



A CLASS ABOVE

APEL.A

Candidate Handbook 3rd ed.



APEL Unit

Sunway University

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

Third Edition 2025

This handbook is provided free of charge to candidates who are enrolled for the APEL.A assessments at Sunway University.

Contents

Glossary	4
1. Introduction.....	7
1.1 Definition of APEL	7
1.2 Introduction to APEL.A	8
2. Policies, Rules and Regulations.....	9
2.1 APEL.A General Policy	9
2.2 Admission Criteria for Levels of Qualification via APEL.A	9
2.2.1 Student Selection Committee for Screening Academic Qualifications	10
2.2.2 Academic Requirements Appeal for APEL.A T-7	11
2.3 Description of Candidate Competencies	11
3. APEL.A Certification Process	14
3.1 Registration and Self-Assessment Process	15
3.1.1 Registration	15
3.1.2 Self-Assessment	15
3.2 Application Process	15
3.3 APEL.A Assessment.....	16
3.3.1 APEL.A Assessment Scheduling.....	16
3.3.2 Assessment Instruments	16
3.3.2.1 Aptitude Test.....	17
3.3.2.2 Portfolio Assessment	18
3.3.2.3 Interview.....	18
3.4 Post Assessment.....	18
3.4.1 APEL Assessment Results.....	18
3.4.2 Moderation Process	19
3.4.3 Results Validation.....	20
3.4.4 Passing Marks.....	20
3.5 Appeals	21
3.5.1 Appeal Process.....	21
3.6 Re-sit and Re-Submission	22
3.6.1 Re-sit	23
3.6.2 Re-Submission	23
3.7 Mitigating Circumstances	23
4. Enquiries.....	25

Appendix 1	26
Appendix 2	27
Appendix 3	31
Appendix 4	32
Appendix 5	34

Glossary

a. Accreditation of Prior Experiential Learning

A systematic evaluation process involving the identification, documentation and assessment of an individual's prior experiential learning to ascertain the individual's achievement of 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 access into a programme of study under the Malaysian Qualifications Framework (MQF) levels.

ii) **APEL.C**

Accreditation of Prior Experiential Learning with the purpose of awarding credits for courses within a programme of study.

iii) **APEL.M**

Accreditation of Prior Experiential Learning to obtain award of qualifications under the 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 purpose of awarding academic qualifications under the Malaysian Qualifications Framework (MQF) levels.

b. APEL Assessments

Combination of an aptitude test, a portfolio assessment and an interview (For APEL.A T-6 and T-7 candidates only) candidates must pass to receive an APEL certificate.

c. APEL Certification Process

Indication of candidate's willingness and capability to pursue a specific program.

d. Aptitude Test

A formal examination comprised of oral, written, performance-based or product-based assessments that the candidate must pass. In this handbook, the generic term “Aptitude Test” refers to a written examination.

e. Course

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

f. Formal Learning

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

g. Higher Education Provider (HEP)

A corporate, organizational or body conducting higher education and/or training programmes resulting in the award of higher education qualifications.

h. Informal Learning

Learning taking place continuously through work and life experiences (Occasionally referred as experiential learning).

i. Malaysian Micro-credential Statement (MMS)

The Malaysian Micro-credential Statement outlines personal information of the candidate and details of micro-credentials (course origin, credit award, name of 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.).

j. Malaysian Qualifications Framework (MQF)

Instrumentation classifying qualification based on sets of criteria approved nationally and benchmarked against international best practices.

k. Work Experience

The experience obtained by a candidate from a proper working environment with assigned roles and responsibilities.

l. Non-formal Learning

Learning taking place concurrent to the mainstream education systems and training. It can be assessed but does not usually lead to formal certifications.

m. Open Entry

Open entry refers to entry requirements, applicable to individuals with assessable and compatible learning experiences against normal requirements to enter into a programme of study.

n. Open Learning

Open learning represents approaches focusing on widening access to education and training provisions, freeing candidates from time and place constraints as well as offering flexible learning opportunities to interested individual or group of candidates.

o. Programme

A set of courses structured within a specific duration and learning volume to achieve a specific set of learning outcomes, usually leading to an award of a qualification.

p. Portfolio

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

1. Introduction

The Malaysian Qualification Agency (MQA) has established the Accreditation of Prior Experiential Learning for Access (APEL A) to align with the Malaysian Education Blueprint for Higher Education 2015-2025, which aims to make Malaysia a nation of lifelong candidates. APEL A allows individuals to gain access to higher education programs by recognising the non-formal and informal learning they have acquired through their work and life experiences. Sunway University is dedicated to providing recognition and opportunities for individuals who seek to continue learning and personal growth. The APEL.A Staff Handbook is intended to guide staff members through the policies, procedures and processes of the APEL.A program initiative.

APEL in Malaysia is guided by the following core principles:

- i. Prior experiential learning should be recognised regardless of how and where it was achieved, provided it is related to learning or a form of competency acquisition;
- ii. Assessments will be based on authentic, flexible, current and reliable evidence;
- iii. Assessment will be conducted by practitioners/experts in the subject, in the related field;
- iv. The method of assessment will be tailored to the level and experience of the candidates, thus providing an opportunity for candidates to demonstrate their acquired competencies;
- v. Decisions of APEL assessments should be transparent and subject to appeal and review;
- vi. Information and support services will be actively publicised, considering the diversity of the students; and
- vii. Quality assurance mechanisms should be clear and transparent.

1.1 Definition of APEL

Accreditation of Prior Experiential Learning (APEL) is a systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or award of credits. APEL process generally involves the assessment of experiential learning, including those which have not previously been assessed or credit rated. 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 experiences.

Formal learning refers to a learning/programme of study delivered within an organised and structured context (preschool, primary school, secondary school, college and university) that may lead to formal recognition or a recognised qualification.

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

Informal learning refers to learning which takes place continuously through life and work experiences. It is often unintentional learning.

Examples of prior experiential learning include the relevant knowledge, skills and attitudes gained through:

- work experience: fulltime, part-time or casual;
- voluntary and community work;
- family duties;
- hobbies or leisure activities;
- coaching and mentoring others;
- attending and participating in seminars, conferences and workshops;
- attending short courses;
- fluency in other languages;
- private study and research; and
- any other life experiences.

1.2 Introduction to APEL.A

APEL.A is a process that provides access and opportunity to those who possess professional experience but lack official academic credentials to further their studies in Higher Education Providers (HEPs). APEL.A was initially offered to Malaysians who sought recognition of their prior learning.

The APEL.A certification indicates competencies and readiness of the candidate to pursue a particular programme. However, the certification does not guarantee admission into a HEP. Candidates are still subjected to the procedures and additional requirements (if any) as determined by the HEP.

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

2. Policies, Rules and Regulations

2.1 APEL.A General Policy

Policies related to APEL.A in Sunway University is guided by MQA's Guidelines for Good Practices and currently are as follows:

- a) APEL.A is applicable to Malaysians who do not meet the regular entry requirements imposed by the academic programme within Sunway University at any MQF level.
- b) Candidates applying for entry through APEL.A must meet stipulated age requirements for any given level of qualification.
- c) For Master's (APEL.A T-7), candidates must have the minimum formal qualifications stipulated.
- d) Candidates must have prior experiential learning when applying for entry via APEL.A.

2.2 Admission Criteria for Levels of Qualification via APEL.A

a. Programme at MQF Level 7

[**Master** (by Coursework and Mixed Mode), **Postgraduate Diploma** and **Postgraduate Certificate**]

1. At least 30 years of age in the year of application;
2. Possesses STPM/Diploma/equivalent qualification (or with higher qualifications e.g. Graduate Certificate, Graduate Diploma);
3. Possesses relevant work experience; and
4. Passes APEL.A assessment for Master's level.

*For International Qualifications Equivalency, you may refer to the document entitled "The List of Entry Qualifications for International Student" on the MQA Website https://www.mqa.gov.my/new/nilai_taraf.cfm#gsc.tab=0

**To verify the recognition status of the academic qualification, check its details against:

- i. The Malaysian Qualifications Register (local qualifications only) <https://www2.mqa.gov.my/mqr/english/ecarianakr.cfm>
- ii. eSisraf (includes both local and international qualifications registered up to 31 December 2016) <https://www2.mqa.gov.my/esisraf/kelayakan.cfm>

b. Programme at MQF Level 6 (Bachelor, Graduate Diploma and Graduate Certificate)

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

c. Programme at MQF Level 4 (Advanced Diploma and Diploma)

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

d. Programme at MQF Level 3 (Certificate)

- i. At least 19 years of age in the year of application;
- ii. Possesses relevant work experience; and
- iii. Passes the APEL.A assessment for certificate level.

Note: For work experiences, only candidates applying for programmes at MQF Level 8 will be required to have five (5) years' working experience at a minimum. For the rest of the MQF Levels, the number of years of work experience is not stipulated and may vary.

2.2.1 Student Selection Committee for Screening Academic Qualifications

Applications for APEL.A at MQF Level 7 Master's will go through a preliminary screening process that is conducted by a Student Selection Committee. Upon receiving the APEL.A application Level a review of the candidate's qualification will be conducted by the Student Selection Committee. A verification for the recognition of the Diploma qualification will be done by checking its recognition in the Malaysian Qualifications Register (MQR) portal and also by checking in the MQA eSisraf portal.

The results on the recognition of the Diploma qualification will be discussed in the Student Selection Committee meeting to decide whether the candidate may proceed with the APEL.A application process not. In the case where there is no evidence on the recognition of the Diploma qualification, the Student Selection Committee may communicate to the candidate

via an official communication stating that the candidate's application is not successful and to appeal to MQA.

2.2.2 Academic Requirements Appeal for APEL.A T-7

For candidates with insufficient academic qualifications or qualifications that has not undergone the assessment and approval process of MQA/National Accreditation Board/ relevant ministries, Sunway University will provide an official written response of the candidate not meeting the academic requirements of APEL.A T-7 and to appeal for a filtering process directly with MQA.

To appeal for an academic filtering process via MQA, the candidate needs to provide Sunway University's official written response on not meeting academic requirements as well as the following documents:

1. Copy of MyKad,
2. Copy of Sijil Tinggi Persekolahan Malaysia (STPM) / Diploma,
3. Copy of the full Diploma transcript,
4. Resume (Curriculum Vitae)

MQA will announce the results of the appeal process via e-mail to the candidate and to Sunway University. If the candidate's appeal is accepted by the MQA, Sunway University will proceed with the candidate's registration for APEL.A assessment.

2.3 Description of Candidate Competencies

The competencies required for APEL.A assessments are guided by MQF clusters of learning outcomes. As a result, APEL.A certification process subjects APEL.A candidates to appropriate, level based APEL assessments to ascertain possession of competencies listed below:

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

The following describes the competencies in greater detail:

i. Knowledge and Understanding

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

It can be related to subjects, field of studies or disciplines, as well as technical and occupational aspects of knowledge and understanding. Starting with basic general knowledge, it progresses to more varied, broad, specialised and advanced knowledge including those related to sustainable practices, rules and regulations, health and safety, and knowledge relevant to Technical and Vocational Education and Training (TVET) and professional programmes.

The scope of knowledge includes common everyday knowledge within the candidate's environment. This can also be acquired through formal, informal and non-formal learning circumstances-experiences. Personal values and ethics developed may be derived from a pool of knowledge and experiences.

Knowledge and understanding enables candidates to relate their prior knowledge in the course of learning and/or work, as well as expand these knowledges to related fields. Knowledge provides the basis for applications of all other competencies.

ii. Cognitive Skills

Cognitive skills relate to thinking and intellectual capabilities, as well as the ability to apply knowledge and skills. The capacity to develop intellectual skills progressively begins from understanding, critical and creative thinking, applying, analyzing and problem solving, as well as synthesizing new ideas, solutions, strategies and new practices. Cognitive skills enable candidates to search and comprehend new information from a variety of fields, knowledge and practices.

iii. Functional Work Skills

a. Practical Skills

These are work skills and operational skills applicable in common employment environments such as planning, organizational skills, selection of tools, materials,

technology methods and procedures. In study context, practical skills may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so on. Practical skills also include specialised skills set by specific subjects, disciplines, technical or occupational related work skills, and professional practices which enhances professional competence. It should also include safe and sustainable practices.

b. Interpersonal and Communication Skills

Interpersonal skills refer to ranges of skills which includes but is not limited to; interactive communications, relationship and collaborative skills in managing relationships both within the team and organization, networking with individuals of different cultures, as well as social skills/etiquette.

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

c. Digital and Numeracy Skills

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

Numeracy skills are quantitative skills requiring candidates to acquire increasingly higher levels of numerical capabilities. The skill is acknowledged as crucial, relevant in study, work and daily life. It can include understanding of basic mathematics, symbols relating to statistical techniques and so on.

d. Leadership, Autonomy and Responsibility

This cluster of skills refer to the capacity of an individual to construct relationships and collaborate with teams made up of peers or collaborate within managerial capacities with varying degrees of autonomy for decision making and goal setting at organizational/unit/team levels; taking responsibilities and providing accountability; be confident, knowledgeable, articulate, honest, professional, concerned, resilient, a risk taker and possess other intrapersonal skills including working in and leading teams.

iv. Personal and Entrepreneurial Skills

Personal skills are life skills expected to be utilised daily. These skills are normally displayed through enthusiasm for independent learning, intellectual and self-development; by demonstrating confidence, self-control, social skills and appropriate etiquette; and commitment to professionalism in the workplace. It includes the capacity to plan for career development and/or further education. Aspects of character such as honesty, punctuality, time management, adhering to deadlines that are important within work environments are also important personal skills.

Entrepreneurial skills refer to relevant knowledge, skills and expertise in key areas within an enterprise. Crucial personal qualities include creativity, grit and drive. The drive to succeed as an entrepreneur is set as personal skill requiring the requisite of relevant knowledge, cognitive and functional skills.

v. Personal Ethics and Professionalism

Ethics and values are important at personal, organizational, societal/community and global settings as they guide personal decisions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues is crucial in exercising professional skills and responsibilities; integrity, professional conduct (professionalism), and standards of conduct such as upholding regulations, laws and codes of good practices or code of professional conduct. A sensitive approach in multicultural dealings adds value to this learning domain.

3. APEL.A Certification Process

The APEL.A certification at Sunway University ascertains an candidate's eligibility to apply for admission into a certificate, diploma, bachelor's, or master's by coursework and mixed mode programme at Sunway University. However, due to the APEL.A assessment potentially taking as long as two (2) to four (4) months, candidates are recommended to apply for the certification six (6) months prior to the date of admission into desired programmes. An APEL certification from Sunway University indicates qualification to apply for admission to Sunway University's programmes only.

To view the full illustrated APEL.A certification process, proceed to [Appendix 1](#).

3.1 Registration and Self-Assessment Process

The following sub-sections illustrate the steps for candidates to apply for APEL.A at Sunway University:

3.1.1 Registration

Candidates can register their intention to sit for APEL.A Assessments on MQA's portal. Under APEL Assessment Centre (Pusat Penilaian APEL, PPA), candidates should select *Sunway University*. Once registered, candidates will receive an email confirmation from MQA along with a link to register with Sunway University.

3.1.2 Self-Assessment

In the registration link, candidates will be required to upload their relevant documents (NRIC, CV, highest qualification) and fill in a self-assessment survey. Qualification screenings will be conducted by the APEL Unit of Sunway University after receiving the candidate's submission and presented to the Student Selection Committee. Candidates will be notified of their eligibility to pursue the level of APEL.A applied for.

3.2 Application Process

Eligible candidates will be advised to enrol themselves on Sunway's [Online Application Portal](#) with a non-refundable payment of RM700. (This payment is valid for 12 months calculated from the completion date of the previous programme. The candidate will not need to pay another RM700 if he/she enrolls into the next programme within 12 months). Once the Admission Office has confirmed that all the documents are complete, an Offer Letter will be issued to the candidate.

The candidate will then need to pay the APEL.A assessment fee to Sunway University. The APEL.A fee structure (published by MQA) are as follows:

Level \ Item	APEL T-3 Certificate	APEL T-4 Diploma	APE T-6 Bachelor's Degree	APEI T-7 Master's Degree (Coursework/ Mixed-mode)
MQA processing charges	RM 60	RM 60	RM 60	RM 60
Assessment management	RM 25	RM 25	RM 30	RM 40
Aptitude Test	RM 155	RM 155	RM 180	RM 200
Portfolio Submission			RM 100	RM 100*
Interview	-	-	-	RM 160*
TOTAL Fees	RM 240	RM 240	RM 370	RM 560

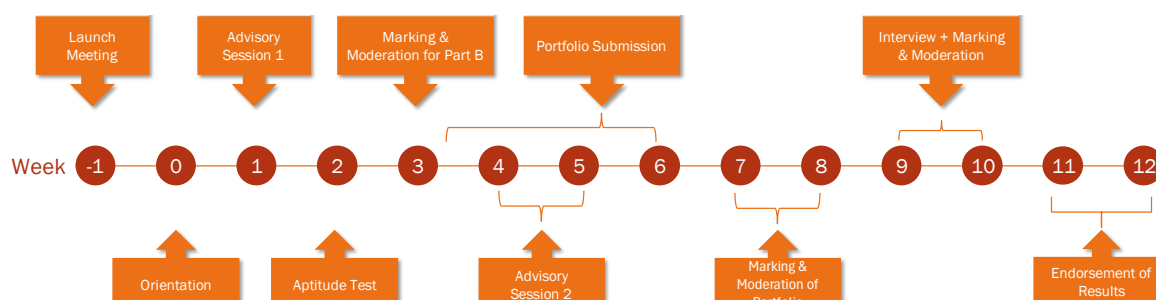
*Candidates who fail either APEL T-7 Portfolio Assessment or the Interview are required to repeat the assessment process for **both** the Portfolio Assessment and the Interview.

Once the payment is received, the candidates will be registered into eLearn, Sunway's Learning Management System and be invited to the APEL.A Orientation.

3.3 APEL.A Assessment

3.3.1 APEL.A Assessment Scheduling

In order to align with Sunway University's Programme intakes, Sunway University's APEL.A Assessments are held within a period of time that allows candidates to complete the APEL.A process in time for the intakes. At the time of writing, there are four planned APEL.A intakes in a year at Sunway University. The intake months are: January, April, July, and October. The following diagram illustrates when the assessment activities will take place in an intake.



If Week 0 is considered for Orientation, the *Aptitude Test* is likely to be scheduled on Week 2, The *Portfolio Submission* deadline will be scheduled on Week 6 and *Interview* sessions are slated to happen during Week 9-10.

3.3.2 Assessment Instruments

APEL.A Assessments will be carried out using a combination of instruments from the following components, subject to the level of APEL.A an candidate is applying for.

The following table illustrates the assessment components and weightage for various APEL levels.

Levels \ Assessment Components	Aptitude Test	Portfolio Submission	Interview
T-3	100%	Submission only	-
T-4	100%	Submission only	-
T-6	30%	70%	-
T-7 coursework/mixed mode	40%	40%	20%

Note: Candidates need to pass with at least 50% for each component.

3.3.2.1 Aptitude Test

The Aptitude Test component of APEL.A is a formal examination to assess the readiness of an candidate to commence their tertiary education. The Aptitude Test component comprises four sections:

- i. Bahasa Melayu,
- ii. English,
- iii. Mathematics and
- iv. General Knowledge/Critical Thinking.

Candidates are required to complete the Aptitude Test at the time, date and place scheduled by Sunway University.

The following table illustrates the Aptitude Test details of various APEL levels:

Level	Level of Difficulty	Test Duration	Test Areas				Passing %
			Numerical Literacy	English Literacy	BM Literacy	Gen. Knowledge/ Critical Thinking	
T-3	UPSR - PMR	2 hours	10 MCQ	10 MCQ	10 MCQ	10 MCQ	50
T-4	PMR	2 hours					
T-6	SPM	2 hours					
T-7	Bachelor	2.5 hours	25 MCQ + 1 SQ	12 MCQ + 1 SQ	13 MCQ + 1 SQ	25 MCQ + 2 SQ	

Notes:

1. Questions in Numerical Literacy and General Knowledge/Critical Thinking are bilingual.

The weightage for Aptitude Test is **100% for Certificate (T-3) and Diploma (T-4)**, **30% for Bachelor's degree (T-6)** and **40% for Master's degree (T-7)**.

3.3.2.2 Portfolio Assessment

As part of prior learning evaluation process, candidates are required to disclose their formal, informal and non-formal learning through the construction of a Portfolio using the Portfolio Submission Form ([Appendix 2](#)). The candidate's claims to formal, informal and non-formal learning may include certificated learning and experiential learning such as evidence derived from work, certification copies, etc (Refer to [Appendix 3](#) for samples).

It is important for candidates to pay close attention when aligning their work experiences with the specific MQF competencies outlined in [Appendix 4](#) of the Description of Candidate Competencies. They should also be diligent in selecting relevant supporting evidence and linking it to their reflective statements. This evidence can include documentation, statements or testimonials from employers, clients, or colleagues. It is crucial that the evidence provided is clear and directly relates to the learning acquired.

Candidates may submit their Portfolio either in Bahasa Malaysia or English. The portfolio will be evaluated by a panel of Assessors based on candidate's chosen field of expertise. If the panel is unsure with the evidence presented in the portfolio, other forms of assessments may be carried out at the University's discretion. This could be in the form of interviews, presentations, demonstrations, etc.

Portfolio submission for **Certificate (T-3)** and **Diploma (T-4)** is compulsory for verification purposes but does not carry assessment weightages. The weightage of the Portfolio Assessment is **70% for Bachelor's degree (T-6)** and **40% for Master's degree (T-7)**.

3.3.2.3 Interview

APEL T-7 candidates are required to present their portfolio to a panel of Assessors, explaining in greater detail about their portfolio. This presentation will be conducted in the form of an interview. The Interview portion of APEL.A assessment carries a weightage of **20%** of total assessment weightage. The scoresheet for the Interview component is presented in [Appendix 5](#).

3.4 Post Assessment

3.4.1 APEL Assessment Results

Upon completion of the APEL.A Assessments, Sunway University will notify the outcome of the assessment to the candidate via an email notification. If the candidate had successfully completed the assessments for entry into a specific MQF level of qualification, MQA will then

issue the candidate an APEL.A Certificate. This certificate can be used by the successful candidate to apply for admission into a programme in Sunway University.

a) Conferment of APEL.A Certificates

MQA will issue APEL.A certificates to successful candidates. Candidates can collect the certificates at MQA after obtaining MQA's notification.

b) APEL.A Certificate Conferment Charges

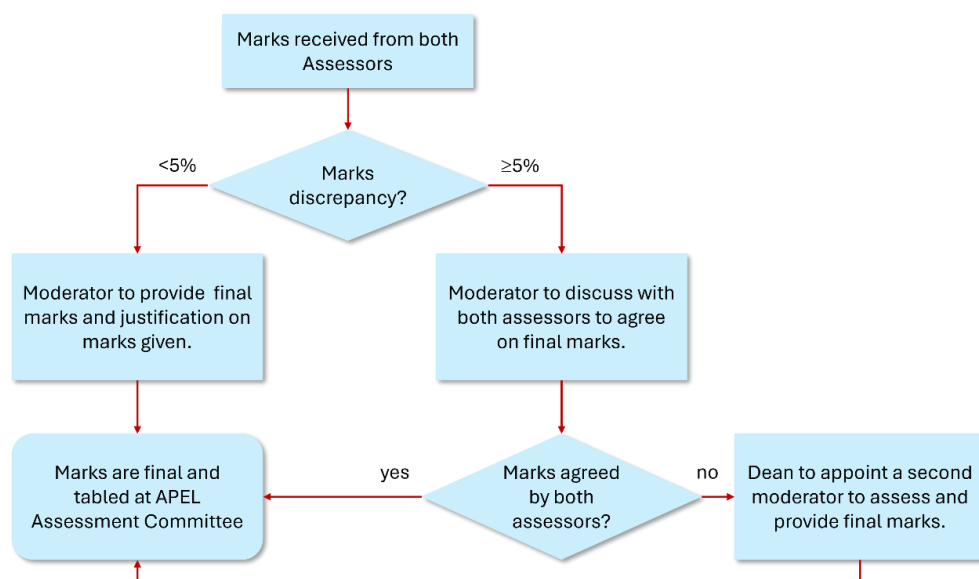
The charges incurred for conferment of APEL.A certificates is RM20 as published by MQA. This fee has been included when candidates pay for the APEL fee during registration (see section 3.2). Candidates may request for RM20 refund in the event that they are not successful in the assessments to be conferred an APEL.A certificate.

c) APEL.A Certificate Validity Period

The APEL.A Certificate conferred is valid for a period of five (5) years from the date of official results.

3.4.2 Moderation Process

To ensure that the results of APEL.A candidates are marked in accordance with the standards set by the MQA and to minimise potential bias during the marking process, the APEL.A evaluations will be conducted by two assessors, as required by the MQA. Additionally, a moderator will oversee the evaluations to ensure consistency. In cases where there are marking discrepancies of 5% or more, the Moderator will conduct a discussion with both assessors to agree on the final marks. If an agreement cannot be reached, the Dean of the School will appoint a second moderator to provide the final marks.

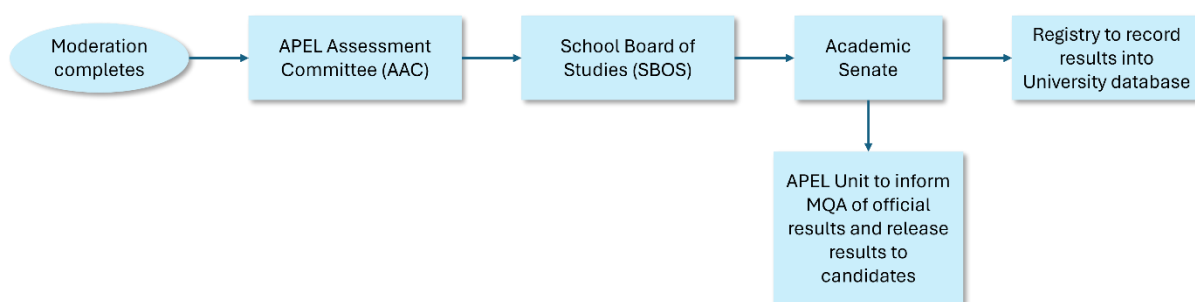


APEL.A Moderation Process Flow

3.4.3 Results Validation

The University requires that assessment marks are reviewed and endorsed by the Academic Senate. At this juncture, the assessment results report and moderator’s report will be reviewed and discussed by the APEL Assessment Committee (AAC) established within the APEL Unit, chaired by the APEL Assessment Lead and comprised the APEL Manager, Advisors, Assessors, Moderators, Academic Standards and Quality (ASQ) and APEL Administrators as members. Once the results are approved, the APEL Unit will inform the results to the respective schools. The schools will table the APEL.A assessment outcome at the School Board of Studies (SBOS), which will then be endorsed at the Academic Senate. The endorsed assessment results will be communicated to the Registry. The Registry will record the assessment results into the University’s database with relevant Assessor and Candidate tags.

The APEL Unit will subsequently inform MQA of the official outcome of the assessment(s) while simultaneously releasing the results to the candidates.



APEL.A results confirmation process flow

3.4.4 Passing Marks

All assessment results will be compared and tabulated against the following minimum passing marks:

Level	Aptitude Test	Portfolio Evaluation	Interview
T3	50%	N/A	N/A
T4	50%	N/A	N/A
T6	50%	50%	N/A
T7	50%	50%	50%

Minimum passing marks for assessment results according to level

3.5 Appeals

Candidates who are not satisfied with the decision of the APEL assessment results can submit an Appeal Form within one (1) week from the date of the official announcement of results. The appeal form can be submitted directly to the APEL Unit at apel@sunway.edu.my. An appeal must be supported by independent documentary evidence or information which is relevant to the case, which is uploaded with the submission of the appeal form. A different Assessor will be appointed to evaluate the appeal. The assessment appeals can be done for the results of the Aptitude Test, Portfolio Assessment and Interview within the terms stipulated by MQA and Sunway University. Appeal charges apply as per University standards.

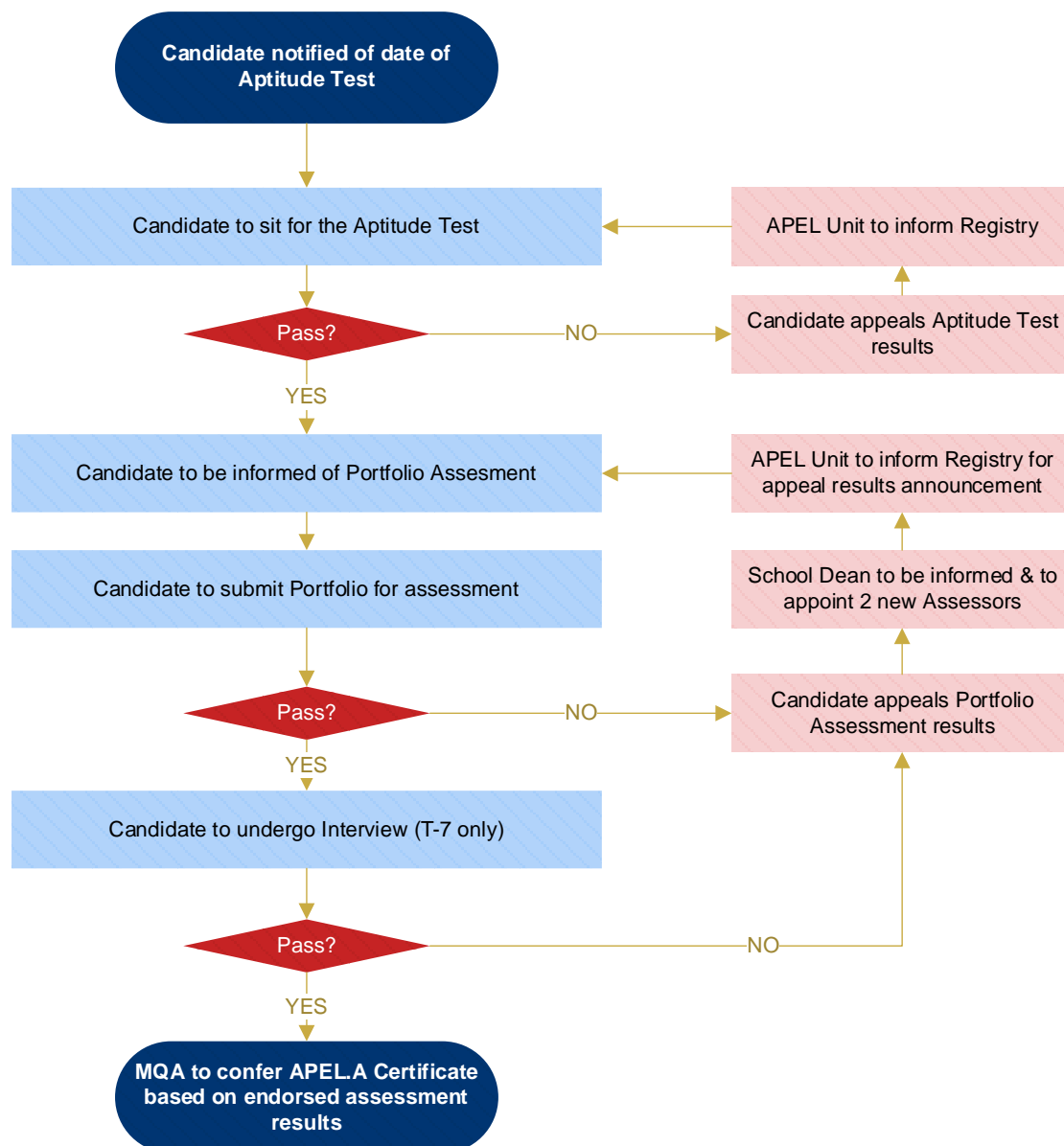
3.5.1 Appeal Process

The overall Appeal Process is standard as per set out by the University;

A candidate who is not satisfied with the decision of the APEL.A Aptitude Test results can submit a written appeal to the APEL Unit (email to APEL.A Unit); providing the grounds of appeal by completing the Appeals Form (See Appendix 2 (h)(iii)). The appeal must be submitted within one (1) week from the date of the official announcement of the results. The candidate will be informed of the charges involved in the appeal process.

The APEL Unit will forward the appeal request to the relevant departments (School Appeals Committee). The School is responsible for the appointment of different Assessors to re-evaluate the candidate.

The appeal process may take up to one (1) month or more depending on the appeal case that needs to be reviewed. The decision of the appeal will be communicated to the candidate by the APEL Unit. The decision regarding the appeal is considered final.



APEL Unit assessment appeals process flow

3.6 Re-sit and Re-Submission

Candidates who failed the Aptitude Test or Portfolio Assessment can apply to Re-sit or Re-submit respectively. Candidates who fail either APEL T-7 Portfolio Assessment or the Interview are required to repeat the assessment process for both the Portfolio Assessment and the Interview.

To apply for the re-sit or re-submission, candidates need to fill up the *Re-sit/Re-submission Form* and pay the following fees:

	Level	APEL T-3 Certificate	APEL T-4 Diploma	APE T-6 Bachelor's Degree	APEI T-7 Master's Degree (Coursework/ Mixed-mode)
Item					

Aptitude Test	RM 155	RM 155	RM 180	RM 200
Portfolio Submission	RM 80	RM 80	RM 100	RM 260
Interview	-	-	-	

Note: A processing fee of RM60 will be charged for each re-sit or resubmission of the APEL.A assessment component.

3.6.1 Re-sit

Candidates who failed the Aptitude Test can apply for a re-sit. A candidate may only re-sit the Aptitude Test for a maximum of two (2) attempts. If the candidate still fails at the second attempt, the third attempt can only be taken after three (3) months.

3.6.2 Re-Submission

Candidates who fail the Portfolio Assessment may apply for a re-submission of the Portfolio. The resubmission can only be made at least six (6) months after the notification date of the APEL.A result. Candidates who wish to re-sit need to fill up the Re-sit/Re-submission Form and pay the fees.

3.7 Mitigating Circumstances

Candidates are expected to take/submit the APEL assessments as scheduled. However, they may experience a range of serious/unanticipated difficulties, which adversely affect their ability to attend or complete the assessments on schedule. Mitigating circumstances refers to occurrence of unforeseen and unavoidable events that have a significant negative effect on the candidate's ability to complete the assessments on schedule.

In order to be considered as a Mitigating Circumstance, such circumstance must meet all the following criteria:

- i) Beyond the candidate's reasonable control;
- ii) Of temporary duration, or contemporary in origin
- iii) Have had a clear impact on the performance of the candidate; and be contemporary to the period time during which the candidate was negatively impacted.

Reasons for claiming Mitigating Circumstances may include (but not limited to):

- i) Inability to meet submission deadline
- ii) Failing to attend assessments – Aptitude Tests or Interview

Acceptable Mitigating Circumstances may include but are not limited to:

- i) Illness or injury (related to the candidate or family member or dependent) – medical conditions must be supported by written evidence from a medical practitioner, consultant or relevant member of hospital staff. The date of the evidence must demonstrate that the candidate visited the medical practitioner at the time the mitigating circumstances occurred.
- ii) Bereavement (relate to the death of an immediate family relative of the candidate) – a death certificate or an officially certified copy of a death certificate should be provided.
- iii) Court attendance (include jury service, attendance at tribunals and the requirement to attend court as a witness, defendant or plaintiff) – documentary evidence from the relevant court official must be produced to show that the conflict cannot be avoided.
- iv) Victim of crime – candidates who consider that they have been adversely affected by being a victim of crime must provide relevant details such as a police report, confirming the impact of the crime upon.
- v) Other serious circumstances deemed acceptable by the University

As per Sunway University's Mitigating Circumstances Policy, Sunway University will not accept non-serious domestic or personal disruptions, such as moving house, change of job, weddings, normal job pressure, failed travel arrangements, minor-moderate financial difficulties, oversleeping, technology failures, holidays or any other events that fail to be supported with evidence as valid grounds for mitigation.

All information provided in relation to mitigating circumstances will be treated in strictest confidence and such information will be limited to the staff directly involved in administering and evaluating the circumstances.

APEL.A candidates with mitigating circumstances as described above may apply to:

- i) Postpone the scheduled Aptitude Test or Interview,
- ii) Postpone the Portfolio submission deadline

by filling in the Mitigating Circumstances form with the evidence mentioned at the earliest convenient time. The new deadline/date should ideally be set within 14 calendar days from the original date to avoid any delays in the operational timeline.

4. Enquiries

If you have any enquiries regarding APEL.A, contact us at:

APEL UNIT

Professional and Continuing Education (PACE) Department

Level 12, West Wing, Sunway University

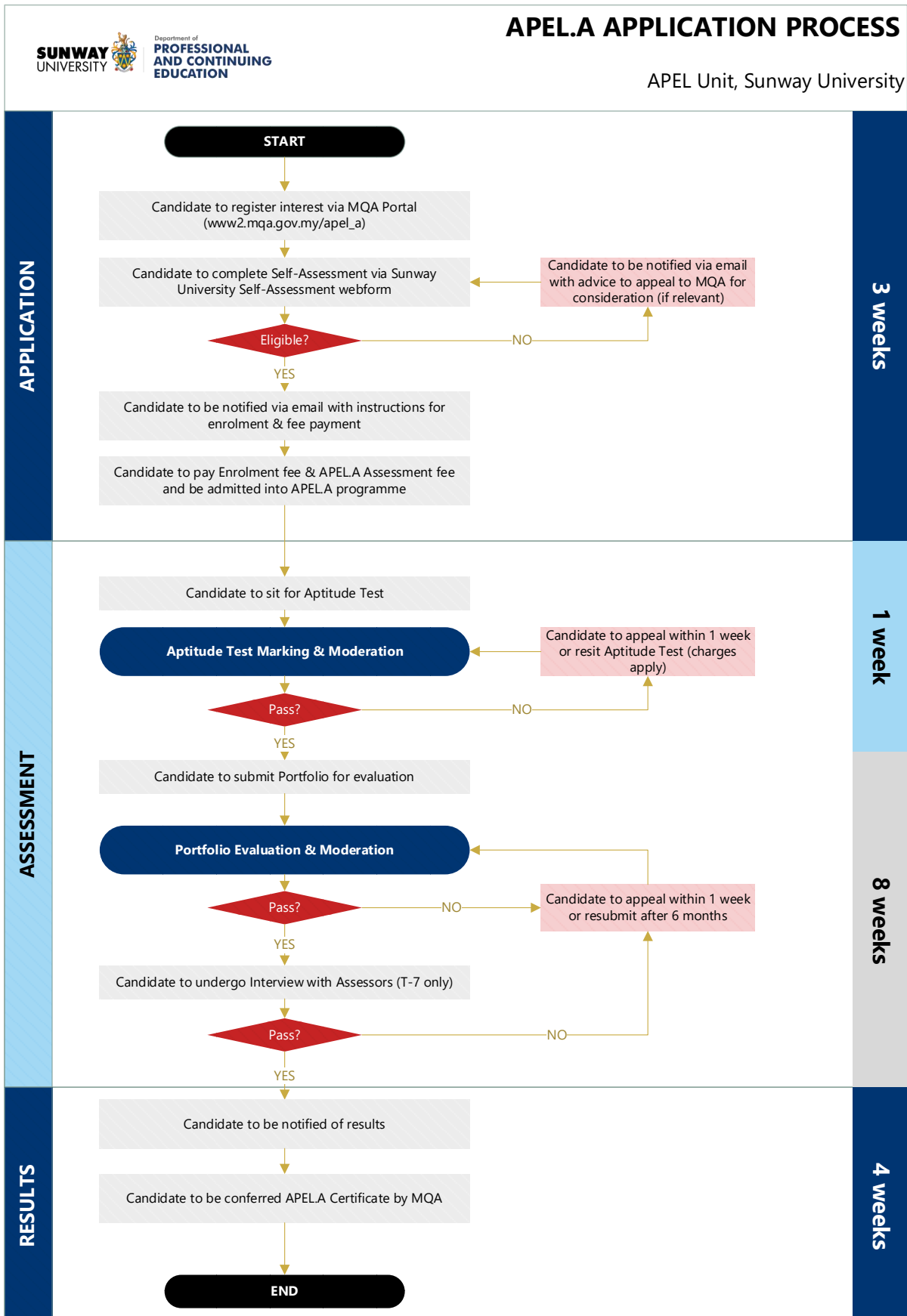
5, Jalan Universiti, Bandar Sunway,

47500 Petaling Jaya, Selangor

Tel: 03 7491 8622 Ext 7693

Email: apel@sunway.edu.my

Appendix 1



Appendix 2

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	COMPETENCIES											EVIDENCE OF LEARNING* <small>(Please refer to Appendix 1 for examples of evidence)</small>	
				1	2	3	4	5	6	7	8	9	10	11		
1.																
2.																
3.																
4.																
5.																

**Note: All evidence must be properly labelled*

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

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

NO.	NAME OF EMPLOYER/SELF-EMPLOYED	CONTACT ADDRESS	DURATION (MONTH/YEAR)		POSITION HELD	WHAT I HAVE LEARNT/ACQUIRED											EVIDENCE OF LEARNING* (Please refer 1 for examples of evidence)	
			FROM	TO		1	2	3	4	5	6	7	8	9	10	11		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

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

OTHER LEARNING ACTIVITIES <small>This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or other activities which might be relevant to the competencies.</small>	YEAR	WHAT I HAVE LEARNT/ACQUIRED											EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for examples of evidence)					
		1	2	3	4	5	6	7	8	9	10	11						
1.																		
2.																		
3.																		
4.																		

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

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

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

NO.	NAME/TITLE OF TRAINING OR COURSE etc	ORGANISER	DATE OF COMPLETION	LENGTH (Hours/ Days/ Month)	WHAT I HAVE LEARNT/ACQUIRED											EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for examples of evidence)		
					1	2	3	4	5	6	7	8	9	10	11			
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		

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

d) LANGUAGE COMPETENCY

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

e) SELF-ASSESSMENT/REFLECTION

For APELA application at T6, T7 or T8

Describe how your prior learning experiences prepare you for the intended level of study (at least 500 words):
<ol style="list-style-type: none"> Why do you want to pursue this intended programme of study? How is your personal prior learning experience applicable to/related to/relevant to your chosen programme and level of study? <i>(You may provide your description based on how your prior experiential learning has improved your knowledge, skills set, professionalism, communication, leadership, problem-solving, etc.)</i> How will the completion of this programme help you in your work/personal life? What are your action plans to ensure the successful completion of your programme? <i>(Commitment, time management, financial resources and support, etc.)</i>

For APELA 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):
<ol style="list-style-type: none"> Why do you want to pursue this intended programme of study? How is your prior learning experience applicable to/related to/relevant to your chosen field of study? What are your action plans to ensure the successful completion of your programme? <i>(Commitment, time management, financial resources and support, etc.)</i> 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

<p>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.</p> <p>Signature: Name: Date:</p>

Appendix 3

LIST OF EVIDENCE

Examples of evidence that can be provided for application are listed below.

Direct Evidence	Indirect Evidence
<p>Certificates</p> <p>You can provide copies of your qualification:</p> <ul style="list-style-type: none"> - School certificates - Statement of results - Courses completed at work 	<p>Written Records</p> <p>You can provide copies of:</p> <ul style="list-style-type: none"> - Diaries - Records - Journals - Articles
<p>Work Samples</p> <p>You can provide samples of your work:</p> <ul style="list-style-type: none"> - Drawings or photographs - Reports - Written materials - Projects - Objects - Works of Art 	<p>E-mail</p> <p>You can provide copies of email communications which verifies the following:</p> <ul style="list-style-type: none"> - Customer feedback - Work activities - Written skills
<p>Records of Workplace Activities</p> <p>You can provide documents that verify your work activities:</p> <ul style="list-style-type: none"> - Notes - Emails - Completed worksheets - Workplace agreements - Contracts 	<p>Supporting Letters</p> <p>You can provide letters to verify your claims from:</p> <ul style="list-style-type: none"> - Employers - Community group - People you have worked with (paid and unpaid work)
<p>Documents</p> <p>You can provide evidence that shows what you have done in your life:</p> <ul style="list-style-type: none"> - Media articles - Meritorious awards 	

Appendix 4

Below is a list of skills on what candidates have learned based on the Malaysian Qualifications Framework Learning Outcomes.

No.	Skills	Description
1	Knowledge and understanding	<p>Knowledge and understanding refers to a systematic understanding of facts, ideas, information, principles, concepts, theories, technical knowledge, regulations, numeracy, practical skills, tools to use, processes and systems.</p> <p>It may relate to a subject, a field of study or discipline as well as to technical and occupational or workplace aspects of knowledge and understanding. It starts with basic general knowledge and progress to varied, broader, specialised and advanced knowledge including those relating to sustainable practices, rules and regulations, health and safety, especially relevant to TVET type and even professional programmes.</p> <p>The scope of knowledge should include the common everyday knowledge within the learners' environment. 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.</p> <p>Knowledge and understanding enables the learners to relate to their prior knowledge in the course of learning or work as well as to expand to related fields. Knowledge provides the basis for applications of all other learning outcomes.</p>
2	Cognitive skills	<p>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, and applying, analysing, problem solving as well as synthesizing to create new ideas, solutions, strategies or new practices. Such intellectual skills enable the learner to search and comprehend new information from different fields of knowledge and practices.</p>
Functional work skills:		
3	Practical work skills	<p>These are generally work skills and operational skills applicable in common employment environment such as planning; organisational skills; selection of tools, material, technology methods and procedures, while in study context, it may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so forth. It also includes specialised skills which are set by specific subject, discipline, technical or occupation-related work skills and professional practice which enhance professional competence. It should include safe and sustainable practices.</p>
4	Interpersonal skills	<p>Interpersonal skills refer to a range of skills which, amongst others, include interactive communications; relationships and collaborative skills in managing relationships in teams and within the organisations; networking with people of different cultures; as well as social skills/etiquette.</p>
5	Communication skills	<p>Communication skills refer generally to the ability to communicate/convey information/ideas/reports cogently and professionally in appropriate language. The communication must be effective and in appropriate forms, in various medium, to a range of audience and different situations. The ability to communicate in more than one language is encouraged.</p>

6	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.
7	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 in study, work and daily life. Within the MQF levels, this learning outcome may not be specifically mentioned for every level but it is expected that numerical skills are required as an outcome ought to be indicated for every specific programme. It may include understanding of basic mathematics, symbols relating to statistical techniques and etc.
8	Leadership, autonomy and responsibility	This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers or in managerial capacities with varying degrees of autonomy to make decisions or setting goals at organisational/unit/team levels; to take responsibilities and provide accountability; to be confident, knowledgeable, articulate, honest, professional, concerned, resilient, a risk taker and possess other intrapersonal skills including working in, and leading teams.
9	Personal skills	Personal skills are life skills that learners are expected to use daily. They are normally portrayed through enthusiasm for independent learning, intellectual and self-development; by demonstrating confidence, self-control; social skills and proper etiquette; and commitment to professionalism in the work place. It also includes capability to plan for career development or further education. Aspects of character such as honesty, punctuality, time management, keeping to and maintaining deadlines that are important in a work environment are also important personal skills.
10	Entrepreneurial 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 learning outcomes describe incremental development of these skills. The drive to be an entrepreneur is set as personal skills but also requires the requisite of relevant knowledge, cognitive and functional skills.
11	Ethics and professionalism	Ethics and values are important at personal, organisational, societal/community and global settings as they guide personal actions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues are important in the exercise of professional skills and responsibilities: integrity, professional conduct (professionalism), and standards of conduct such as upholding regulations, laws and codes of good practices or code of professional conduct. A sensitive approach in dealings with other cultures adds value to this learning domain.

Appendix 5

Interview Score Sheet

Candidate Name:	
NRIC/Passport No.:	

Objectives:

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?	5	

		<ul style="list-style-type: none"> 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? 		
3.	Cluster 3: Functional Work Skills	<ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> i. Reading and Comprehension ii. Analytical and Digital Skills iii. Communication – oral, written and listening 	5	
4.	Cluster 4: Personal/Entrepreneurial Skills	<ul style="list-style-type: none"> 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? d) How would your achievements in life be useful to this programme? e) What research accomplishments or achievements are you most proud of? 	5	

		f) What has been the biggest challenge in your life?		
5.	Cluster 5: Ethics and Professionalism	a) How would your achievements in life be useful to this programme? b) What research accomplishments or achievements are you most proud of? c) What has been the biggest challenge in your life?	5	
		Total Score	25	
		Average Score	20	

Comments

Panel 1 (Instrument Expert)

Name:

Date:

Panel 2 (Subject Matter Expert)

Name:

Date: