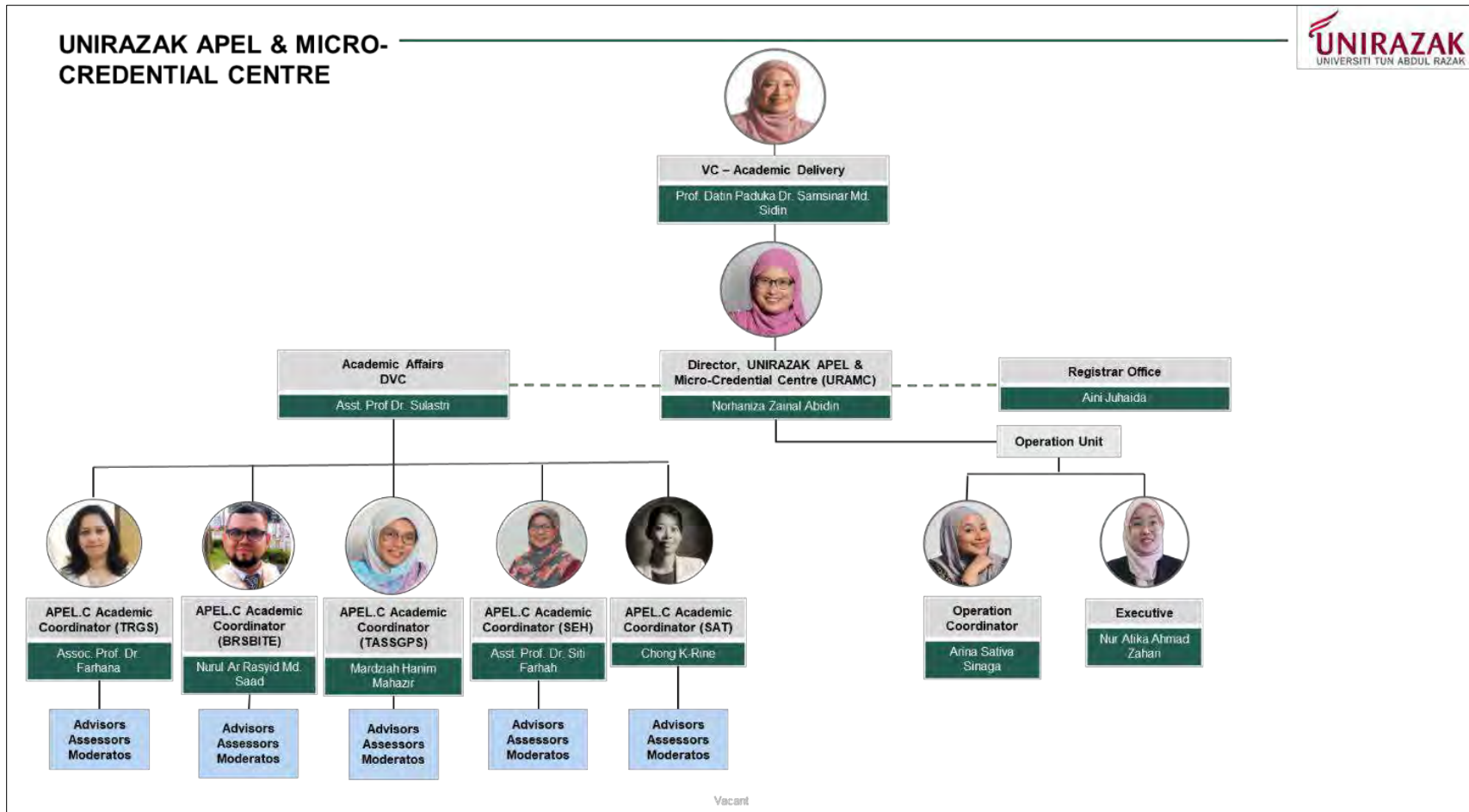


Figure 1.2: Organisational Chart of APEL.C in URAMC

## 2.2 Objectives of Establishment

1. To comply with MQA's Guidelines to Good Practices (GGP): APEL.C and integrate it into the University's existing quality assurance framework.
2. To serve as a one-stop centre for all information related to APEL.C.
3. To assist and process APEL.C applications by providing consultation and conducting assessments.
4. To oversee the APEL.C process, including managing resources and development.

## 2.3 Function of URAMC for APEL.C Process

URAMC is organized into four key functional areas that enhance its operational effectiveness and efficiency:

### Governance & Quality Assurance

- i. Any future changes or adjustments to the APEL.C standards, methods, and mechanisms will be presented to the Senate for approval.
- ii. Ensure that all APEL.C accreditation procedures are systematically and effectively managed, implemented, and monitored.
- iii. Confirm that quality assurance governance aligns with the APEL.C Guidelines to Good Practices (GGP: APEL.C).
- iv. Appoint an External Assessor to oversee and ensure the quality of City University's implementation of APEL.C.

### One-stop Centre

- i. Provide information about APEL.C to students.
- ii. Organize awareness campaigns about APEL.C.
- iii. Handle daily administration, operations, and communication with stakeholders.
- iv. Assist in facilitating the appeal process.
- v. Communicate students' results or appeals.
- vi. Manage all administrative documentation, information structures, and relevant data concerning students' applications, assessments, outcomes, and appeals.

### Consultation and Assessment

- i. Provide consultation to students regarding assessment methods and credit awards.
- ii. Facilitate the advisory and application evaluation process with the help of Advisors.
- iii. Coordinate with Assessors from various academic faculties.
- iv. Communicate with Moderators to ensure that the moderation process adheres to the program's standards and quality.

### Resource & Development

- i. Manage the databank of assessment questions and tools, continuously developed by Subject Matter Experts and Assessors.
- ii. Conduct ongoing gap analyses, identify areas for improvement, and establish appropriate training and enhancement programs for administrators, assessors, advisors, moderators, and other support staff.
- iii. Ensure regular training and development for employees to enhance their expertise.

## 2.0 APEL.C Policies

### 3.1 General Policies

- i) The APEL.C provision is applicable to all UNIRAZAK students regardless of the mode of entry whether through conventional or APEL route.
- ii) APEL.C encompasses the assessment of prior experiential learning for the purpose of credit award. Learning acquired through Massive Open Online Courses (MOOC) or any other methods of self-learning should also be considered under this provision. This includes learning acquired through non-formal and informal learning.
- iii) APEL.C will be implemented for all areas and levels of qualifications under the Malaysian Qualifications Framework (MQF). For all level of study (MQF Level 7 & 8), the award of credit is limited to the courses in programmes conducted via coursework and mixed modes only.
- iv) APEL.C shall be confined to courses in UNIRAZAK programmes that have at least obtained provisional accreditation by MQA.
- v) Courses that form part of the programme structure under professional bodies may be considered for APEL.C, subject to acceptance by the relevant professional bodies.

### 3.2 Award of Credits

- i) The award of credits through APEL.C is in the form of credit transfer where it does not involve the transfer of grades. However, the credits awarded for the course will be counted towards the total credit requirement for graduation.
- ii) The maximum percentage of credit transfer through APEL.C is up to 60% of the total graduating credits of a specific programme of study. This percentage is in addition to the credit transfer provision based on the existing formal credit transfer policy. The maximum credit transfer allowed through APEL.C at the various MQF levels is as illustrated in Table 1;

Award based on MQF	Minimum Graduating Credits	60% from the minimum graduating credits (Coursework Components)
Level 8: Doctoral Degree (Applicable only to coursework or mixed-mode programme)	80	48
Level 7: Master's Degree (Applicable only to coursework or mixed-mode programme)	40	24
Level 7: Postgraduate Diploma	30	18
Level 7: Postgraduate Certificate	20	12
Level 6: Bachelor's Degree	120	72
Level 6: Graduate Diploma	60 + 4 (MPU)	38
Level 6: Graduate Certificate	30 + 4 (MPU)	20
Level 5: Advanced Diploma	40	24
Level 4: Diploma	90	54
Level 3: Certificate	60	36

Table 1: The maximum credit transfer allowed via APEL.C at various Malaysian Qualifications Framework (MQF) levels

- iii) Credits awarded through APEL.C can be transferred automatically to another programme within the same institution if the course for which credits have been awarded through APEL.C has the same learning outcomes.
- iv) The credits awarded must be equivalent to the credit value of the course applied for APEL.C. Award of partial credits will not be allowed.
- v) Credits awarded for a course are only applicable to the specific course applied for. Credits are not automatically applicable to prerequisites (if any) of the specific course.
- vi) Assessment for credit award should be carried out separately for each course. Credit award cannot be granted on a block basis.
- vii) APEL.C is applicable for all courses except for final year project-based courses and dissertations.
- viii) For Executive Diploma programmes, the provision of 30 credits based on 3 years' work experience as prescribed in the Standards: Executive Diploma is to be assessed using the APEL.C instrument.

### 3.3 Implementation Process

- i) Students may apply for award of credits through APEL.C at any semester during their studies (depending on the offering of every semester). However, they would be strongly advised to submit their applications for APEL.C in the first year of study.
- ii) Students are not allowed to apply for award of credit through APEL.C for courses which they have undertaken during the period of study.
- iii) The course that has been awarded credit through APEL.C will appear in the transcript as 'CT (APEL)'. It will not be taken into account in the calculation of GPA / CGPA. However, the credits awarded for the course will be counted towards the total credit requirement for graduation. UNIRAZAK will issue the Malaysian Qualifications Statement (MQS) as a supplementary document to students that have been awarded APEL.C upon completion of the programme.
- iv) Students who are not successful in the APEL.C assessment will have to complete the course through the usual stream in the programme of studies.

## 4.0 Procedures for APEL.C Application: For Students

The following section outlines the key process and procedures involved in administering APEL.C for students. Figure 2 summarises the entire process:

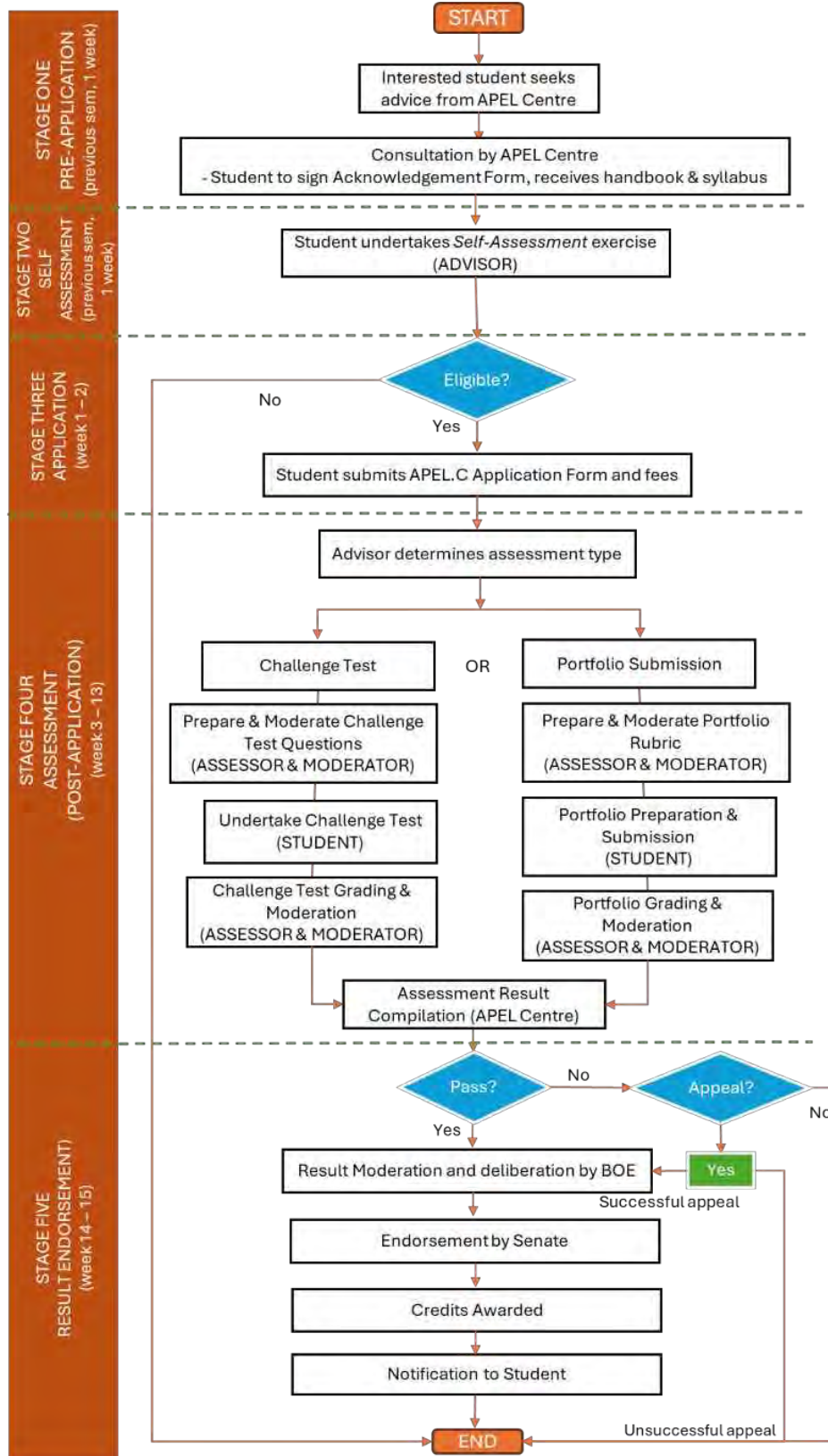


Figure 2: The APEL.C Application Process

## 4.1 Stage One: Pre-Application Process

Before a student decides to apply for APEL.C, the student must know and understand each stage of the APEL.C process and have realistic expectations of the possible outcomes of the application. All the general enquiries pertaining to APEL.C shall be directed to the UNIRAZAK APEL.C Centre. Ideally, the APEL.C Centre or Unit should function as a one-stop centre for all enquiries. The person responsible for the APEL.C Centre will provide students with a copy of Student Handbook on APEL.C and the course syllabus.

If the student decides to proceed with the APEL.C application, UNIRAZAK APEL.C Centre shall render appropriate support through an appointed Advisor. The Advisor shall provide information on the courses within a programme of study, possibly providing students with a copy of the programme structure and advise the student on the appropriate mode of assessment to be undertaken for the APEL.C application. Hence, the appointed Advisor must be knowledgeable on the content of the courses within the programme of study undertaken by the student. The student has the option of taking a Challenge Test or submitting a Portfolio for the course that he/she is applying for APEL.C.

In ensuring efficient counselling/advice for the student, an Acknowledgement Form (**Appendix I**) is to be prepared and signed by the Advisor/APEL.C Unit and student, acknowledging that the student understands and accepts the Student Handbook, and terms and conditions of APEL.C processes and procedures.

## 4.2 Stage Two: Self-Assessment Process

Prior to submitting the application, the student must complete a self-assessment form and submit a 500-word report on a given title that is related to all the learning outcomes of the course applied for. This requirement is necessary to determine if the student should proceed with the APEL(C) application. The Advisor will guide the student on his/her self-assessment exercise evaluation using the said form in **Appendix II**. Based on the self-assessment form and the report submitted, the Advisor will determine the eligibility of the student and make an appropriate recommendation based on the guidelines established by the HEP. Where the Advisor believes that the application is

unlikely to succeed, the student will be advised accordingly, and the application process will cease.

### 4.3 Stage Three: Application Process

If your advisor believes that your application is likely to succeed, you may complete the Application Form (**Appendix III**) and submit the relevant fees, before proceeding to Stage Four (Assessment). Please note that your advisor's recommendation to apply for APEL.C does not guarantee the success of your application. APEL.C assessment process is exclusively carried out by the respective faculty and involves a team of subject matter experts who will evaluate your application.

This process will take place during add and drop period of every semester (Duration of 2 weeks).

- i) Students can apply for APEL.C at any time during their studies.
- ii) However, students will be advised to submit their applications for APEL.C during the first year of study.
- iii) Students are not allowed to apply for APEL.C for courses that they have already registered and undertaken during the period of study.
- iv) A non-refundable payment of RM 250 per course or equivalent in its other currency is to be made to UNIRAZAK (bank details will be given by the APEL Centre). The receipt of the payment is to be attached along with the APEL.C Application Form for Students and be submitted to UNIRAZAK APEL Centre.

#### POST-APPLICATION STAGES

### 4.4 Stage Four: Assessment

Once you have submitted your application form and pay the relevant fees, the APEL Centre will look into your application for the assessment process. The APEL Centre will also look into the mode of assessment recommended by your advisor, whether it being a Challenge test or Portfolio Submission.

The evaluation of the Challenge test and Portfolio is made by a team of assessors, who are subject matter experts, using recommended rubrics developed by the Malaysian Qualifications Agency (MQA). It is compulsory for each assessment to achieve at least 50% of each course learning outcome (CLO) to satisfy the requirement of credit award.

## Portfolio Submission

Product assessment is a formal document that needs to be compiled in a form of a portfolio which contains a compilation of evidence documenting the student's prior experiential learning and his/ her articulation of learning acquired over a period of time. The portfolio must be prepared in such a way that it allows the student to demonstrate whether he/she has achieved 50% of each course learning outcomes. The student is required to complete the portfolio submission form in **APPENDIX IV** and attach the related work sample and/or the details of training attended and/or collection of evidence related to the subject applied.

The duration for product assessment is 2 months from the approved application date, where the student has ample time to prepare their product assessment.

## Challenge Test

A Challenge Test is a proctored standard test to assess if the student has achieved the Course Learning Outcomes (CLOs). A Challenge Test can be in the form of a written test, oral examination, and / or performance assessment, depending on the nature and discipline of the course. The assessor is encouraged to use a variety of assessment methods to assess students' prior learning based on CLO characteristics. The student is required to pass at least 50% for each course learning outcome to pass the test. This Challenge Test will take place a week before or after UNIRAZAK's final examination. The duration is one (1) week.

### 4.5 Stage Five: Result Endorsement

All results of the assessment, endorsed by the respective Faculty, will be confirmed in the academic board / senate for the final stage.

If you pass the assessment, course credits are then awarded and reflected in your academic transcript as CT(APEL). Your grades acquired in APEL.C assessment will NOT be used in the calculation of your GPA/CGPA. However, the course credits accumulated will contribute towards the total credit requirement for graduation.

If you fail the Challenge Test of a specific course, you will NOT be allowed to submit a Portfolio for assessment for the same course and vice versa. Reattempt of the Challenge Test and resubmission of new evidence in the Portfolio for the same course

through APEL.C is strictly NOT allowed. In this case, you will need to register and complete the course through the usual process.

## 5.0 Criteria for Award

- a) Credits that are awarded through APEL.C must be based on demonstrated and evidence-based learning; and not solely based on claiming the experience itself.
- b) The course that has been awarded credit through APEL.C will appear in the transcript of the student as “CT (APEL)”, which is to be read together with the Malaysian Qualifications Statement (MQS). It will not be taken into account in the calculation of GPA/CGPA. However, the credits will be counted towards the total credits required for graduation.
- c) Students who are not successful in the APEL.C assessment will have to complete the course through the usual process in their respective programme of studies.
- d) In both the Challenge Test and Portfolio assessments, students must achieve **at least 50% of each course’s learning outcome**. This requirement must be documented, outlined, and reflected in the results sheet.

## 6.0 Appeal Process

You may appeal against the results of the APEL.C assessment. You will NOT undergo a different set of assessment. However, the respective faculty will appoint a different set of assessors to evaluate the merit of your appeal. Figure 2 illustrates the appeal process.

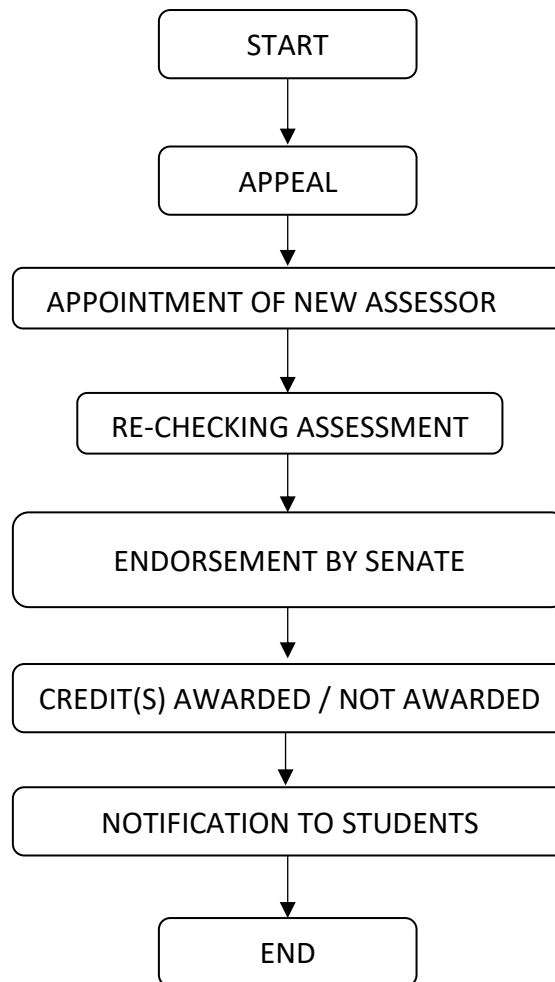


Figure 3: The APEL.C Appeal Process

The appeal process is as follows:

1. The student who wishes to appeal can fill up the APEL.C Appeal Form (**Appendix V**) FOR re-evaluation providing the grounds of appeal to the APEL Centre for consideration.
2. Student is required to pay the total amount of **RM100.00** to apply for an appeal for each course.

3. The respective faculty will appoint a different assessor to evaluate the merit of the student that has appealed.
4. The new assessor will re-evaluate the assessment, and the centre will present it to the senate. As previously stipulated, the student needs to achieve at least 50% for each CLO for the course that he/she has applied for.
5. The senate will endorse the result, and all result is final.
6. If the student passes the assessment, course credits are then awarded and reflected in their academic transcript as CT (APEL). The grades acquired in APEL.C assessment will not be used in the calculation of the GPA/CGPA. However, the course credits accumulated will contribute towards the total credit requirement for graduation.
7. If the student fails the Challenge Test of a specific course, they will not be allowed to submit a Portfolio for assessment for the same course and vice versa. Reattempt of the Challenge Test and resubmission of new evidence in the Portfolio for the same course through APEL.C is strictly not allowed. In this case, the student will need to register and complete the course through the usual process.
8. A notification will be sent to the student of which she/she has passed or not passed the application.
9. The appeal process only can be applied once for each course.
10. The whole APEL.C process is illustrated in Figure 4.

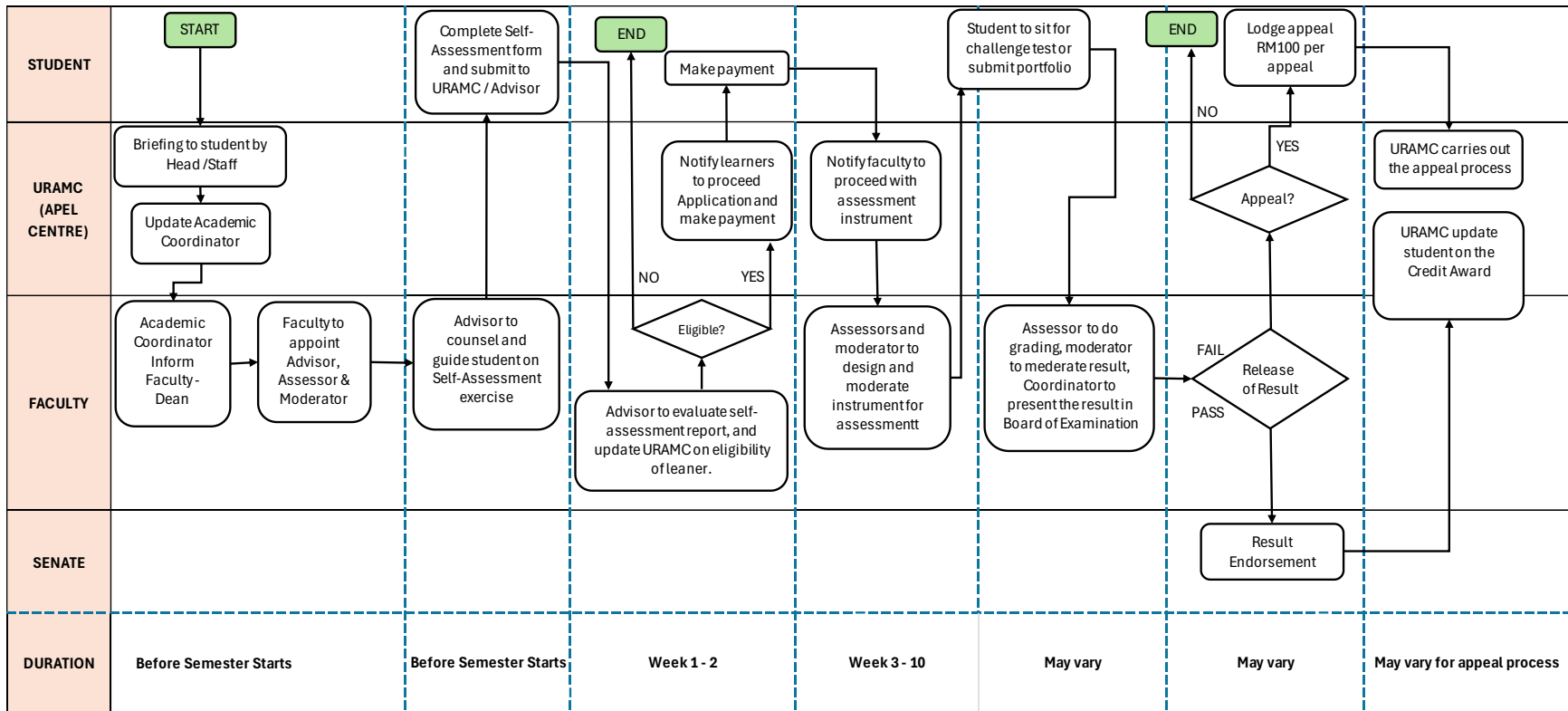


Figure 4: The APEL.C Application Process Flow Chart



Level of study:  
Diploma/Bachelor/Master  
Ref. No : \_\_\_\_\_

## APEL.C ACKNOWLEDGEMENT FORM FOR STUDENTS

### PART A: PERSONAL PARTICULARS

Candidate Name	
Candidate NRIC.	
Matric Number :	
Contact No.	
Email Address	
Name of Programme	
Course Code & Course Title	

### PART B: ITEM CHECKLIST

The following activities / processes have been conducted:

No.	Action	Please Tick (✓)
1.	Explain the core principle of the APEL.C and its benefits.	
2.	Explain the APEL.C pre-assessment process.	
3.	Explain the procedure and process of the APEL.C application and fees involved.	
4.	Explain the mode of assessment: Challenge Test / Portfolio Submission	
5.	Explain the post-assessment process and appeal process.	
6.	Provide / email the APEL.C Student's Handbook.	
Comments:		

*(Please attach additional sheets if required)*

<p><b>Confirmation of APEL.C Centre:</b> I hereby confirm that the above student has been advised on APEL.C processes and procedures.</p> <p>_____</p> <p>(signature)</p> <p>Name: Date :</p>	<p><b>Confirmation by the Applicant:</b> I hereby confirm that I have been advised by the named officer on the abovementioned matters and accept the processes and procedures of APEL.C at UNIRAZAK.</p> <p>_____</p> <p>(signature)</p> <p>Name of Applicant: Date :</p>
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## PROPOSED TYPES OF ASSESSMENT / VALIDATION

Types of Assessment / Validation	Description	Advantages	Constraints
<b>I. WRITTEN TEST</b>			
Multiple Choice	Students select the appropriate answer from several possible responses.	Efficient and reliable.  Allows a wide content sampling.	Question construction can be difficult and time-consuming.
True or False	Students state whether statements are true or false.	Many items can be administered during a limited time.	May encourage guessing.
Matching	Students select a second statement that best compliments each presented statement.	Easy to administer and score.	A multiple-choice question requires recognition of a preconstructed response.
Fill-in-the-blanks	Students complete phrases or sentences by filling in the blanks.	Scoring is objective.  Measures knowledge keyed to specific learning outcomes and competencies.  Can be written to test all levels of the cognitive taxonomy.	A true or false question has a 50% chance score unless adjusted. Moreover, facts may not be categorically true or false.  Not appropriate for higher-level thinking, performance or attitudinal outcomes.
Short Answer	Students provide short answers to questions or complete the given sentences.	Requires recollection of correct answer.  Relatively easy to construct.  Guessing is minimised.  Allows wide sampling of content.  Tests students' ability to organise, compose and write rather than	Difficult to score.  Tends to emphasise factual knowledge, rather than higher thinking skills, performance, or attitudes.

		merely recognise or recall.	
Essay	Students respond to questions or directions by organising and writing an answer.	Easy to prepare. Students use their own words. Measures complex cognitive learning. Eliminates guessing.	Difficult to evaluate objectively or achieve reliability in scoring and requires good scoring guides, model answers, and clear criteria.  Favours students with high-level language skills.
Situation-based problem solving	Students organise and write responses to problems usually presented in a real-life context.	Able to measure complex, cognitive learning. Students use their own words. Relates learning to real-world situations. May test several competencies at once.	Time-consuming and difficult to construct.  Difficult to score reliably and requires good scoring guides.  May reduce the range of content that can be sampled.
<b>II. ORAL EXAMINATION</b>			
Structured oral test	Students respond to pre-set questions (and answers). Notes are kept on responses.	Tends to be more reliable than an unstructured oral test.  Provides direct assessment of specific knowledge and skills.	Less personal.  Requires training in interviewing skills and rating scales.  May cause student anxiety.  May favour students with strong speaking skills.
One-to-one interview	A face-to-face interview during which questions may flow from students' responses.	Allows for a more complete assessment than pre-set questions.  Useful in combination with portfolio assessment.	Requires training in interviewing skills and rating scales.
Panel interview	Students are interviewed by several examiners.	Moderate subjectivity	Costly to construct.  Group process must be planned.
<b>III. PERFORMANCE ASSESSMENT</b>			
Simulation (Objective structured clinical examination, OSCE)	Students perform in a real-life situation.	Provides 'controlled' sample of real-life and work activity.	Requires clear criteria and standardised test conditions.  May be costly.

		Allows for testing of complex integrated skills.	
Presentation	Students verbally present learning.	Provides student control over demonstration.	Depends on students' confidence
Skills demonstration	Students physically present learning.	Clear demonstration of skills level and problem-solving ability in relevant contexts.  Excellent for measuring application and synthesis levels of the taxonomy.	Can be costly and time-consuming.
Role play	Students take on roles to simulate a problem.	Practical – replicating 'real world' skills as much as possible.	Group work may not be a fair assessment of individual ability.  Can create performance pressure unrelated to skills being assessed.
Observation	Observer assesses students' behaviour in a natural setting.  Assessment criteria are set in advance.	Opportunity to observe the real practice context.  Often more comfortable for students rather than simulation.  Allows for collaboration with other peers/employees.	Complicated to set up.  Can be time consuming and costly.  A rating sheet is critical to prevent unfair test conditions.  Can involve unplanned, uncontrolled events.
<b>IV. PRODUCT ASSESSMENT</b>			
Work sample	Work samples are provided by students.	Provides a real-life context.	A rating sheet is critical to prevent

		Direct, practical and student centered. Useful when knowledge and skills are difficult to observe during product creation.	unfair test conditions.  Does not allow for process observation.
Portfolio or evidence collection	An organised collection of materials that present and verify skills and knowledge acquired experientially.	Enables reflection on learning.  May demonstrate cross-cutting knowledge and skills.	May require supplementary interviews.  Requires advising services.  May favour students with strong writing skills.  Requires assessor training
Self-evaluation	Students respond in writing to criteria set for evaluating their learning.	Uses critical reflection.  Can be used in conjunction with other methods.  Congruent with adult education philosophy	May not be appropriate for use as the only assessment method.  May favour students with strong writing skills.
External training programme review	Assessment of workplace and occupational training programmes or academic equivalency and credits.	Eliminates assessment of individual achievements based on successful programme completion.  Essentially credit transfer.	Can be costly.  Training programmes often do not have sufficient structure to justify academic credits.



Level of study: Diploma/Bachelor/Master Ref. No : _____
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## APEL.C SELF-ASSESSMENT FORM FOR STUDENTS

### PART A: PERSONAL PARTICULARS

Candidate Name:	
Candidate NRIC.:	
Matric Number:	
Name of Programme:	
Course Code & Course Title:	
No. of Credits of the Course:	

### PART B: SELF-ASSESSMENT EXERCISE

Please tick (✓) at the relevant item for each CLO, refers to the attachment provided:

Course Learning Outcomes (CLO) <i>On completion of this course, the student should be able to...</i>	I have learned this through my former studies or working career and can provide paper evidence/ documents/ certificates	I know most of this, but I have no paper evidence. However, I am willing to complete a task/assignment or any form of relevant assessment to show I have learned this	I really need to take the module
<b>CLO 1:</b>			
<b>CLO 2:</b>			
<b>CLO 3:</b>			

*Note: candidate required to attach with the candidate knowledge curriculum vitae.*

## PART C: REPORT SUBMISSION

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

**Report Title: XXXXX**

*Note: Please write your report here. Do not copy paste from the internet)*

I confirm that all the details on this form are correct to the best of my knowledge. The submission of the report is also my own work.	
Submitted by :	
Date :	
For office use only	
Received by :	Recommendation :
Date :	

<b>Advisor Comment:</b> Name: Signature:	
<b>CLO 1:</b>	
<b>CLO 2:</b>	
<b>CLO 3:</b>	



Level of study:  
Diploma/Bachelor/Master  
Ref. No : \_\_\_\_\_

## APEL.C APPLICATION FORM

### PART A: PERSONAL PARTICULARS

Candidate Name :	
Candidate NRIC.:	
Matric Number :	
Name of Programme:	
Course Code & Course Title:	
No. of Credits of the Course:	

### PART B: ASSESS BY ADVISOR

Mode of Assessment Chosen	<input type="checkbox"/>	Challenge Test
	<input type="checkbox"/>	Portfolio Submission
<b>Confirmation of APEL.C Advisor:</b> I hereby confirm that the above student has been advised and is deemed eligible for the APEL.C assessment.  _____ (signature) Name of Advisor: Date :	<b>Verified by Director of APEL Centre:</b>   _____ (signature) Name of Director: Date :	

### PART C: SELF DECLARATION

I hereby declare that:

- I have read and understood all the terms and conditions stipulated under the provision of APEL.C of my institution; and
- All the information/documents provided to support this application are authentic, true and accurate.
- I fully understand that the UNIRAZAK reserves the right to reject my application if proven otherwise.
- I also agree with the mode of assessment recommended by APEL.C Advisor.

Student Signature	
Signature	: _____
Name	: _____
Date	: _____



Level of study: Diploma/Bachelor/Master Ref. No : _____
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### **PORTFOLIO SUBMISSION FORM**

#### **PART A: PERSONAL DETAILS**

CANDIDATE NAME	
NRIC NUMBER	
MATRIC NUMBER	
NAME OF PROGRAMME	
COURSE TITLE & COURSE CODE	
NO. OF CREDITS OF THE COURSE	

#### **PART B: CRITERIA FOR PORTFOLIO ASSESSMENT**

1. Your previous training /experience must cover 50% of each CLO's for the subject applied.
2. You are required to attach the related evidence/ work samples as deem necessary to support your statement.

**PART C: COMPETENCY WORKSHEET FOR COURSE-BASED LEARNING PORTFOLIOS**

Course synopsis			
Course learning outcomes	Learning statements	Origin of learning	Supporting documentation
<p><b>GUIDELINE</b></p> <p><b>CLO 1</b> Gather as much information as possible about the content of the course.</p> <p>Follow the advice of your Advisor to access course learning outcomes (what you should know after completing the course). Learning outcomes for many courses are listed in the 'Course Learning Outcomes' documents available at HEP homepage</p>	<p><i>Learning statements form the core of the portfolio</i></p> <p><i>The language you use and details you provide here will show the Assessors what you know.</i></p>	<p><i>Include information regarding the location and time (where and when) the learning occurred</i></p> <p><i>A location and date can used more than once throughout your competency worksheets.</i></p>	<p><i>Wherever possible, make reference to supporting documentation that provides evidence of the learning you have claimed. Use tabs and cross-referencing to facilitate easy access to your supporting documents.</i></p>
<p><b>CLO 1</b></p>			

<b>CLO 2</b>			
<b>CLO 3</b>			

**PART D: DECLARATION:**

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

Student Signature	
Signature	: _____
Name	: _____
Date	: _____

This application is subject to the following conditions:

- a. The applicant gives permission to the Management of Universiti Tun Abdul Razak (UNIRAZAK) to make references to and use the information or data in this application as may be deemed necessary.
- b. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified translation in full.
- c. Upon submission of a complete portfolio, you will be requested to attend an interview session.



Level of study: Diploma/Bachelor/Master Ref. No :
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### APEL.C APPEAL FORM

#### PART A: PERSONAL PARTICULARS

Student Name :	
Student NRIC.:	
Matric Number :	
Name of Programme :	
Course Code & Course Title :	
No. of Credits of the Course :	
Semester Taken :	
Mode of Assessment Recommended by APEL.C Advisor	Challenge Test
	Portfolio Submission

#### Reason / Justification for Appeal:

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Student Signature : \_\_\_\_\_

Name : \_\_\_\_\_

Date : \_\_\_\_\_

*For Office Use:*

Signature	
Received By	
Date	

FOR OFFICE USE ONLY			
PORTFOLIO / CHALLENGE TEST			
Percentage (%)	Marks	Total	Remarks
Marks Obtained			
CLO 1			
CLO 2			
CLO 3			
<b>Total Marks Obtained</b>			
Adjusted New Marks			
CLO 1			
CLO 2			
CLO 3			
<b>Total New Marks Obtained</b>			
Assessor's comments / recommendation			
Assessor's Name and Signature			
Date			
Senate Decision	<input type="checkbox"/> Yes <input type="checkbox"/> No Please tick (/)		

## Contact Information


UNIRAZAK APEL & Micro-Credential Centre (URAMC)

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