Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

LEARNING NEVER STOPS

APEL
ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

GUIDELINES TO GOOD PRACTICES:

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

FOR ACCESS (APEL.A)

AND

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

FOR MICRO-CREDENTIALS (APEL.M)

Guideline to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M)
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FOREWORD

The Malaysian Government place emphasis on the importance of lifelong learning as the main agenda in achieving the nation's human capital development. To support this national agenda, the Malaysian Qualifications Agency (MQA) introduced the provision of Accreditation of Prior Experiential Learning (APEL) for the purpose of providing access to higher education, which gave birth to the APEL for Access (APEL.A) in 2010. The APEL.A has created an alternative pathway and provided a second chance for those who were denied the opportunities to pursue a tertiary education for various reasons in the past.

Following the successful implementation of the APEL.A for the Certificate, Diploma, Bachelor's and Master's degree programmes of study in 2011, MQA has undertaken the subsequent step to embark on the APEL for Credit Award, or APEL.C, in 2016. APEL has been further expanded from providing access and awarding credits for individual courses to the awarding of academic qualifications with the introduction of the APEL for Award of Academic Qualifications (APEL.Q) in 2021.

With the complete growth of the APEL family (APEL.A, APEL.C and APEL.Q) in Malaysia, MQA has reviewed its policies and procedures of the APEL.A implemented a decade ago. In this review exercise, APEL.A is now extended to international applicants, fully research-based programmes at the Master's level and the different modes of programmes at the Doctorate level. Alongside this, MQA has also introduced the APEL for Accumulation of Micro Qualifications (APEL.M) to facilitate learners who have acquired the stackable micro-credentials which will lead to the award of an academic qualification. This is in response to the globalised and rapidly changing nature of the knowledge economy which demands continual lifelong and life-wide learning from all adults.

In this regard, I am pleased to present the Guideline to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M) which will benefit the higher education providers (HEPs), learners and the relevant stakeholders. I hope the GGP will provide essential information on the principles, processes and procedures to implement APEL.A and APEL.M.

Last but not least, I would like to express my heartfelt gratitude to all those who have contributed to the development of this GGP, in particular the panel members. My appreciation also goes out to all stakeholders who have provided constructive feedback throughout the development of this document.

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January 2023

GLOSSARY

1. Accreditation of Prior Experiential Learning (APEL)

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.

(i) APEL.A

Accreditation of prior experiential learning for the purposes of admission/access into a programme of study under the various Malaysian Qualifications Framework (MQF) levels.

(ii) APEL.C

Accreditation of prior experiential learning for the purposes of awarding credits for courses within a programme of study.

(iii) APEL.M

Accreditation of prior experiential learning for the purposes of obtaining the award of qualifications under the various Malaysian Qualifications Framework (MQF) levels through the completion of unbundled or stand-alone micro-credentials.

(iv) APEL.Q

Accreditation of prior experiential learning for the purposes of awarding academic qualifications under the various Malaysian Qualifications Framework (MQF) levels.

2. APEL Assessments

A combination of various assessments (i.e., aptitude test, portfolio, interview, presentation, etc.) that an applicant must pass to be awarded the APEL certificate.

3. APEL Certification Process

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

4. Aptitude Test

Generally, it is a formal examination comprising oral, written, performance-based or product-based assessments that the applicant must pass. In this GGP, the generic term 'Aptitude Test' refers to a written examination.

5. Course

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

6. Formal Learning

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

7. Good Practices

Good practices are a set of internationally accepted norms which are expected to be fulfilled to maintain high quality.

8. Higher Education Provider (HEP)

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

9. Informal Learning

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

10. Malaysian Micro-credential Statement (MMS)

A document outlining personal information of the learner and details of the micro-credentials (course origin, credit award, name of the awarding institution, language of instruction, delivery, mode of study, level of course, credit hours, student learning time, duration, enrolment requirements, course learning outcomes, assessment, grading system, etc.).

11. Malaysian Qualifications Framework (MQF)

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

12. Non-formal Learning

Learning that takes place alongside the mainstream systems of education and training. It may have been assessed but does not normally lead to formal certification.

13. Programme

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

14. Portfolio

A compilation of documentary evidence that documents the prior learning experiences of an applicant, including all formal, informal and non-formal learning.

15. Work experience

The experience acquired in a proper working environment with assigned roles and responsibilities.

1.0 INTRODUCTION

The Malaysian Government has realised the importance of lifelong learning being adopted as the main agenda in achieving the nation's human capital development. The transformation of higher education from now and beyond aspires to nurture holistic human capital development and produce Malaysians who are intellectually active, creative, innovative, ethical, adaptable and capable of creative thinking.

Malaysian Qualifications Agency (MQA) through the MQA Act 2007 (Act 679) has an ongoing commitment to assist individuals in utilising their prior learning as much as possible. The MQA assists in identifying learning that has taken place through various types of lifelong experiences that are not formally certified.

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

Following the successful implementation of the APEL for Access (APEL.A) for the Certificate, Diploma, Bachelor's and Master's degree programmes of study in 2011, MQA has undertaken the subsequent step to embark on the APEL for Credit Award, or APEL.C, in 2016. The objective of the APEL.C is to provide a mechanism to assess relevant prior experiential learning of the individual against the course learning outcomes, which ultimately leads to the award of credits for courses within a programme of study. The APEL.C aims to avoid duplication of learning; hence, it offers time and cost savings for individuals to complete a study programme, and more importantly, provides recognition to deserving individuals.

The APEL has been further expanded from providing access and awarding credits for individual courses to the awarding of academic qualifications with the introduction of the APEL.Q in 2021. The APEL.Q recognises prior experiential learning that takes place in the workplace, as well as other forms of learning, i.e., formal, non-formal and informal continuing professional development education and training.

In response to the globalised and rapidly changing nature of the knowledge economy which demands continual lifelong and life-wide learning of all adults to remain employable, adaptable and productive, micro-credential has evolved and gained momentum. Micro-credentials are certification of assessed learning of a single or a set of courses, which are industry and demand-driven, bite-size, personalised and often online-based, that have changed the way HEPs deliver higher education. The APEL.M, which is the accreditation of prior experiential learning for the purposes of obtaining the award of qualifications through the completion of unbundled or stand-alone micro-credentials, is introduced to equip the workforce for new technological and economic challenges.

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

a) Prior experiential learning should be recognised regardless of how and where it was obtained, provided it is related to learning or a form of competency acquisition.
b) Assessment will be based on authentic, flexible, current and reliable evidence.
c) Assessment will be conducted by practitioners/experts in the subject or related field.
d) The method of assessment will be tailored to the level and experience of the learners, thus, providing an opportunity for learners to demonstrate their acquired competencies.
e) Decisions of the APEL assessments should be transparent and subject to appeal and review.
f) Information and support services will be actively publicised, taking into account the diversity of the students.
g) Quality assurance mechanisms should be clear and transparent.

1.1 Definition of APEL

Generally, different terms have been used in various countries to describe the activities related to the accreditation/recognition of prior learning. For instance, accreditation of prior learning (United Kingdom), recognition of prior learning (Australia, South Africa, Scotland and Ireland), recognition of current competency (New Zealand), prior learning assessment and recognition (Canada) and prior learning assessment (United States). All the terms include the key notion that prior learning should be recognised regardless of how and where it was acquired, provided that the learning is relevant to the learning or competency outcomes in a course or programme of study.

In the MQA Act 2007 (Act 679), prior learning means knowledge, skills or attitudes previously acquired, including prior experience. The APEL is defined in the MQF as a verification process of an individual's achievement of a set of learning outcomes acquired through formal, non-formal or informal learning, irrespective of time and place.

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. 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.

1.2 Purpose of the Guidelines to Good Practices (GGP)

In acknowledging the vital roles of APEL in the enculturation of lifelong learning, MQA has taken the initiative to develop the Guideline to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M), which is an updated version of the GGP APEL that was first published in 2012. This initiative signifies MQA's commitment to supporting the implementation of the APEL as an important element in our higher education and training sectors.

The purpose of the GGP is to:

a) support the practices of APEL.A and APEL.M as a part of the lifelong learning agenda in Malaysia, besides promoting public awareness and understanding of APEL.
b) support the implementation of provisions under Sections 74-77, Malaysian Qualifications Agency Act 2007.
c) provide a set of core principles to ensure consistency in the approaches to accrediting prior experiential learning for access to higher education studies.
d) provide higher education providers (HEPs) and relevant stakeholders with the essential information pertaining to the principles, processes and procedures in the implementation of APEL.A and APEL.M.

In general, the GGP intends to provide a guide or source of information for:

a) coordinators, advisors, assessors, moderators and external examiners involved in the APEL.A and APEL.M processes.
b) professional bodies and employers.
c) learners as a useful aid to seek information about institutional APEL.A and APEL.M policies and practices.

Derived from intensive consultations with all stakeholders and interested parties, the GGP seeks to encourage national consistency through sharing and facilitating good practices across various sectors of education.

This GGP acknowledges the different needs or requirements of the various programmes. Hence, it provides a broad framework which HEPs need to adopt in assessing prior experiential learning for access.

1.3 Scope of GGP

The APEL.A was initially offered to Malaysians seeking recognition of their prior learning for purposes of gaining admission into tertiary studies. After the implementation of the APEL.A for the purpose of admissions to the Bachelor's programme (Level 6, MQF) on 1st September 2011, MQA continued to implement the APEL assessment for the admissions to the Certificate (Level 3, MQF) and Diploma (Level 4, MQF) programmes beginning 1st February 2013. The implementation of the APEL was then extended for student admissions to the Master's programme by coursework and mixed mode (Level 7, MQF) beginning 18th February 2014.

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

With this revised GGP, access to tertiary studies via the APEL.A is now extended to MQF Level 7 (Master) **research-based programmes** and MQF Level 8 (Doctorate) **coursework, mixed mode and research-based programmes**. The APEL.A is accessible for both local and

international applicants. However, international applicants are responsible to ensure that the recognition of prior experiential learning is acceptable to the regulatory bodies in their home countries.

In another development related to the APEL.A, students who have accumulated credits through **micro-credentials** which are relevant to the degree programme can now apply for the formal degree award via the APEL.M route if they do not have the required academic entry qualifications. This is in accordance with Item 7.9: Entry Requirements via Micro-Credential embedded in the GGP: Micro-Credentials (First edition: 2020).

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

This GGP should be read in conjunction with the following publications and any other related future publications of MQA:

a) The Malaysian Qualifications Framework.
b) Code of Practice for Programme Accreditation.
c) Code of Practice for Institutional Audit
d) Code of Practice for Open and Distance Learning
e) Guidelines to Good Practices: Micro-Credentials.
f) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award (APEL.C).
g) Guidelines to Good Practices: Accreditation of Prior Experiential Learning for the Award of Academic Qualifications (APEL.Q).

For programmes that are bound by professional body standards, HEP must seek approval from the professional bodies on the acceptance of students through the APEL.A route.

2.0 BENEFITS OF APEL

The APEL has been identified as a powerful tool for bringing adult learners into the mainstream of higher education by recognizing the relevant skills and competencies that they have previously acquired. The growing body of research on the subject has revealed evidence that the APEL has benefitted various stakeholders, i.e., learners, institutions, employers and the nation.

2.1 Learners

Learners seek the APEL because it can help them:

a) increase self confidence and enhance the motivation to continue learning.
b) get access and recognition to higher qualifications.
c) document knowledge, skills and experience better through the preparation of a portfolio of evidence; plan for further learning and personal career development.
d) map prior learning onto the MQF to identify a notional level.
e) develop analytical and learning skills through the process of undertaking the APEL itself.
f) increase mobility and employability.
g) reduce time and cost.

2.2 Institutions

The APEL can help education institutions:

a) increase access and widen participation for non-conventional learners.
b) support the development of the curriculum.
c) enrich the teaching-learning experience with the presence of non-conventional learners.

2.3 Employers

The APEL acknowledges workplace learning for the benefit of both the employers and employees. It supports training and staff development strategies. Employers encourage the APEL because it helps the organisation:

a) increase motivation and interest in workplace practice on the part of the employees.
b) reduce the amount of time needed to complete a qualification, and therefore, require less time away from the workplace.
c) generate new ideas and development in the workplace as a result of a process of reflection on practice by employees.
d) improve employee retention and reduce recruitment and training costs.

2.4 Nation

The APEL may bring various benefits to our nation by:

a) promoting lifelong learning culture as a means of upgrading its workforce in response to the global k-economy (knowledge economy) trend.
b) enhancing productivity through the acquisition of skills and knowledge among its workforce.
c) boosting the nation's competitiveness at the regional and global levels.

3.0 APEL.A AND APEL.M POLICIES

3.1 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 level of qualifications.
c) Applicants must fulfil the minimum formal qualifications stipulated, for the Master's and Doctorate levels.
d) Applicants applying for entry via the APEL.A must have prior experiential learning.

3.2 APEL.M policy

The APEL.M is applicable to local and international learners who have completed micro-credentials that are relevant to the accredited programmes. Only learners who have completed the following percentage of micro-credentials may apply for admission via the APEL.M:

a) Learners who have completed at least 50%* of the total graduating credits of the intended programme via micro-credentials which are unbundled from the accredited programme from one HEP or multiple HEPs.

   AND

b) Meet the minimum age requirements as stipulated in the APEL.A for the various levels of qualifications under the MQF.

   OR

c) Applicants who are admitted via the APEL.M must fulfil the minimum age of graduation stipulated in the GGP MC.

   However, in exceptional cases, the highest academic board (i.e., Senate) of the HEP may permit a lower-age learner to graduate.

Note: * Total 50% of the total graduating credits are **NOT** inclusive MPU subjects.

4.0 ADMISSION CRITERIA VIA APEL.A AND APEL.M

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 or APEL.M 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 or APEL.M.

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

a) Programme at MQF Level 8

(**Doctorate** by Coursework, Mixed Mode and Fully Research-based)

i. At least 35 years of age in the year of application.
ii. Possess at least a Bachelor's degree or equivalent qualifications (or those with higher qualifications, e.g., Postgraduate Certificate, Postgraduate Diploma).
iii. Possess at least 5 years of relevant work experience after completion of the Bachelor's degree programme.
iv. Pass the APEL.A assessment for Doctorate level.

b) 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 https://www.mqa.gov.my/pv4/nilai_taraf.cfm*

c) 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.

d) Programme at MQF Level 5 and Level 4

(Advanced Diploma and **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.

e) Programme at MQF Level 3

(Certificate)

i. At least 19 years of age in the year of application.
ii. Possess relevant work experience.
iii. Pass the APEL.A assessment for certificate 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.

4.2 Fulfilment of admission criteria through APEL.M for various levels of MQF qualifications

Local and international applicants can only apply for admission via the APEL.M if he/she has completed the following quantum of micro-credentials which are unbundled from accredited programmes and meet the minimum age requirements of the APEL.A at the various MQF levels:

a) Completed at least 50%* of the total graduating credits of the intended programme via micro-credentials which are unbundled from the accredited programme or standalone micro-credentials from one or multiple HEPs.

b) Meet the minimum age requirements as stipulated in the APEL.A for the various levels of qualifications under the MQF.

The remaining percentage of courses in a programme from the above categories can be assessed by the receiving institution through the prescribed courses in the programme whose award is sought by the applicant.

Note: * Total 50% of the total graduating credits are **NOT** inclusive MPU subjects.

5.0 ASSESSMENT INSTRUMENTS

The assessment instruments that will be utilised to assess the prior experiential learning of the learners for admission into a programme of study comprise a combination of instruments from the following components, depending on the MQF level:

a) Aptitude Test.
b) Portfolio.
c) Interview.
d) Research Intent and Presentation (based on research proposal or area of expertise). This assessment instrument is only applicable for the MQF Level 7 research-based programmes and various modes of MQF Level 8 programmes.

Learners have to pass each stage of the assessment depending on the instruments adopted for the respective MQF level.

5.1 Assessment weightage

The assessment instruments carry different weightage that contributes to the overall assessment. The weightage of each assessment instrument based on the MQF level of qualification is stated in **Table 1**.

Table 1: Assessment weightage based on MQF levels of qualifications

MQF Level / Instruments	T3 (Certificate)	T4 (Diploma)	T5 (Advanced Diploma)	T6 (Bachelor, Graduate Diploma and Graduate Certificate)	T7 (Master, Postgraduate Diploma and Postgraduate Certificate)		T8 (Doctorate)	
					Coursework / Mixed Mode	Fully Research -Based	Coursework / Mixed Mode	Fully Research -Based
Aptitude Test	100%	100%	100%	30%	40%			
Portfolio	/	/	/	70%	40%	50%	50%	50%
Research Intent + Presentation						30%	30%	30%
Interview					20%	20%	20%	20%

Note*: (/) for submission only without any assessment weightage.

5.2 Learner's competencies

The required competencies for the APEL.A or APEL.M assessments are guided by the MQF's five clusters of learning outcomes. Therefore, the assessments conducted aim to ensure that applicants will have the following minimum competencies to pursue higher education:

a) Knowledge and understanding.
b) Cognitive skills.
c) Functional work skills with focuses on:
    i. practical skills.
    ii. interpersonal and communication skills.
    iii. digital and numeracy skills.
    iv. leadership, autonomy and responsibility.
d) Personal and entrepreneurial skills.
e) Ethics and professionalism.

Each of the competencies is described below:

5.2.1 Knowledge and understanding

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.

It may relate to a subject, a field of study or discipline, as well as to technical and occupational or workplace aspects of knowledge and understanding. It starts with basic general knowledge and progresses to varied, broader, specialised and advanced knowledge, including those relating to sustainable practices, rules and regulations, health and safety, and especially relevant to Technical and Vocational Education and Training (TVET) and even professional types of programmes.

The scope of knowledge should include the common everyday knowledge within the environment of learners. This may also be acquired through formal, informal and non-formal learning circumstances-experiences. Developing personal values and ethics may derive from knowledge and experiences. Knowledge and understanding enable the learners to relate their prior knowledge in the course of learning and/or work, as well as to expand to related fields. Knowledge provides the basis for applications of all other competencies.

5.2.2 Cognitive skills

Cognitive skills relate to thinking or intellectual capabilities and the ability to apply knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/creative thinking, assessment, applying, analysing, problem-solving and synthesising 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.

5.2.3 Functional work skills

5.2.3.1 Practical skills

These are generally work skills and operational skills applicable to a common employment environment, such as planning, organisational skills, 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 as well.

5.2.3.2 Interpersonal and Communication skills

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

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

5.2.3.3 Digital and Numeracy skills

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

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

5.2.3.4 Leadership, autonomy and responsibility

This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers, 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, resilient, to be a risk taker and to possess other intrapersonal skills including working in and leading teams.

5.2.4 Personal and Entrepreneurial skills

Personal skills are life skills that learners are expected to use daily. They are normally portrayed through enthusiasm for independent learning, intellectual and self-development, 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.

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

5.2.5 Ethics and Professionalism

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.

5.3 APEL.A assessment instruments

APTITUDE TEST: A test to assess the readiness of the learner to commence his/her tertiary education and not whether he/she is able to follow through with the entire programme of study. A HEP may impose additional tests or request the learner to undertake some enhancement courses before he/she is allowed to commence the programme of studies in the HEP officially. The Aptitude Test assessment components comprise Bahasa Malaysia Language, English Language, Numerical Literacy and General Knowledge + Critical Thinking + Digital Literacy of the applicant.

Applicants are required to sit for the Aptitude Test at the time, date and place scheduled by the selected APEL Assessment Centre (*Pusat Penilaian APEL*, PPA)

For **international applicants**, expatriates and their family members:

- the Bahasa Malaysia Language component will not be tested. The number of questions omitted under the Bahasa Malaysia Language component will be added to the English Language component.
- under General Knowledge, the section on current issues will focus on issues in the global context.

PORTFOLIO: A portfolio is a formal document that contains a compilation of evidence documenting prior experiential learning of a learner acquired over a period of time. This type of learning may be in the form of formal, informal or non-formal learning. The portfolio is prepared by the learner to demonstrate that the learning acquired is relevant and specific to the five clusters of learning outcomes outlined in the MQF.

Any forms of learning claimed and acquired by the applicant must be substantiated with documentary evidence, be it direct or indirect evidence (**Appendix A**) such as appointment letters and statements/testimonies from employers/clients/colleagues. However, applicants should be selective in choosing clear and concise evidence which have direct relevance to the learning acquired.

All evidence must be organised and presented based on the identified formal, informal and non-formal learning in a portfolio form as indicated in **Appendix B**. In the portfolio form, applicants must carefully match their prior learning to the stated MQF competencies (refer to Section 5.2: Learner's Competencies). The completed Portfolio form and its associated evidence must be submitted in a softcopy format.

All Portfolios submitted will be assessed using the rubric in **Appendix D.**

5.3.1 Assessment for Certificate, Diploma and Advanced Diploma levels

Aptitude Test is the only assessment for the Advanced Diploma, Diploma and Certificate levels of programmes of study. 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 structure of the test is presented in **Table 2.**

Table 2: Structure of Aptitude Test for Certificate, Diploma and Advanced Diploma levels

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	● Reading & comprehension ● Vocabulary ● Grammar & tenses ● Error correction ● Spelling	10 MCQ questions
English Language	● Reading & comprehension ● Vocabulary ● Grammar & tenses ● Error correction ● Spelling	10 MCQ questions
Numerical Literacy	● Basic descriptive statistics ● Basic numeracy ● Basic algebra ● Problem-solving	10 MCQ questions
General Knowledge, Critical Thinking and Digital Literacy	● General knowledge: current issues, digital literacy and information sourcing ● Critical thinking: logic reasoning, classification skills and pattern recognition	10 MCQ questions

Applicants at the Certificate, Diploma and Advanced Diploma levels **are required to submit the portfolio**. However, the portfolio will not be assessed as it only serves as documentary evidence to support that the applicants have acquired some form of prior experiential learning in the past.

5.3.2 Assessment for Graduate Certificate, Graduate Diploma and Bachelor's levels

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, Graduate Diploma and Graduate Certificate levels of programmes of study. The Aptitude Test will take two (2) hours. The structure of the test is presented in **Table 3**.

Table 3: Structure of Aptitude Test for Graduate Certificate, Graduate Diploma and Bachelor's levels

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	● Reading & comprehension ● Vocabulary ● Grammar & tenses ● Error correction ● Spelling	10 MCQ questions
English Language	● Reading & comprehension ● Vocabulary ● Grammar & tenses ● Error correction ● Spelling	10 MCQ questions
Numerical Literacy	● Basic descriptive statistics ● Basic numeracy ● Basic algebra ● Problem-solving	10 MCQ questions

Components	Test Content	Structure of Assessment
General Knowledge, Critical Thinking and Digital Literacy	● General knowledge: current issues, digital literacy and information sourcing ● Critical thinking: logic reasoning, classification skills and pattern recognition	10 MCQ questions

Upon successful completion of the Aptitude Test, applicants will then proceed to the next stage of assessment, which is the submission of a Portfolio.

b) Portfolio Assessment

In addition to the Aptitude Test, the applicant 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 in the form of an interview, presentation, demonstration, etc. The Portfolio assessment contributes to 70% of the total APEL.A assessment for the Bachelor's, Graduate Diploma and Graduate Certificate levels.

5.3.3 Assessment for Postgraduate Certificate, Postgraduate Diploma and Master's 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 and a half (2.5) hours. The structure of the test is presented in **Table 4.**

Table 4: Structure of Aptitude Test for Postgraduate Certificate, Postgraduate Diploma and Master's levels

Components	Test Content	Structure of Assessment
Bahasa Malaysia Language	• Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors	Part A : 13 Objective questions Part B : 1 Structured question
English Language	• Reading & comprehension • Grammar & prose • Spelling • Vocabulary • Correction of errors	Part A : 12 Objective questions Part B : 1 Structured question
Numerical Literacy	• Basic mathematics / descriptive statistics • Basic algebra • Problem-solving	Part A : 25 Objective questions Part B : 1 Structured question
General Knowledge, Critical Thinking and Digital Literacy	• 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

b) Portfolio Assessment

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

In addition to the Aptitude Test, the applicant 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, 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. The interview score sheet is presented in **Appendix F**.

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 determined by the APEL Assessment Centre (*Pusat Penilaian APEL*, PPA).

Table 5: Framework of Research Intent

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	

No.	Items	Descriptions
	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.	

A sample of the **Research Intent and Presentation Assessment Rubric** form is presented in **Appendix E**.

5.3.4 Assessment for Doctorate level

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

a) Portfolio Assessment

The applicants 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 50% of the total APEL.A assessment.

b) Research Intent and Presentation

This assessment mode contributes to 30% of the total APEL.A assessment, where applicants will be required to provide information related to the areas/disciplines of the doctorate study. In this regard, the applicant will have 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 specific venue. A sample of the **Research Intent and Presentation assessment rubric** form is presented in **Appendix E**.

c) Interview Assessment

Upon successful completion of the Research Intent and Presentation, applicants will undertake an Interview assessment. This will contribute to 20% of the total APEL.A assessment for all three modes (i.e., coursework, mixed mode and fully research-based) of the doctorate studies at MQF level 8.

This is a structured oral interview to assess an applicant's skills and knowledge/competencies to undertake tertiary studies. The interview score sheet is provided in **Appendix F**.

5.4 APEL.M assessment instruments

5.4.1 Portfolio Assessment

For applicants who have completed micro-credentials from accredited programmes with at least 50% from a single HEP or multiple HEPs, but do not meet the regular entry requirements of the programme, they may apply for the APEL.M for the purpose of fulfilling the admission criteria.

The APEL for admission through the micro-credential track is known as the APEL.M. It only requires the applicants to submit a complete Portfolio for assessment of their readiness to undertake a tertiary study.

The applicants are required to submit a Portfolio (APEL.M) either in Bahasa Malaysia or English. The Portfolio form is as outlined in **Appendix C** and must be submitted in a softcopy format.

In the said Portfolio form, the applicants must clearly state the number of micro-credentials taken, the percentage of credits accumulated and the related evidence, such as the result slips or/and the digital badge/Malaysian Micro-credential Statements (MMS) gathered.

If the assessors would like to confirm the authenticity and ensure the sufficiency or relevancy of the evidence presented in the Portfolio, they may request to meet the applicant for verification or validation purposes. Hence, other forms of verification instruments such as an interview, presentation and demonstration may be adopted.

This Portfolio assessment contributes to **100%** of the entire APEL.M for all MQF levels of qualifications.

6.0 APEL.A AND APEL.M CERTIFICATION PROCESSES

An APEL.A certification determines the eligibility of an applicant to apply for admission into any level of MQF qualification at any HEP. Given the fact that the APEL.A assessment may take as long as two (2) to four (4) months, applicants are advised to apply for the APEL.A certification six (6) months prior to the date of admission into the desired HEP. An APEL certification qualifies the applicant to apply for admission to any HEP in Malaysia but is not a guarantee for admission into the said intended programme of study.

The **APEL.A and APEL.M certification** processes for various levels of MQF qualifications are illustrated in **Appendix G** and **Appendix H,** respectively.

6.1 Panel of Experts

The panel of experts consisting of Assessors or Moderators are important stakeholders to safeguard the integrity and credibility of the APEL.A and APEL.M assessments. This panel of experts are specialist in developing and executing the respective disciplines of assessment instruments. To fulfil their responsibilities, this panel of experts must also be well-versed in the procedures and understand the content-related principles and requirements of the assessments. They must also complete the relevant training courses on APEL.A policies, procedures and assessments before assuming their roles as Assessors or Moderators.

According to the established procedure, the assessment instruments for an application for the APEL.A and APEL.M, i.e., Portfolio, Research Intent and Presentation as well as Interview, must be assessed by **two (2) Assessors** (comprising subject matter expert and instrument expert). This is to ensure the reliability of the assessment instruments.

The main duties of an Assessor are:

a) to perform an objective assessment based on the relevant assessment instruments, learning outcomes and the respective assessment criteria.
b) to ensure and respect the provision of constructive feedback that is understandable to the learners.

Apart from professional and methodical competence, the attitudes and value judgments of the panel of experts may also influence the quality of the assessment. This is vital to ensure independent and impartial assessment is carried out. The **independence and impartiality of assessors** would encompass one or all of the following:

a) The assessor has no direct conflict of interest with respect to the learners, e.g., the assessor is the employer of the learner, or the assessor is a direct competitor of the learner who may obstruct the accessibility to recognise the prior experiential learning of the learner.
b) If the assessor has background information on the competencies/skills of the learner but this information is not provided in the documentation submitted by the learner, then the assessor will need to disregard such prior information in making the decision during the assessment.
c) The assessor is not influenced by his/her personal attitude towards the activities of the learner (e.g., the learner is a representative of a different school of thought).

Besides the Assessors, **Moderators** with appropriate competencies have to be appointed to ensure the validity and reliability of the assessment instruments. All the assessments /instruments developed, as well as the evaluated learner's assessments, must be moderated by the appointed Moderator. This is to ensure that the assessment materials/instruments are in line with the level of study, as well as to verify the assessments.

6.2 Pre-application phase (Self-assessment)

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

Applicants must first ensure that the basic admission criteria stipulated in Section 4 of this GGP are met, i.e., age and academic qualifications requirements (only for Master's and Doctorate level studies). Applicants must also assess the relevancy of their prior learning experience. This is to determine whether their prior learning experience correlates with the competencies stipulated in Section 5.2: Learner's Competencies.

It is important for the applicant to understand the requirements of the intended programme of study and its expected learning outcomes. Upon the personal self-assessment conducted, if the applicant feels that he/she has the capability and is prepared to undertake the tertiary study at the specific MQF level qualification, then the applicant may proceed to apply for the APEL.A or APEL.M on the MQA APEL portal.

6.3 Application phase

Upon successful completion of the Self-Assessment, applicants will apply for the APEL.A/APEL.M on the APEL.A portal of the MQA website. Upon receipt of the application, MQA will then inform the applicants of the status of their application based on the admission criteria [i.e., fulfilment of the minimum age requirements and the academic qualifications (for Master's and Doctorate levels of studies)]. MQA will also notify the APEL Assessment Centre (*Pusat Penilaian APEL,* PPA) chosen by the applicant about the applications that met the admission criteria. The PPA will then contact the applicant to proceed with the APEL.A or APEL.M application on the APEL portal of the PPA.

The following fees *(wherever applicable*) imposed by the APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) are regulated by MQA. Please refer to the MQA website for the related fee structure.

Types of fees:

a) APEL.A or APEL.M application fees
b) Resit fees
c) Appeal fees

6.4 Assessment

The assessment of prior experiential learning for the purpose of the APEL.A will encompass the comparability of the experiential learning acquired by learners to the learning domains stipulated in the MQF. The expected competency level in the Aptitude Test is also pegged at the appropriate level as indicated in **Table 6.**

Table 6: Competency level of Aptitude Test for various MQF qualifications

MQF qualification	Competency level of Aptitude Test
Certificate	UPSR and PMR (Grade/Year 9) or equivalent
Diploma	PMR (Grade/Year 9) or equivalent
Advanced Diploma	PMR (Grade/Year 9) or equivalent
Bachelor	SPM (Grade/Year 11) or equivalent
Master (coursework and mixed mode)	Equivalent to the 1st year of the Bachelor's degree

Assessment principles: The APEL.A assessment processes and procedures will uphold the following principles to ensure integrity and credibility of the assessment in evaluating the readiness and preparedness of the learner to undertake tertiary studies:

a) There must be a transparent assessment system adopted to evaluate the prior experiential learning against the learning domain as stipulated in the MQF Edition 2.
b) Recognition of prior experiential learning is based on demonstrable learning achievement and not on the assumption of learning due to the undertaking of a particular job/position secured for a set duration of time or merely following any non-formal learning.
c) All forms of assessments adopted to evaluate the prior experiential learning must be of equal rigour as in any assessment in the conventional education track.

Assessment instruments: The various assessment instruments that will be utilised comprise the following and it may be a combination of two or three instruments, depending on the entry MQF level of qualification:

a) Aptitude Test.
b) Portfolio.
c) Interview.
d) Research Intent and Presentation.

However, for the APEL.A (MQF level 3 and level 4 – Aptitude Test instrument) and APEL.M (Portfolio instrument), only a single instrument is used to evaluate the prior experiential learning.

The assessment instruments for entry into the various MQF levels of qualifications have been described in Section 5: Assessment Instruments of this document.

6.5 Post-assessment

6.5.1 Results

Upon completion of the APEL.A or APEL.M assessments, the APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) will notify the applicants of the outcome of the assessment. If the applicants successfully complete the related assessments for entry into a specific MQF level of qualification, they will be provided with the APEL Certificate from MQA. The sample of the APEL.A certificate is presented in **Appendix I.** This APEL.A certificate will enable the applicants to apply for admission into the related MQF level of study in any higher education institution in Malaysia.

The APEL.M certificate issued by MQA will state the name of the institution, the MQF level of the programme and the related discipline. Learners can use the APEL.M certificate for entry into a programme of study only for the specific institution indicated in the APEL.M certificate.

At any stage of the assessment process, HEPs must ensure that the outcomes and results are announced in a timely manner to the applicants.

6.5.2 Appeal or Resit

Applicants who failed any of the assessment instruments may appeal for a review of the results or opt for a resit. The applicant will be charged the appeal or resit fee set by MQA for each attempt.

Appeal:

The applicant who is not satisfied with the decision of the APEL assessment result can submit a written appeal to the PPA by providing the grounds for the appeal. The appeal must be submitted within one (1) week from the date of the official announcement of the result.
A different Assessor will be appointed to evaluate the merit of the appeal.

Resit:

The applicant who failed the aptitude test can only resit the aptitude test for a maximum of 2 attempts. If the applicant still fails at the second attempt, the applicant must wait for a minimum of three (3) months before resitting for the third time.

Applicants who have failed the portfolio assessment may resubmit the portfolio for reassessment. However, this resubmission can only be made at least six (6) months after the notification date of the APEL.A or APEL.M result.

6.5.3 Conferment of APEL.A and APEL.M Certificates

MQA will issue the APEL.A certificate of successful applicants to the APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) where they have registered to undertake the APEL.A or APEL.M assessment.

If the applicants prefer to have the APEL.A Certificate couriered to them, they will need to inform the PPA and pay the relevant fees for the courier service.

7.0 ROLES OF MQA AND HEPs

This section outlines the roles of MQA and HEPs in administering the APEL.A and APEL.M processes.

7.1 Roles of MQA

MQA has established and developed a comprehensive GGP: APEL.A and APEL.M to provide the HEPs and relevant stakeholders with information on their applications and implementations. As custodian of the APEL in Malaysia, MQA reserves the right to the following actions:

a) Approve or reject any application from HEPs to establish an APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) and implement the APEL.A or APEL.M.
b) Retract the approval given to the HEP in the event of any malpractices found.
c) Monitor and audit the APEL.A processes and procedures of the HEPs.
d) Make amendments to this GGP as and when deemed necessary. It is the responsibility of the HEP to keep abreast of any changes made in the GGP to improve the APEL.A and APEL.M processes.

7.2 Roles of HEPs

HEPs that intend to implement the APEL.A and/or APEL.M must submit their applications and obtain written approval by MQA prior to their implementation as an APEL Assessment Centre (*Pusat Penilaian APEL*, PPA).

Please refer to the MQA website for the details of the application process to be an approved PPA and the related application fees.

The approved HEPs must adhere to this GGP, including the quality assurance aspects in managing the APEL.A and APEL.M. It is the responsibility of the HEP to familiarise itself with this GGP and all the related quality assurance documents and policies set by MQA and other related agencies. HEPs must consult MQA for any provision that is not covered in this GGP.

8.0 QUALITY ASSURANCE

Quality assurance is an integral part of the APEL.A and APEL.M implementation processes. HEPs or approved APEL Assessment Centres (*Pusat Penilaian APEL*, PPA) are to employ the same standards and rigour throughout the assessments and processes of evaluating the prior experiential learning for purposes of admission. This will safeguard and uphold the credibility and integrity of the entire APEL.A and APEL.M processes.

HEPs must regularly monitor and review the operations of the APEL. All processes and procedures must be transparent, clearly defined and integrated within the existing quality assurance and enhancement mechanisms of the HEP.

Mechanisms for monitoring and reviewing the APEL processes and procedures may take into account the following:

a) The number of applicants who apply for the APEL.A/APEL.M under the approved APEL Assessment Centre (*Pusat Penilaian APEL*, PPA) according to the various MQF qualification levels.
b) The success rate of applications managed by the PPA.
c) An evaluation of applicants' experience, including the time taken by them to undertake and successfully complete the APEL process.
d) An evaluation of the staff's experience, including the time spent by staff to support and manage the APEL process.
e) Tracking and monitoring the progression of applicants who are admitted into the HEPs to pursue their tertiary studies.

The APEL.A and/or APEL.M processes need to be fully integrated within the quality assurance systems of the approved APEL Assessment Centres or HEPs to ensure transparency, consistency, reliability and accountability. The APEL processes and procedures of the HEP should be made available for scrutiny by appropriate external quality assurance bodies or agencies.

LIST OF PANEL MEMBERS

NO	NAME	INSTITUTION
1.	Andy Liew Teik Kooi (Prof. Dr.) Chairman	HELP University
2.	Amirul Faiz Bin Osman (Dr.)	Universiti Utara Malaysia
3.	Hamidah Binti Mohd Ismail (Dr.)	Universiti Teknologi MARA
4.	Mohamad Afzhan Khan Bin Mohamad Khalil (Assoc. Prof. Dr.)	University of Cyberjaya
5.	Nasyra Binti Ab. Jamil (Dr.)	UNITAR International University
6.	Robiah Binti Ahmad (Assoc. Prof. Dr.)	Universiti Teknologi Malaysia
7.	Titik Khawa Binti Abdul Rahman (Prof. Dr.)	Asia e University

TYPES OF EVIDENCE

Direct Evidence	Indirect Evidence
Certificates You can provide copies of your qualification: • School certificates • Statement of results • Courses completed at work	**Written records** You can provide copies of: • Diaries • Records • Journals • Articles
Work samples You can provide samples of your work: • Drawings or photographs • Reports • Written materials • Projects • Objects • Work of arts	**Emails** You can provide copies of email communications which verify: • Customer feedback • Work activities • Written skills
Records of workplace activities You can provide documents that verify your work activities: • Notes • Emails • Completed worksheets • Workplace agreements • Contracts	**Supporting letters** You can provide letters to verify your claim from: • Employers • Community groups • People you have worked with (paid and unpaid work)
Documents You can provide evidence that shows what you have done in your life: • Media articles • Meritorious awards	-

APPENDIX B

PORTFOLIO SUBMISSION FORM
APEL.A

Recent photo

PART 1: PERSONAL DETAILS

Full Name											
Nationality											
NRIC/Passport No.											
Intended Field of Study											
Intended Programme											
Level of Study		**Certificate**		**Diploma**		**Bachelor**		**Master**		**Doctorate**	
Reference Number											

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	COMPETENCY (Please tick ✓) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (Please refer to **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 to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (Please refer to **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

	OTHER LEARNING ACTIVITIES This may include your hobbies/sports/recreations/social activities/community services/training/consultancy services or other activities which might be relevant to the competencies	YEAR	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (if any) (Please refer to **Appendix 1** for the examples of evidence)
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
1.											
2.											
3.											
4.											

Note: All evidence must be properly labelle

c) NON-FORMAL LEARNING *(start with the most recent)*

Learning that takes place alongside the mainstream systems of education and training. It may have been 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/Months)	WHAT I HAVE LEARNT/ACQUIRED (Please tick √) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (if any) (Please refer to **Appendix 1** for the examples of evidence)
					1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
1.													
2.													

NO.	NAME/TITLE OF TRAINING OR COURSE, etc.	ORGANISER	DATE OF COMPLETION	DURATION (Hours/Days/Months)	WHAT I HAVE LEARNT/ACQUIRED (Please tick √) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (if any) (Please refer to **Appendix 1** for the examples of evidence)
					1	2	3	4	5	6	7	8	
3.													
4.													
5.													
6.													
7.													

Note: All evidence must be properly labelled

d) LANGUAGE COMPETENCY

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

e) SELF-ASSESSMENT/REFLECTION

For APEL.A application at T6, T7 or T8

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 personal 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 T3, T4 or T5

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 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		
Organisation		
Phone Number	**OFFICE:** *(compulsory)*	**MOBILE:** *(compulsory)*
Email Address		
Relationship		

Name		
Position		
Organisation		
Phone Number	**OFFICE:** *(compulsory)*	**MOBILE:** *(compulsory)*
Email Address		
Relationship		

PART 4: 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:

Appendix B1

LIST OF EVIDENCE

Evidence that can be provided for application includes:

Direct Evidence	Indirect Evidence
Certificates You can provide copies of your qualification: ● School certificates ● Statement of results ● Courses completed at work	**Written records** You can provide copies of: ● Diaries ● Records ● Journals ● Articles
Work samples You can provide samples of your work: ● Drawings or photographs ● Reports ● Written materials ● Projects ● Objects ● Work of arts	**Emails** You can provide copies of email communications which verify: ● Customer feedback ● Work activities ● Written skills
Records of workplace activities You can provide documents that verify your work activities: ● Notes ● Emails ● Completed worksheets ● Workplace agreements ● Contracts	**Supporting letters** You can provide letters to verify your claim from: ● Employers ● Community groups ● People you have worked with (paid and unpaid work)
Documents You can provide evidence that shows what you have done in your life: ● Media articles ● Meritorious awards	

APPENDIX B2

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.

2. 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.

3. 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.

4. Functional work skills:

a. Practical work skills

- 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.

b. Interpersonal skills

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

c. Communication skills

- 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.

d. Digital skills

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

e. 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.

f. Leadership, autonomy and responsibility

- This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers, 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.

5. 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.

6. 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.

Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

PORTFOLIO SUBMISSION FORM
APEL MICRO-CREDENTIAL (APEL.M)

Recent photo

PART 1: PERSONAL DETAILS

Full Name											
Nationality											
NRIC/Passport No.											
Intended Field of Study											
Intended Programme						**Total Graduation Credits**					
Name of Intended Higher Education Provider (HEP)											
Number of Micro-Credentials (Courses) From the Accredited Programme						**Percentage of Credits Accumulated** *(number of credits accumulated/total credits in the programme)*					
Level of Study		**Certificate**		**Diploma**		**Bachelor**		**Master**		**Doctorate**	
Reference Number											

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	COMPETENCY (Please tick ✓) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (Please refer to **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 to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING* (Please refer to **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

OTHER LEARNING ACTIVITIES This may include your hobbies/sports/recreations/social activities/community services/training/consultancy services or other activities which might be relevant to the competencies		**YEAR**	**WHAT I HAVE LEARNT/ACQUIRED** (Please tick ✓) (Please refer to **Appendix 2** for the list of skills)								**EVIDENCE OF LEARNING* (if any)** (Please refer to **Appendix 1** for the examples of evidence)
			1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
1.											
2.											
3.											
4.											

Note: All evidence must be properly labelled

c) NON-FORMAL LEARNING *(start with the most recent)*

Learning that takes place alongside the mainstream systems of education. It may have been assessed but does not normally lead to a formal certification. The majority of the information listed here will comprise the **Micro-Credentials** that the learners have acquired.

Part I: Micro-Credential from the accredited programme (from single or multiple HEPs)

NO.	NAME OF MICRO-CREDENTIAL (MC)	PROGRAMME WHERE THE MC ORIGINATED FROM (with MQA reference number)	COURSE WHERE THE MC ORIGINATED FROM	INSTITUTION	DATE AWARDED	CREDIT HOURS	GRADE	WHAT I HAVE LEARNT/ACQUIRED (Please tick √) (Please refer to **Appendix 1** for the list of skills)								EVIDENCE OF LEARNING* (Digital Badges/Malaysian Micro-Credentials Statement) (MMS)
								1	2	3	4	5	6	7	8	
1.																
2.																
3.																
4.																
7.																

Note: All evidence must be properly labelled

Part II: Non-formal learning comprising stand-alone Micro-Credentials*/short courses/workshops/seminars/conferences or training courses

NO.	NAME/TITLE OF TRAINING OR COURSE, etc.	ORGANISER	DATE OF COMPLETION	DURATION (Hours/Days/Months)	GRADE (if any)	WHAT I HAVE LEARNT/ACQUIRED (Please tick √) (Please refer to **Appendix 2** for the list of skills)								EVIDENCE OF LEARNING** (Please refer to **Appendix 1** for the examples of evidence)
						1	2	3	4	5	6	7	8	
1.														
2.														
3.														
4.														
5.														
6.														
7.														

Note: A stand-alone Micro-Credential is the digital certification of assessed learning acquired through short courses which are not part of a module in a larger programme

****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.																	

SELF-ASSESSMENT/REFLECTION

Describe how your prior learning experiences will prepare you for the intended level of study (at least 500 words):
1. Why do you want to pursue this intended programme of study after gathering the relevant credits through the Micro-Credential track? 2. How is your personal 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 life? 4. What are your action plans to ensure the successful completion of your programme? *(Commitment, time management, financial resources and support, etc.)*

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

Name		
Position		
Organisation		
Phone Number	**OFFICE:** *(compulsory)*	**MOBILE:** *(compulsory)*
Email Address		
Relationship		

Name		
Position		
Organisation		
Phone Number	**OFFICE:** *(compulsory)*	**MOBILE:** *(compulsory)*
Email Address		
Relationship		

PART 4: 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:

Appendix 1

LIST OF EVIDENCE

Evidence that can be provided for application includes:

Direct Evidence	Indirect Evidence
Certificates You can provide copies of your qualification: ● School certificates ● Statement of results ● Courses completed at work ● Digital badges/Malaysian Micro-Credentials Statement (MMS) (The Digital Badge must contain the information embedded in the MMS)	**Written records** You can provide copies of: ● Diaries ● Records ● Journals ● Articles
Work samples You can provide samples of your work: ● Drawings or photographs ● Reports ● Written materials ● Projects ● Objects ● Work of arts	**Emails** You can provide copies of email communications which verify: ● Customer feedback ● Work activities ● Written skills
Records of workplace activities You can provide documents that verify your work activities: ● Notes ● Emails ● Completed worksheets ● Workplace agreements ● Contracts	**Supporting letters** You can provide letters to verify your claim from: ● Employers ● Community groups ● People you have worked with (paid and unpaid work)
Documents You can provide evidence that shows what you have done in your life: ● Media articles ● Meritorious awards	

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.

7. 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.

8. Cognitive skills

a. This relates to thinking or intellectual capabilities and the ability to apply knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/creative thinking, assessment, 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.

9. Functional work skills:

a. Practical work skills

- These are generally work skills and operational skills applicable to a common employment environment, such as planning, organisational skills, 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.

b. Interpersonal skills

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

c. Communication skills

- 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.

d. Digital skills

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

e. 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.

f. Leadership, autonomy and responsibility

- This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers, 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, resilient, to be a risk taker and to possess other intrapersonal skills including working in and leading teams.

10. 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 and 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.

APEL.A and APEL.M :Portfolio Rubric (MQF Level T6, T7 and T8)

Name of candidate:	
NRIC / Passport No.	
Intended Programme :	

Rating scale for scoring	1	2	3	4	5
	No indication of competency (knowledge, skills, attitude)	Poor indication of competency (knowledge, skills, attitude)	Average indication of competency (knowledge, skills, attitude)	Good indication of competency (knowledge, skills, attitude)	Excellent indication of competency (knowledge, skills, attitude)

Item	Type of learning	CLUSTER 1 : Knowledge and Understanding Weightage (15%) [Rating scale X 3 = Score]						CLUSTER 2 : Cognitive Skills Weightage (15%) [Rating scale X 3 = Score]						CLUSTER 4 : Personal Skills Weightage (5%) [Rating scale X 3 = Score]						CLUSTER 4 : Entrepreneurial Skills Weightage (5%) [Rating scale X 3 = Score]						CLUSTER 5 : Ethics and Professionalism Weightage (10%) [Rating scale X 2 = Score]						Self-Reflection Weightage (10%) [Rating scale X 4 = Score]						Total average score
		1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	
1	Formal																																					
2	Informal																																					
3	Nonformal																																					
	TOTAL																																					
		Average score						Average score						Average score						Average score						Average score						Average score						

Item	Type of learning	CLUSTER 3 : FUNCTIONAL WORK SKILLS Practical Skills Weightage (10%) [Rating scale X 2 = Score]						Interpersonal Skills Weightage (5%) [Rating scale X 3 = Score]						Communication Skills Weightage (5%) [Rating scale X 3 = Score]						Digital Skills Weightage (5%) [Rating scale X 3 = Score]						Numeracy Skills Weightage (5%) [Rating scale X 3 = Score]						Leadership, Autonomy and Responsibility Weightage (10%) [Rating scale X 2 = Score]						Total average score
		1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	1	2	3	4	5	Score	
1	Formal																																					
2	Informal																																					
3	Nonformal																																					
	TOTAL																																					
		Average score						Average score						Average score						Average score						Average score						Average score						

Total PORTFOLIO Score = Total Average Score = (x/100)*40	

NOTE :

Name of panel

Signature

Date

APPENDIX E

RESEARCH INTENT & PRESENTATION ASSESSMENT RUBRIC FORM

Name of Applicant:	
NRIC/Passport Number:	
Research Title:	
Date of Presentation:	

Directions for completing the assessment

1. This assessment has two distinct phases: research intent and presentation of the research intent.
2. The purpose of the research intent is to gauge the applicant's readiness and preparedness to undertake a research programme by providing details and information related to the areas/disciplines of the research.
3. The applicant's research intent will be assessed based on the rubrics on content, whilst the applicant's presentation will be assessed based on the quality of his/her presentation and responses to questions.
4. Assessors should review the applicant's Research Intent document prior to the presentation session.
5. The total scores from both assessors will be moderated and averaged accordingly. The final score will contribute to 30% of the total APEL.A assessment for fully research-based programmes.
6. The applicant will require a total score of 15% or above to pass this assessment.

Research Intent & Presentation Rubric				
Criteria rubric	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Weak (1)**
RESEARCH INTENT **1. Overall organisation and form**	• Demonstrates fluid, precise and clear writing. • Sophisticated transitions linking well-crafted sentences. • Critically and masterfully adapts working definitions of professional vocabulary. • The document is cogently and elegantly constructed. • The format is consistent throughout, including heading styles, fonts, margins, white space, etc.	• Demonstrates grammatically correct, precise and clear writing. • Sentences and paragraphs are crafted over a range of structures appropriate to the task. • Uses professional terminology and other vocabularies appropriately. • The document is complete and coherent; it proceeds organically, logically and rationally throughout all required sections. • The format is generally consistent.	• Demonstrates somewhat coherent writing but ideas are occasionally scattered and scrambled. • Sentences and paragraphs are adequately crafted but contain a few grammatical and spelling errors. • Fair usage of professional vocabulary. • The document is complete and logical but lacks coherence in some sections. • Many departures from the required format or guidelines.	• Demonstrates poor academic writing skills and sequence of information is difficult to follow. • Sentences are ungrammatical. Lack of transitions and/or sequencing of ideas makes reading and understanding difficult. • Lacks usage of professional vocabulary. • The document is disjointed, incomplete or incoherent; some sections are missing or inadequately developed. • The document fails to follow the required format.
Score				
RESEARCH INTENT **2. Understanding of the research scope**	• Demonstrates clear boundaries of thought regarding the scope and purview of the study. • States the delimitation of inquiry in an elegant and transparent manner in all sections of the research intent very clearly. • The topic is focused narrowly and sufficiently for the scope of the study.	• Demonstrates a clear understanding of what will and will not be addressed or attempted. • States clearly and appropriately the author's claims as to the relevance, truth and significance of the study. • The topic is focused but lacks direction.	• Demonstrates a weak but acceptable understanding of the scope of the inquiry. • States the delimitation of inquiry very briefly, making it vague and unclear. • The topic is too broad for the scope of this study.	• Demonstrates an inability to address the scope of the inquiry. • No engagement with the limits of what can be discovered via the proposed study. • The topic is not clearly defined.

Research Intent & Presentation Rubric				
Criteria rubric	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Weak (1)**
Score				
RESEARCH INTENT **3. Justifications and objectives**	• Demonstrates an excellent ability to describe research problems. • Summarises central ideas effectively and readers are left with a full understanding of the author's study. • Objectives are achievable, clear, logically developed and well-matched with the research intent.	• Demonstrates a good ability to describe research problems. • Some ideas are not well articulated and refinement of the justification of the study is needed. • The objectives for the proposal are generally clear, logical and achievable.	• Demonstrates a fair ability to describe research problems. • Attempts to define purpose and subjects but readers find it difficult to understand the author's justification of the study. • The objectives are somewhat clear but not logical and may not be achievable.	• Demonstrates no or little ability to describe research problems. • The purpose and subjects are not well justified, not clearly stated and do not match the purpose of the study. • The objectives are vague, unclear and not achievable.
Score				

Research Intent & Presentation Rubric				
Criteria rubric	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Weak (1)**
RESEARCH INTENT **4. Review of literature**	• Demonstrates sophisticated integration, synthesis and critique of literature from related fields. • Makes strong connections between sources and the topic through comparison, contrast and critique. • Presents broad-ranging and well-organised literature, thus, providing a strong foundation for the research being presented.	• Demonstrates a meaningful summary of the literature. Shows understanding of relevant literature. • Consistently makes connections between sources and the topic. • Presents adequate literature and is used effectively to introduce the research question at hand.	• Demonstrates failure to cite important or relevant scholarship. Misinterprets research findings. • Makes some connections between sources and the topic. • Presents several major sources but some visible gaps are apparent where utilisation of sources appears to be weak.	• Demonstrates little or no relevant scholarship. • Does not make connections between sources and the topic. • Presents a poorly organised literature as significant gaps in the literature review are clearly identifiable. Sources are not effectively used to support research questions.
Score				
RESEARCH INTENT **5. Research methodology**	• Method(s) is (are) systematically suited to the question and context. • Participants, materials and procedures are briefly discussed.	• The proposed method shows promise in answering the main question(s). • Participants, materials and procedures are discussed. One of these components may be unclear.	• The proposed method(s) is (are) inadequately developed and incongruent with the goals of the research. • Discussion misses one of the following: participants, materials or procedures.	• No clear relationship between question(s) and proposed method(s). • Discussion misses two or more of the following: participants, materials or procedures.
Score				

Research Intent & Presentation Rubric				
Criteria rubric	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Weak (1)**
PRESENTATION/ DEMONSTRATION **6. Quality of presentation**	• Presentation is polished. • Demonstrates good understanding of the topic by speaking to the audience with infrequent references to notes. • Most effectively interacts and energizes the audience. • Calm and relaxed delivery.	• Presentation is clear. • Good grasp of the topic but occasionally stumbles on some facts or details, and at times had to make some references to notes. • Effectively engages the audience. • Composed but nervous at times.	• Presentation lacks clarity. • Sufficient understanding of the topic but appears confused over content, gaps in theory or important details too often. • Some evidence of memorisation. • Limited effort to engage the audience. • Appears to be quite nervous and jittery.	• Presentation is unclear. • A lot of confusion and not being in control of facts and key details. • Extensive memorisation of notes. • Stiff and/or rote delivery. • No eye contact and no effort to engage the audience. • Very nervous and stiff, frequent loss of words.
Score				
PRESENTATION/ DEMONSTRATION **7. Quality of response to questions**	• Demonstrates excellent ability to quickly grasp questions about the research intent. • Responses to questions are eloquent. • Ability to give clear and apt responses with a sound control of both theories and findings.	• Demonstrates good ability to respond to questions about the research intent but occasionally misunderstood a question. • Responses to questions are effective and clear. • Responses are usually good, although occasionally, responses may be vague.	• Demonstrates fair ability to respond to questions about the research intent. • Some misunderstanding of questions may occur. • Limited ability to provide a response to questions. Responses may be vague or inaccurate.	• Demonstrates no or little ability to respond to questions about the research intent. • Unable to respond to questions. • Frequently misunderstands a question, gives incorrect or inadequate responses, lacks confidence in responses, and is argumentative.
Score				

APPENDIX F

INTERVIEW SCORE SHEET
(Duration: ½ hour; Score: 20%)

Candidate Name: _____ NRIC/Passport No.: _____

Objectives:

Score				
1	**2**	**3**	**4**	**5**
Poor	**Below Average**	**Average**	**Good**	**Excellent**

1. Seeking clarification on competencies that are technical or verbal in nature.
2. Soliciting for more evidence of the various forms of prior experiential learning.
3. Triangulation of prior learning provided in the portfolio.

No.	**Scoring criteria:** **MQF Clusters of Learning Outcomes**	**Sample Questions**	**Max Score**	**Score Awarded**
1.	Cluster 1: Knowledge and Understanding	a) Which experiential learning has been the most valuable to you and why? b) What are the strengths and weaknesses your superior would comment about you? c) What do you see as the major trends in your field of study, and have you done any research on this?	5	
2.	Cluster 2: Cognitive Skills	a) How are you going to cope with this new commitment of studies with your current responsibilities/commitments? b) Do you know what are the requirements to complete the intended programme of studies? c) Are you aware of any research requirements in the programme? d) What is your plan to complete the research work/project/study? e) Tell us about a time when you had to cope with strict deadlines or time demands. How did you resolve this challenge? f) How do you deal with failure or disappointment?	5	
3.	Cluster 3: Functional Work Skills	a) Based on your personal work experience, under which conditions you would need to work in teams, and under which circumstances you would need to work independently? b) If you are successful in gaining admission into the University, what are your plans to ensure the completion of study? c) How would you rate yourself in the following areas? (i) Reading and Comprehension (ii) Analytical and Digital Skills (iii) Communication – oral, written and listening	5	
4.	Cluster 4: Personal/Entrepreneurial Skills	a) Tell us about yourself (inclusive of the latest academic achievement, and current and past work experiences) b) Why are you pursuing this programme? c) Where are your career aspirations?	5	

No.	Scoring criteria: MQF Clusters of Learning Outcomes	Sample Questions	Max Score	Score Awarded
		d) How would your achievements in life be useful to this programme? e) What research accomplishments or achievements are you most proud of? f) What has been the biggest challenge in your life?		
5.	Cluster 5: Ethics and Professionalism	a) How do you manage stress and competing priorities in your life? b) What is your view on plagiarism? c) Describe a specific instance where you were asked to do something unethical. Elaborate on how you handled the situation and why you responded the way you did.	5	
		Total Score	25	
		Average Score	20	

Comments

Panel 1 (Instrument expert)

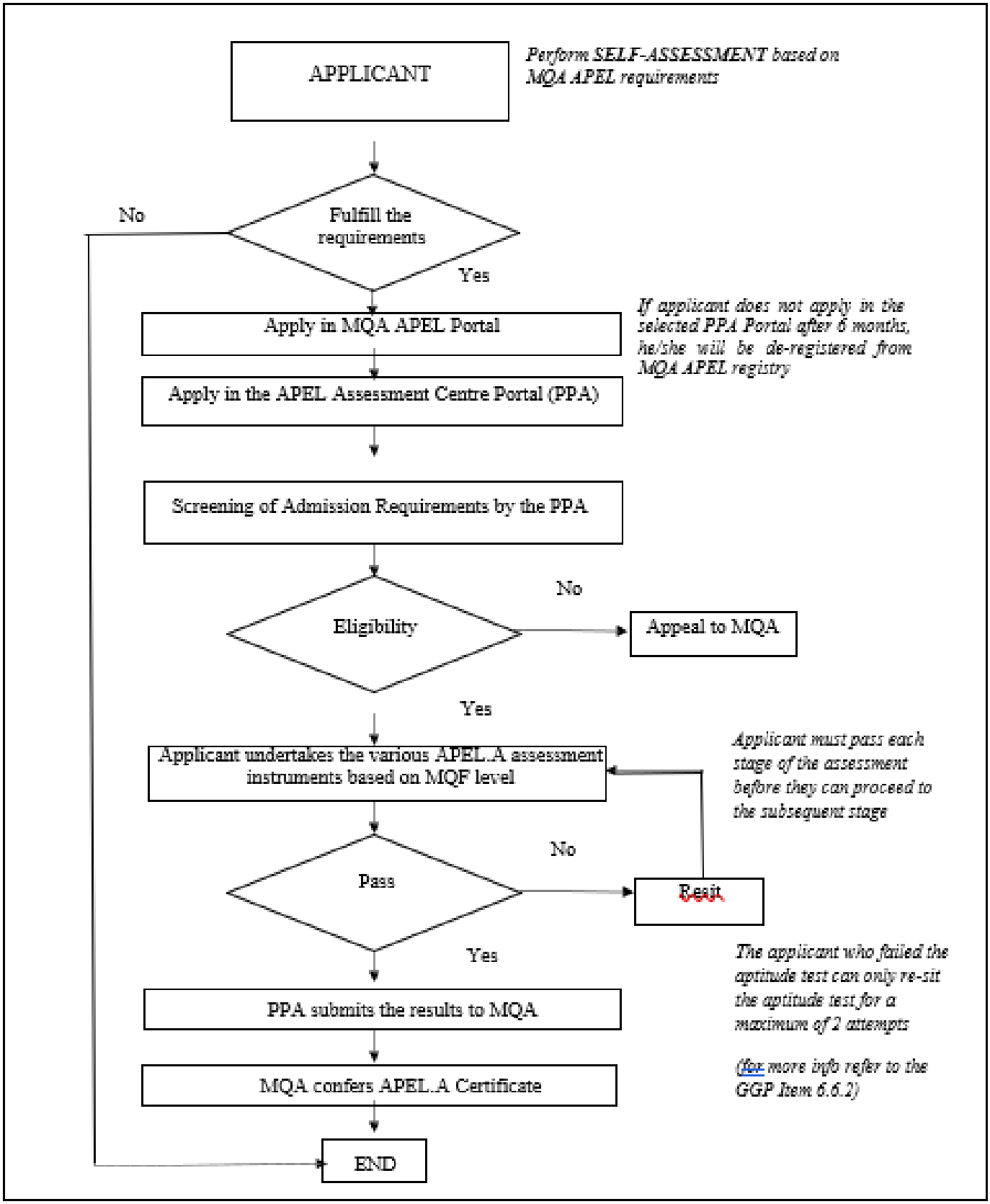
Name:
Date:

Panel 2 (Subject matter expert)

Name:
Date:

APPENDIX G

APEL.A CERTIFICATION PROCESS



APPENDIX H

APEL.M CERTIFICATION PROCESS

APPLICANT performs **Self-Assessment**

SELF-ASSESSMENT *will be conducted to ascertain the following based on the MQA APEL.M requirements:*

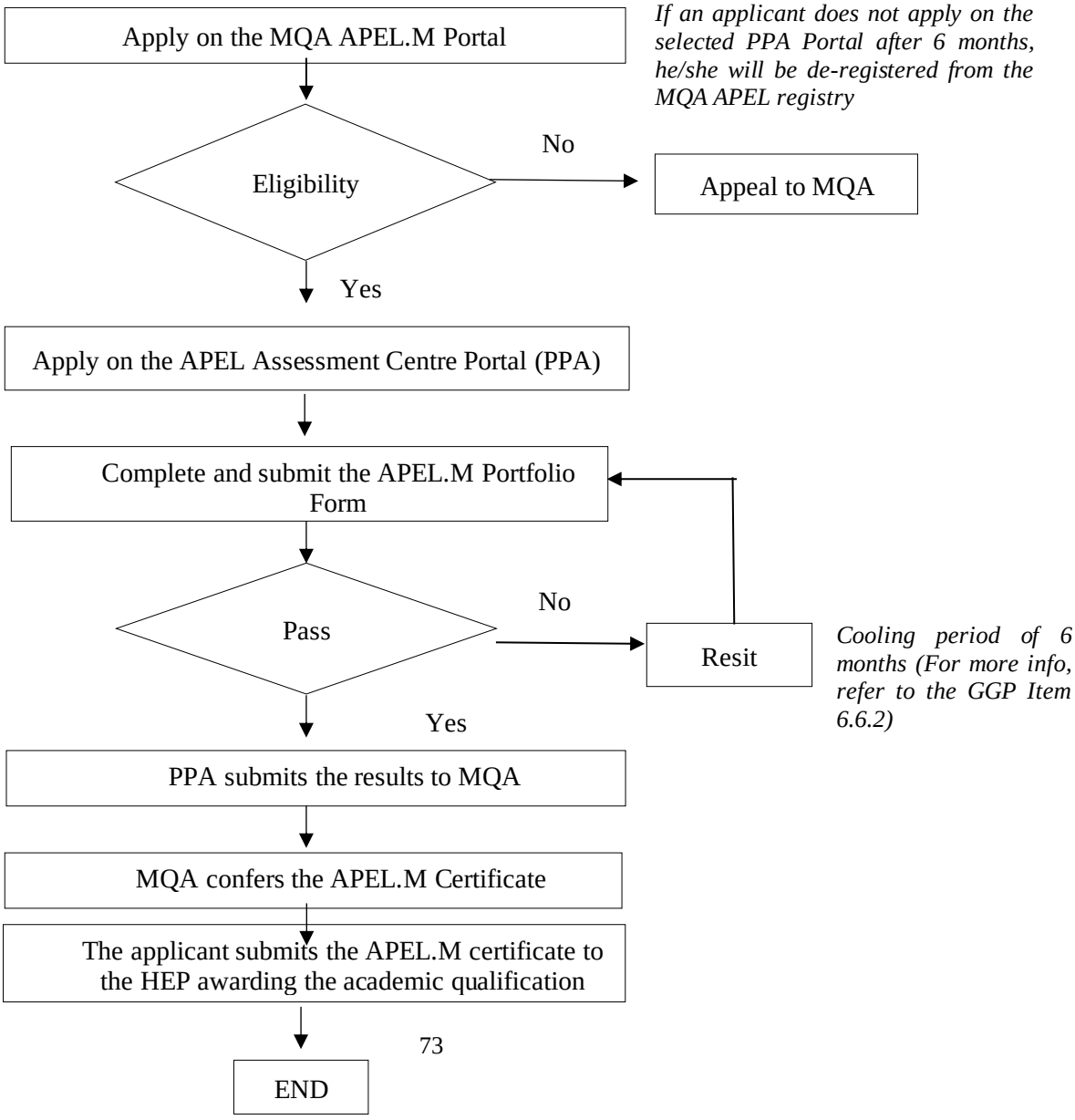
a) Applicant has approached the intended institution awarding the degree to recognise the micro-credentials (MC) undertaken by him/her.

*b) Applicant must achieve at least **50%** of the total credits of the programme he/she intends to pursue. In this context, the said institution must issue a supporting letter to testify this.*

c) The said institution is an approved Higher Education Provider (HEP) to implement the offering of the MC through the APEL.M track.

d) Applicant fulfils the age requirement.

Upon meeting all the above requirements, the applicant will then formally apply for the APEL.M on the MQA portal and attach the supporting letter issued by the institution.



APPENDIX I

Sample of APEL.A Certificate

Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

NO. SIRI: 001696
APEL02464

NO. APEL:

Dengan ini disahkan bahawa

Nama & NRIC

telah

LULUS

PENILAIAN PENGAKREDITAN PEMBELAJARAN BERASASKAN PENGALAMAN TERDAHULU
(ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING - APEL)

Dengan itu, penama di atas adalah layak untuk dipertimbangkan bagi kemasukan ke program peringkat:

IJAZAH SARJANA
(TAHAP 7, KERANGKA KELAYAKAN MALAYSIA),
BIDANG PERNIAGAAN/BUSINESS

KETUA PEGAWAI EKSEKUTIF

LEARNING NEVER STOPS
APEL

APPENDIX J

Sample of APEL.M Certificate

NO SIRI: 001

NO. APEL.M : APEL 001

TARIKH: *XX bulan tahun*

NAMA
(No. Kad Pengenalan/Passport)

telah

LULUS
PENILAIAN PENGAKREDITAN PEMBELAJARAN PENGALAMAN TERDAHULU MICRO-CREDENTIALS

***(ACCREDITATION OF PRIOR EXPERENTIAL LEARNING MICRO-CREDENTIALS*, APEL.M)**

YANG DIJALANKAN OLEH PUSAT PENILAIAN APEL
XXX *(nama PPA)*

TAHAP MQF: XXX

Bidang Pengajian *(mengikut kod NEC)*
DI UNIVERSITI XXX

COP APEL

KETUA PEGAWAI EKSEKUTIF