



A CLASS ABOVE

APEL.A

Candidate Handbook 4th ed.



APEL Unit

Sunway University

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

Fourth Edition 2025

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

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Preface

Dear Candidate,

Welcome to Sunway University, where we believe that learning is a lifelong journey and that knowledge comes not only from books and classrooms but also from the rich tapestry of your life and work experiences.

Thank you for choosing Sunway University as your partner in your journey through **APEL.A (Accreditation of Prior Experiential Learning for Access)**. Your decision to pursue further education through this pathway is a testament to your courage, determination, and belief in the value of your experience. We are proud to walk alongside you as you take this significant step toward formalising your achievements and unlocking new academic and professional opportunities.

At Sunway, we champion inclusive and flexible learning pathways. We celebrate adult learners like you who are determined to transform their years of work, leadership, and real-world problem solving into formal qualifications that open doors to future study. We are here to support you at every stage of the APEL.A process—from registration to assessment and beyond.

About This Handbook

This handbook is designed to guide you through the APEL.A journey at Sunway University. It provides you with essential information about the policies, rules, and procedures that govern APEL.A, and outlines what you can expect during each stage of the process. From understanding eligibility criteria and preparing your self-assessment, to undertaking the aptitude test, compiling your portfolio, and sitting for the interview—this handbook will serve as your roadmap.

We encourage you to read it thoroughly and refer to it whenever you need clarity. Should you have any further questions, our APEL.A team is always ready to assist you.

Once again, we commend you for taking this bold step. May this journey affirm the value of all you have learned in life, and lead you to new academic milestones with pride and confidence.

Wishing you all the best in your APEL.A journey.

Warm regards,

Sunway University APEL Unit

Empowering Learning. Recognising Experience.

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 a 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 at Sunway University

At Sunway University, we understand that learning extends far beyond the walls of a classroom. Many individuals have gained valuable knowledge, skills, and insights through years of work, leadership roles, volunteering, and other life experiences. If you are one of those individuals, the Accreditation of Prior Experiential Learning for Access (APEL.A) provides a meaningful opportunity to transform your experience into access to higher education.

As an internal APEL.A Assessment Centre, Sunway University offers the APEL.A pathway exclusively for Malaysians who wish to pursue academic programmes at Sunway University.

This means that the APEL.A certification is only valid for entry into programmes offered by Sunway University, and cannot be used to apply to other institutions.

The APEL.A certification is awarded to candidates who successfully demonstrate that they possess the appropriate competencies and readiness to pursue a programme at the intended level of study. However, it is important to note that this certification does not automatically guarantee admission. All candidates are still required to go through Sunway University's admission process and meet any additional programme-specific requirements.

Additionally, APEL.A certification is not equivalent to a full academic qualification or degree at a particular Malaysian Qualifications Framework (MQF) level. It is designed solely to provide access to further studies in a field relevant to your prior learning. It is not intended for employment purposes or for credit transfer.

By undertaking the APEL.A assessment with us, you are taking a significant step forward in your academic journey—and we are here to guide and support you throughout the process. We commend your initiative and look forward to helping you turn your experience into new opportunities for growth.

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

Sunway University is officially provisioned to conduct APEL.A assessments for **four levels of qualification**, in alignment with the Malaysian Qualifications Framework (MQF). These levels are:

- **Level 3 – T3 (Certificate)**
- **Level 4 – T4 (Diploma or Advanced Diploma)**
- **Level 6 – T6 (Bachelor's Degree)**
- **Level 7 – T7 (Master's Degree – Coursework/Mixed Mode)**

These pathways are designed to recognise and validate the experiential learning of adult learners, enabling eligible candidates to gain access to formal academic programmes offered by Sunway University at the respective levels. Each level has specific admission requirements and assessment components, which are outlined as follows.

Criteria	T3	T4	T6	T7
Minimum Age (years)	19	20	21	30
Work Experience**	Possesses relevant work experience in the area applying for			
Minimum Qualification	Not required		STPM / Diploma / equivalent qualification*	

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

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

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

**The number of years of work experience is not stipulated and may vary.

2.2.1 Student Selection Committee for Screening Academic Qualifications

For APEL.A applications at MQF Level 7 (Master's level), Sunway University has established a Student Selection Committee to carry out a preliminary screening process. This is to ensure that all candidates meet the minimum academic entry requirements before proceeding to the APEL.A assessment stage.

Upon receiving an application for APEL.A at Level 7, the Committee will review the candidate's highest formal qualification, typically a Diploma, to determine whether it is recognised under the Malaysian Qualifications Framework (MQF). This verification is conducted through official platforms such as the Malaysian Qualifications Register (MQR) and MQA eSisraf portal.

The outcome of this verification will be discussed during the Student Selection Committee meeting. If the candidate's qualification is found to be recognised and meets the minimum requirement, the application may proceed to the next stage of the APEL.A process. However, if there is no evidence of recognition for the submitted qualification, the candidate will be informed officially that the application is unsuccessful at this stage. Candidates may then be advised to appeal directly to the Malaysian Qualifications Agency (MQA) for further clarification or recognition of their prior qualification.

This initial screening step ensures that all APEL.A candidates are assessed fairly and based on valid, recognised academic credentials aligned with national higher education standards.

2.2.2 Academic Requirements Appeal for APEL.A T-7

For candidates who do **not meet the minimum academic qualifications** required for APEL.A T-7, or whose qualifications have **not been assessed or approved** by the **Malaysian Qualifications Agency (MQA), the National Accreditation Board, or other relevant authorities**, Sunway University will issue an **official letter stating the ineligibility** to meet the academic requirements.

With this letter, candidates may appeal directly to MQA for a **filtering process** to review their academic background.

To initiate this appeal, candidates are required to submit the following documents to MQA:

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 notify both the candidate and Sunway University of the outcome via email. If the appeal is **approved**, Sunway University will proceed with the **APEL.A assessment registration process** for the candidate.

2.3 Description of Candidate Competencies

As part of the APEL.A assessment process at Sunway University, candidates will be evaluated based on specific competencies aligned with the Malaysian Qualifications Framework (MQF) clusters of learning outcomes. These competencies reflect the core abilities and knowledge expected of individuals at the respective MQF level and are assessed through appropriate, level-based APEL.A assessment instruments.

All candidates undertaking APEL.A assessments are expected to demonstrate competencies in the following areas:

- 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

These competencies are assessed holistically through the APEL.A assessment components. They form the foundation of what it means to be academically ready for entry into a programme of study at Sunway University through the APEL.A route.

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** confirms a candidate's eligibility to apply for admission into a Certificate, Diploma, Bachelor's, or Master's (by coursework or mixed mode) programme at Sunway University. As the full APEL.A assessment process may take between **two (2) to four (4) months**, candidates are strongly advised to begin their application at least **six (6) months prior** to their intended programme intake.

Please note that certificates obtained via APEL.A assessments conducted at Sunway University are valid only for applications to programmes offered by Sunway University.

For a visual overview of the APEL.A certification journey, please refer 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

To begin your APEL.A journey at Sunway University, you'll first need to **register your intention to take the APEL.A assessment through the [Malaysian Qualifications Agency \(MQA\) portal](#)**.

When completing the registration on the MQA portal, make sure to select **Sunway University** as your preferred **APEL Assessment Centre (Pusat Penilaian APEL - PPA)**.

Once you've submitted your registration, you will receive a **confirmation email from MQA**, which will also include a **link to complete your registration with Sunway University**.

This marks the first official step in your application process with us—welcome aboard! If you have any questions at this stage, our team is always happy to assist you.

3.1.2 Complete Registration and Self-Assessment

After receiving the email from MQA, click on the registration link provided to complete your application with Sunway University.

As part of this process, you will be asked to:

Upload the following documents:

- A certified-true-copy of your NRIC (MyKad)
- Your latest CV or résumé
- A certified-true-copy of your highest academic qualification & transcript

Complete a Self-Assessment Survey to reflect on your prior learning and work experiences.

Once your submission is complete, the APEL Unit at Sunway University will review your documents and conduct an initial qualification screening. Your application will then be presented to the Student Selection Committee, who will determine your eligibility to proceed with the APEL.A assessment at the level you've applied for.

You will be notified of the outcome via official communication. If you're eligible, you'll be guided on the next steps toward beginning your APEL.A assessment.

We're excited to support you as you take this important step toward furthering your studies!

3.2 Application Process

Once you've been confirmed as **eligible to proceed** with the APEL.A assessment, you'll be guided to complete your application through **Sunway University's Online Application Portal**.

To move forward, you will need to:

1. **Enrol via the Online Application Portal** and make a **non-refundable payment of RM700**.
 - This payment is valid for **12 months** from the date of your last completed programme.
 - If you enrol into another programme within this 12-month window, you will **not be required to pay the RM700 again**.
2. After submitting your application, the **Admissions Office** will verify that all required documents are complete.
 - Once verified, an official **Offer Letter** will be issued to you.

- You will then be asked to make the **APEL.A Assessment Fee payment** to Sunway University. This fee is **set by the Malaysian Qualifications Agency (MQA)** and is based on the level of qualification you are applying for:

Level Item	APEL T-3 Certificate	APEL T-4 Diploma	APEL T-6 Bachelor's Degree	APEL 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

Once your payment is received, you will be provided with the **key dates for the APEL.A Orientation and upcoming assessments** to help you prepare in advance. During the Orientation, you will receive important information about the overall assessment process, a walkthrough of **eLearn**—Sunway University's Learning Management System where your assessments will take place—and an overview of the **support services and resources available to you** throughout your APEL.A journey.

3.3 APEL.A Assessment

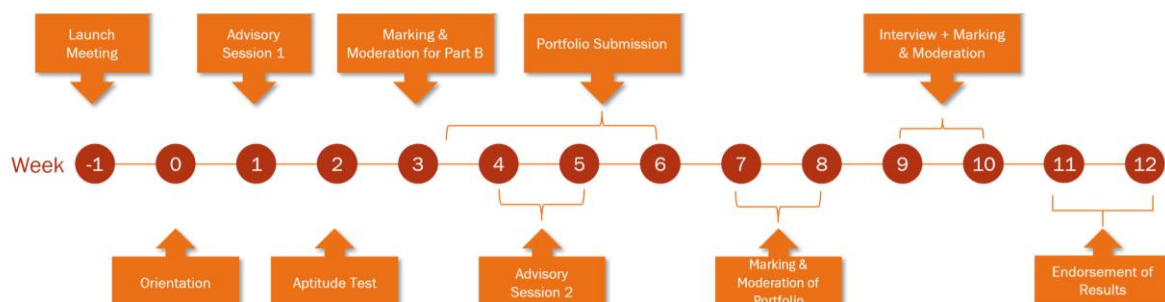
3.3.1 APEL.A Assessment Scheduling

To ensure a smooth transition into your chosen programme, **Sunway University schedules APEL.A assessments in alignment with our academic intake calendar**. This means that all assessment activities are planned to give you enough time to complete the APEL.A process before your intended programme start date.

At the time of writing, **Sunway University offers four APEL.A intakes per year**, which take place in the months of January, April, July, and October.

These scheduled intakes help ensure that candidates can complete their assessments in a timely manner and receive their results before the start of the academic programme.

The following diagram provides an overview of the **assessment timeline** for each intake, including key milestones such as Orientation, Advisory Sessions, Aptitude Test, Portfolio submission, and Interview.



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

As part of the APEL.A process at Sunway University, your assessment will be conducted using a **combination of instruments**, depending on the **level of qualification** you are applying for.

These instruments are designed to evaluate your prior experiential learning in a structured and fair manner. The components may include:

- **Aptitude Test**
- **Portfolio Assessment**
- **Interview**

The **type and weightage of each component** vary according to the MQF level. The following table outlines the assessment components and their respective weightage for each APEL.A level:

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 your readiness 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.

You 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	
			- Basic numeracy, - Basic Algebra, - Problem Solving	- Reading & Comprehension - Vocabulary - Grammar & Tenses - Error Correction - Spelling	- Reading & Comprehension - Vocabulary - Grammar & Tenses - Error Correction - Spelling	- Logical Reasoning - Classification Skills - Pattern Recognition	
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.

3.3.2.2 Portfolio Assessment

As part of prior learning evaluation process, you are required to disclose your formal, informal and non-formal learning through the construction of a Portfolio using the Portfolio Submission Form ([Appendix 2](#)). Your 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 you to pay close attention when aligning their work experiences with the specific MQF competencies outlined in [Appendix 4](#) of the Description of Candidate Competencies. You 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.

You may submit their Portfolio either in Bahasa Malaysia or English. The portfolio will be evaluated by a panel of Assessors based on your chosen field. 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.

3.3.2.3 Interview

If you are an APEL T-7 candidate, you are required to present your 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 scoresheet for the Interview component is presented in [Appendix 5](#).

3.4 Supporting Your Assessment Preparation

At Sunway University, we understand that many APEL.A candidates come from professional or vocational backgrounds and may not be familiar with academic expectations or terminology. That's why we are committed to **supporting you every step of the way** in your APEL.A journey.

To help you prepare effectively for your assessments, we will assign you an **APEL.A Advisor**—an academic or subject matter expert in your chosen field of study. Your Advisor is here to:

- Guide you in **understanding the assessment components and expectations**
- Help you **match your real-world experience and evidence** to the relevant learning outcomes and competency areas
- Provide **feedback and suggestions** as you compile your portfolio or prepare for the interview
- Support you in navigating **academic language and structure**, especially if you're new to academic settings

Your Advisor plays a mentoring role, helping to ensure you are well-prepared and confident to showcase the knowledge and skills you've gained through your experience.

Remember, APEL.A is about recognising what you already know and can do—**you're not starting from scratch, and you're not doing it alone**.

3.5 Post Assessment

3.5.1 APEL Assessment Results

After you have completed all components of the APEL.A assessment, **Sunway University will notify you of your results via email.**

If you have successfully met the requirements for the MQF level you applied for, your results will be submitted to the **Malaysian Qualifications Agency (MQA)**. MQA will then issue you an **official APEL.A Certificate**.

This certificate confirms that you have demonstrated the necessary competencies to be considered for entry into a programme at **Sunway University**. Please note that this certificate:

- **Can only be used for admission into Sunway University**
- **Is valid for five (5) years** from the date of the official results
- **Does not guarantee programme admission**, as you will still need to meet any additional programme-specific requirements

We encourage you to keep a copy of your certificate safely, as it will be required during your admission process into the academic programme.

3.5.2 Validation of Results

At Sunway University, we take the **quality and fairness** of the APEL.A assessment process seriously. All candidate assessments are evaluated by **two independent assessors**, and a **moderator** is assigned to ensure that the marking is consistent and meets the standards set by the Malaysian Qualifications Agency (MQA).

If there is a significant difference in marks between assessors (5% or more), the moderator will initiate a discussion to resolve it. In rare cases where agreement cannot be reached, an additional moderator may be appointed by the Dean to make a final decision.

Once all assessments are completed, your results will go through a **formal validation process**. This includes review and endorsement by the University's **APEL Assessment Committee**. Only after this official validation will your results be finalised and recorded by the Registry. At the same time, Sunway University will notify both **MQA and you**, the candidate, of your official assessment outcome.

This multi-level review process ensures that all APEL.A candidates are assessed with integrity, transparency, and academic rigour.

3.5.3 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

3.6 Appeals

Sunway University recognises your right to request a review of your APEL.A assessment results if you believe that your outcome was affected by an error or unfairness during the evaluation process.

If you are not satisfied with the outcome of your APEL.A assessment, you may submit an appeal by completing the **APEL.A Appeal Form** within **one (1) week** from the date the official results are released.

To submit your appeal:

- Email the completed form to the **APEL Unit** at apel@sunway.edu.my
- Upload and attach any **relevant documentary evidence** that supports your appeal (e.g., new information or clarification that may not have been considered during the initial assessment)

Your appeal will be reviewed by a **different Assessor**, independent from the original evaluation, to ensure objectivity and fairness.

You may appeal the results of the following components:

- **Aptitude Test**
- **Portfolio Assessment**
- **Interview**

All appeals must adhere to the guidelines set by both **MQA and Sunway University**, and **appeal charges apply** as per the University's standard fee structure.

Candidates will be informed of the outcome of the appeal within a reasonable timeframe after the review is completed.

3.6.1 Appeal Process

If you are not satisfied with the outcome of your **APEL.A Aptitude Test**, you have the right to submit an appeal.

To begin the appeal process:

- Submit a **written appeal** to the **APEL Unit** by email at apel@sunway.edu.my
- Complete the **APEL.A Appeal Form** (refer to *Appendix 2(h)(iii)*)
- Clearly state your **grounds for appeal**
- Ensure the appeal is submitted **within one (1) week** from the date your results were officially released

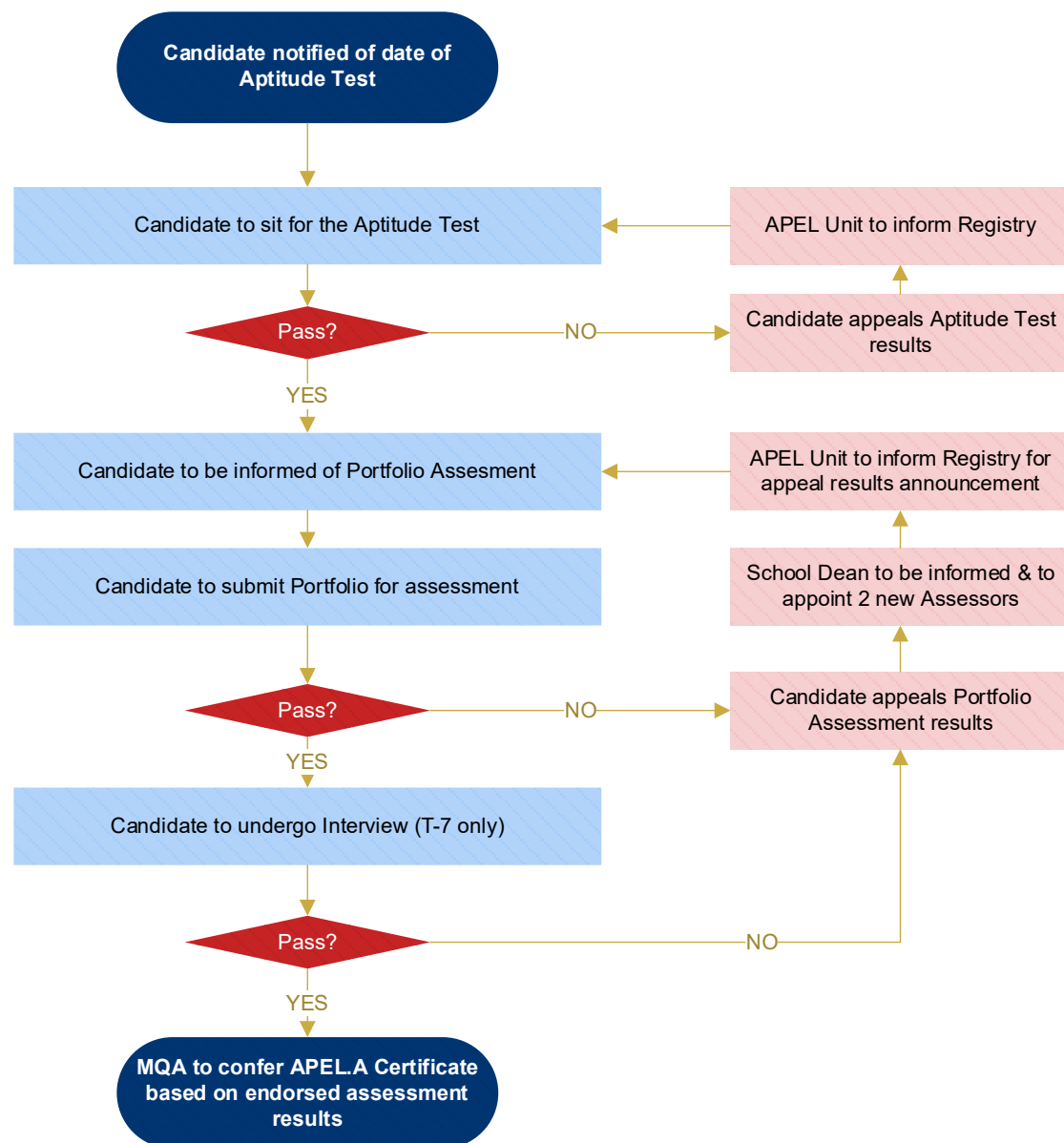
Once your appeal is received, the APEL Unit will:

1. Inform you of any **applicable charges** for processing the appeal.
2. Forward your appeal to the **School Appeals Committee** for review.
3. Ensure that **a different Assessor** is appointed to re-evaluate your assessment.

Please note that:

- The **appeal review process may take up to one (1) month or longer**, depending on the complexity of the case.
- Once the review is complete, the **APEL Unit will notify you of the outcome**.
- The decision of the appeal is considered **final** and cannot be contested further.

This process is in line with Sunway University's commitment to ensuring fairness, transparency, and academic integrity in all APEL.A assessments.



APEL Unit assessment appeals process flow

3.7 Re-sit and Re-Submission

If you are unsuccessful in your **Aptitude Test** or **Portfolio Assessment**, you are allowed to apply for a **Re-sit** (for the test) or **Re-submission** (for the portfolio).

Please take note:

- If you fail **either the Portfolio Assessment or the Interview at MQF Level 7 (T-7)**, you are required to **repeat both** components—the **Portfolio Assessment** and the **Interview**—as they are considered a combined evaluation.

To proceed:

1. Complete the **Re-sit / Re-submission Form**.
2. Submit the form along with the required **payment** (refer to the Re-assessment Fee Table below).
3. The APEL Unit will confirm your new assessment date(s) and provide guidance to help you prepare.

This opportunity allows candidates to reflect on the feedback provided, enhance their evidence or responses, and demonstrate readiness to meet the learning outcomes required at the respective MQF level.

Re-sit / Re-submission Fees

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)
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.

3.7.1 Re-sit

If you do not pass the **Aptitude Test**, you may apply to **re-sit** the test. Each candidate is allowed a maximum of **two (2) re-sit attempts**.

If you are unsuccessful on your **second attempt**, a **third attempt** is permitted **only after a three (3) month waiting period**. This is to give you sufficient time to reflect and better prepare before retaking the assessment.

To apply for a re-sit, please complete the **Re-sit Form** and submit it along with the applicable fee to the APEL Unit.

3.7.2 Re-Submission

If you do not pass the **Portfolio Assessment**, you may apply to **re-submit** your portfolio. Re-submission is allowed only after a **minimum of six (6) months** from the date you were officially notified of your APEL.A result. This waiting period is intended to provide you with adequate time to strengthen your portfolio and better align your evidences with the required learning outcomes.

To apply for a re-submission, please complete the **Re-sit/Re-submission Form** and submit it along with the applicable fee to the APEL Unit.

3.8 Mitigating Circumstances

APEL.A candidates are expected to complete and submit their assessments according to the scheduled dates. However, it is acknowledged that serious and unforeseen difficulties may arise that could negatively affect a candidate's ability to meet these deadlines. In such cases, candidates may request special consideration under **mitigating circumstances**.

Definition of Mitigating Circumstances

Mitigating circumstances refer to **unforeseen and unavoidable events** that have a significant adverse effect on a candidate's ability to complete APEL.A assessments as scheduled. To be considered valid, the circumstance must meet all of the following criteria:

1. It was **beyond the candidate's reasonable control**;
2. It was of **temporary duration or recent in origin**;
3. It had a **clear and direct impact** on the candidate's ability to perform; and
4. It occurred during the **period relevant** to the affected assessment(s).

Common Reasons for Mitigating Circumstances

- Inability to meet the **Portfolio submission deadline**
- Inability to attend the **Aptitude Test** or **Interview**

Acceptable Examples of Mitigating Circumstances

- **Medical illness or injury** (candidate or immediate family member): Must be supported by documentation from a licensed medical practitioner or relevant healthcare provider.
- **Bereavement** (of an immediate family member): A certified copy of a death certificate is required.
- **Court attendance** (e.g., jury duty, legal proceedings): Official documentation from court authorities must be provided.
- **Victim of crime**: A police report or other supporting evidence must be submitted.
- **Other serious personal or professional emergencies** deemed acceptable by the University.

Circumstances Not Considered Valid

As per Sunway University's Mitigating Circumstances Policy, the following are not normally accepted:

- Domestic or personal disruptions (e.g., moving house, weddings, holidays)
- Routine job pressure or change in employment

- Failed travel arrangements
- Minor or moderate financial issues
- Oversleeping or personal negligence
- Technology failures without proof of effort to resolve

Confidentiality

All information submitted will be treated with the **strictest confidentiality** and will only be accessible to staff directly involved in the administration and evaluation of the request.

How to Apply

Candidates who believe they are affected by mitigating circumstances may request to:

- Postpone the **Aptitude Test** or **Interview**
- Extend the **Portfolio submission deadline**

To apply, candidates must complete the **Mitigating Circumstances Form** and submit relevant supporting evidence **as early as possible**. The revised assessment date or deadline should ideally fall **within 14 calendar days** of the original date to avoid disruptions to the overall APEL.A process timeline.

4. Enquiries

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

APEL UNIT

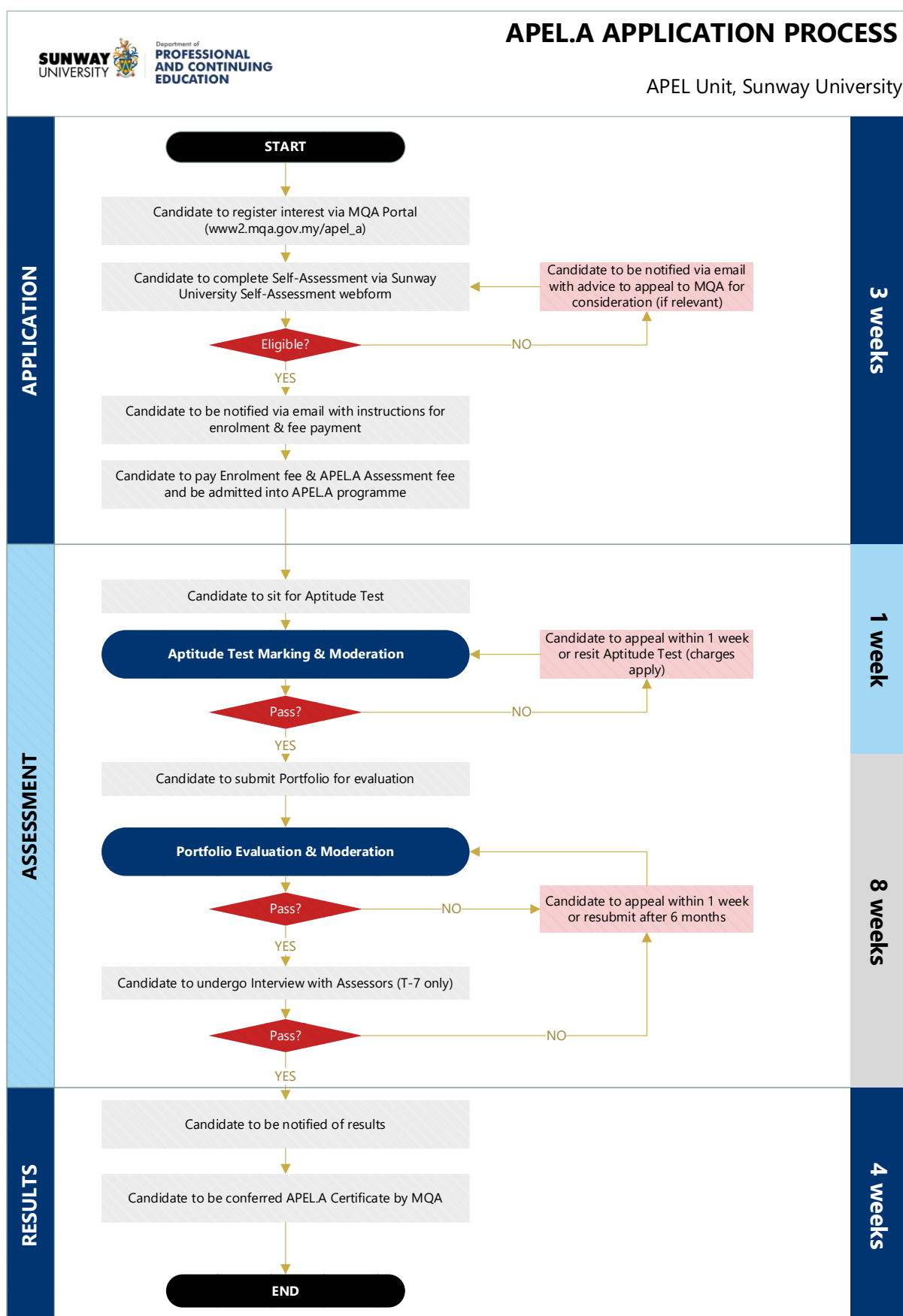
Centre for Professional and Continuing Education (PACE)

Level 11, East 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* (Please refer to Appendix 1 for examples of evidence)
				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 This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or other activities which might be relevant to the competencies.		YEAR	WHAT I HAVE LEARNT/ACQUIRED											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):
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 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):
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: <i>(compulsory)</i>	MOBILE: <i>(compulsory)</i>
Email Address		
Relationship		

Name		
Position		
Organisation		
Phone Number	OFFICE: <i>(compulsory)</i>	MOBILE: <i>(compulsory)</i>
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 3

LIST OF EVIDENCE

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

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 - Works of Art	E-mail You can provide copies of email communications which verifies the following: - 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 claims from: - Employers - Community group - 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 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	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. 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. 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. 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.
2	Cognitive skills	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.
Functional work skills:		
3	Practical work skills	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.
4	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/etiquette.
5	Communication skills	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.
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	

		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	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? 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)	Panel 2 (Subject Matter Expert)
Name: Date:	Name: Date: