



# APEL.Q Handbook for Learners

Accreditation of Prior Experiential Learning (Qualifications)

APEL Unit

Professional and Continuing  
Education (PACE)

First Edition

## Contents

<b>Glossary</b> .....	2
<b>1. Introduction</b> .....	5
<b>2. Scope of APEL.Q</b> .....	5
What is APEL.Q?.....	5
Why APEL.Q at Sunway University? .....	6
<b>3. Core Principles of APEL.Q</b> .....	7
<b>4. Policies of APEL.Q</b> .....	8
<b>5. Roles &amp; Responsibilities</b> .....	10
<b>6. APEL.Q Stages &amp; Processes</b> .....	12
Applying to be an APEL.Q Learner .....	12
Taking Assessments .....	15
Marking and Endorsement of Results .....	20
Appeal & Re-sit & Enhancement Courses .....	20
<b>7. Award of Qualification</b> .....	22
<b>8. Quality Assurance in APEL.Q</b> .....	22
<b>9. Appendices</b> .....	24
Appendix 1: Sunway University's APEL.Q Policy.....	25
Appendix 2: APEL.Q Counselling Form .....	
Appendix 3: APEL.Q Self-Assessment Form for Learners .....	
Appendix 4: APEL.Q Registration Form .....	
Appendix 5: APEL.Q Portfolio Submission Form.....	
Appendix 6: APEL.Q Field and Validation Visit and Risk Management Policy.....	
Appendix 7: APEL.Q FVV POTENTIAL INTERVIEWEE LIST .....	
Appendix 8: APEL.Q FVV Interviewee Consent Form .....	
Appendix 9: APEL.Q FVV Risk Identification and Management Form .....	
Appendix 10: Appeal Form .....	

# Glossary

## 1. 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.

## 2. APEL Assessments

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

## 3. APEL Certification Process

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

#### **4. Aptitude Test**

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

#### **5. Course**

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

#### **6. Formal Learning**

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

#### **7. Higher Education Provider (HEP)**

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

#### **8. Informal Learning**

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

#### **9. Malaysian Micro-credential Statement (MMS)**

The Malaysian Micro-credential Statement outlines personal information of the learner 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.).

#### **10. Malaysian Qualifications Framework (MQF)**

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

**11. Work Experience**

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

**12. 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.

**13. 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.

**14. Open Learning**

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

**15. 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.

**16. Portfolio**

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

## 1. Introduction

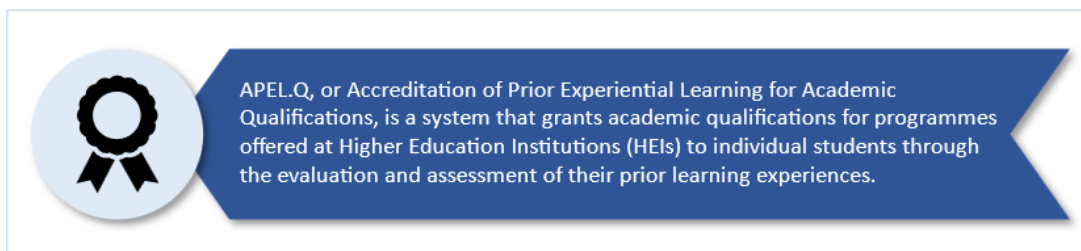
The Ministry of Higher Education Malaysia (KPT) and the Malaysian Qualifications Agency (MQA) have introduced the 'Accreditation of Prior Experiential Learning for Academic Qualifications' or APEL.Q to support the implementation of lifelong learning. Through APEL.Q, individuals with certain periods of experience, proven to meet the Program Learning Outcomes, can be awarded a degree without having to participate in conventional teaching and learning activities.

MQA has developed a 'GGP APEL.Q - General Guidelines for Best Practices in Implementing APEL.Q,' which will serve as a reference for Higher Education Institutions (HEIs) wishing to implement APEL.Q. MQA is also in the process of implementing a pilot APEL.Q project involving selected public and private universities. This pilot project is conducted to ensure that the processes and procedures set out in the GGP APEL.Q can be effectively implemented.

At Sunway University, aligning with this national initiative, the APEL.Q program is designed to recognize the diverse experiences and learning of our adult learners. Our commitment is to provide a pathway for these individuals to translate their experiential learning into academic credits, facilitating their pursuit of higher education qualifications. The APEL Unit at Sunway University, adhering to the guidelines and standards set by MQA, manages the implementation, ensuring a robust and transparent process that upholds academic integrity and quality. Our aim is to extend this opportunity to a broader range of learners, reflecting our dedication to lifelong learning and educational inclusivity.

## 2. Scope of APEL.Q

What is APEL.Q?



*Figure 1: Definition of APEL.Q*

At Sunway University, APEL.Q provides a mechanism to recognize learning based on relevant individual experiences tailored to specific study programmes.

Accreditation of Prior Experiential Learning for Qualifications (APEL.Q) is a framework designed to recognize and accredit learning acquired outside traditional academic environments. This approach is particularly relevant in today's diverse educational landscape, where learning occurs through various modes:

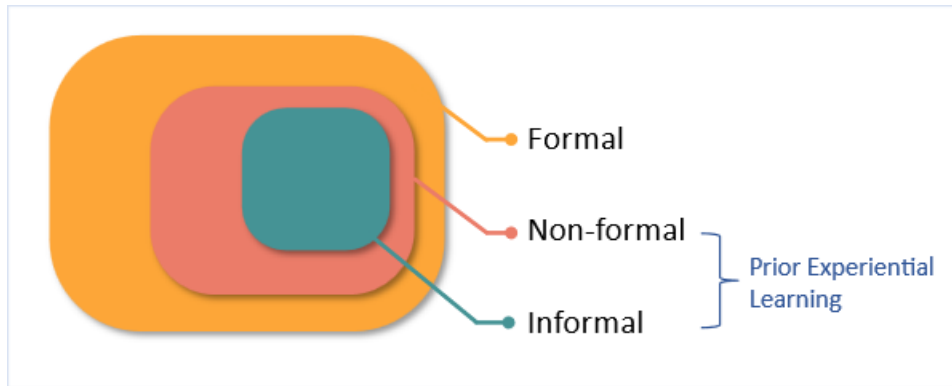


Figure 2: Types of Learning

1. **Formal Learning Context:** APEL.Q can assess and potentially credit formal educational experiences, such as completed courses or modules from accredited institutions that may not have culminated in a degree or certification. This ensures that formal but incomplete education does not go unrecognized.
2. **Non-formal Learning Context:** In non-formal settings like workshops, training programs, or professional development courses, APEL.Q can validate the skills and knowledge acquired. This allows individuals who have invested time and effort in structured but non-traditional education to gain formal recognition for their learning.
3. **Informal Learning Context:** APEL.Q is particularly transformative in acknowledging informal learning, which encompasses self-directed studies, work experience, volunteer activities, or life experiences. By evaluating the competencies gained through these avenues, APEL.Q provides a pathway to formal recognition, bridging the gap between experiential learning and academic qualifications.

The APEL.Q process at Sunway University determines whether an individual's prior learning aligns with the Program Learning Outcomes (PLOs) and the five clusters of learning outcomes of the Malaysian Qualifications Framework (MQF) that relate to the body of knowledge of the specific program. APEL.Q facilitates a more inclusive and flexible educational environment, recognizing the full spectrum of learning experiences and thereby empowering individuals to pursue further education or career advancement based on their comprehensive learning journey.

### Why APEL.Q at Sunway University?

The implementation of APEL.Q at Sunway University underscores the importance of lifelong learning by recognizing diverse educational experiences, reduces redundancy in learning to streamline education, and enhances adult participation in higher education through credit transfers for prior learning, ultimately saving time and costs in study programmes. Refer to the following reasons below:

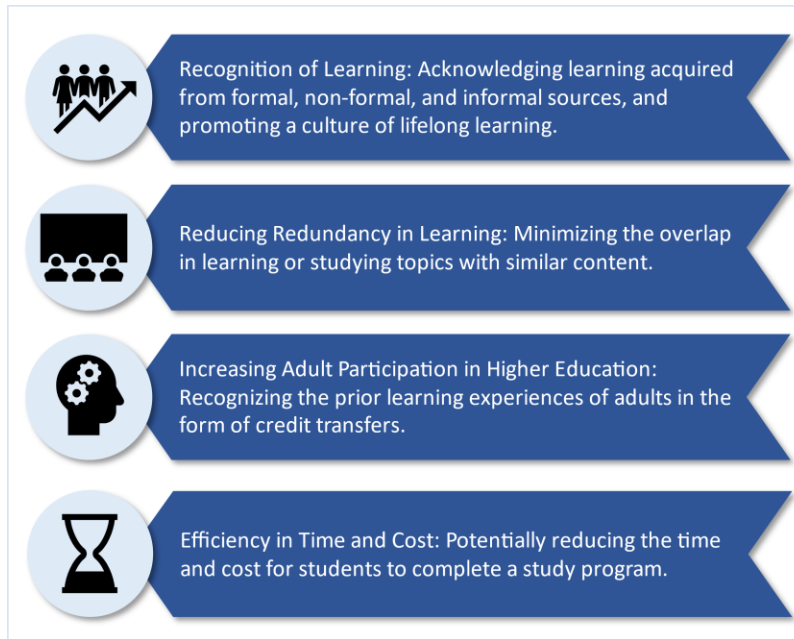


Figure 3: Why APEL.Q at Sunway University?

### 3. Core Principles of APEL.Q

To ensure that the APEL.Q process is transparent, effective, and quality-assured, thereby convincing all involved stakeholders, the following core principles of APEL.Q must be adhered to at Sunway University:



Figure 4: Core Principles of APEL.Q

1. *Voluntary and Student-Centred Process*

APEL.Q at Sunway University encourages continuous learning and promotes the positive aspects of an individual's learning experience. It revolves around the process of acquiring academic qualifications through the assessment of prior learning experiences. Therefore, it is the student's responsibility to provide suitable documentation and evidence for the assessment process and to be prepared to follow through the entire APEL.Q assessment process. Although this process is voluntary, students must be guided by appointed APEL.Q advisors.

2. *Accessibility*

The implementation of APEL.Q at Sunway University is open to all students who register for fully accredited study programmes at all levels. Adequate mechanisms and resources (human resources, infrastructure, and infostructure) must be provided to manage and support students throughout the APEL.Q process. Clear and comprehensive guidelines/processes/procedures/forms and APEL.Q support systems should be easily accessible to all relevant stakeholders.

3. *Flexibility*

Various methods should be established as assistance and support for students, as well as for the types of assessments to be implemented.

4. *Reliability, Transparency, and Consistency*

The processes, procedures, practices, and decisions of awarding APEL.Q must be reliable, transparent, and consistent to protect the credibility and integrity of the entire APEL.Q assessment system. This is essential to ensure that all stakeholders have confidence in the decisions and outcomes of the APEL.Q process.

5. *Clarity of Roles*

The definitions, details of roles, and tasks of each centre/unit/department, APEL.Q Advisor, APEL.Q Assessment Panel, and APEL.Q Question Moderation Committee must be clear.

6. *Quality*

All APEL.Q processes at Sunway University must comply with established standards and undergo strict quality assurance and monitoring processes, as with other learning and assessment processes. The implemented quality assurance processes must be available for scrutiny by relevant national and international quality assurance agencies or bodies at all times.

## **4. Policies of APEL.Q**

APEL.Q can only be implemented for study programmes that have received Full Accreditation. It is important to note that not all programmes may be eligible for the APEL.Q pathway, and the eligibility is

contingent on the full accreditation status of the programmes. Thus, APEL.Q application for Sunway University is for these two programme candidates:

1. Master’s in Sustainable Development Management
2. Master’s in International Hospitality Management

### *Minimum Experience Requirements*

Applicants must meet the minimum work experience required by the program according to the MQF level, as follows:

<b>MQF Level</b>	<b>Academic Sector</b>	<b>Minimum Work Experience</b>
3	Certificate	5 Years
4	Diploma	10 Years
5	Advanced Diploma	12 Years
6	Bachelor's Degree	15 Years
7	Master's Degree	20 Years
8	Doctoral Degree	25 Years

Note: Applicants who do not meet the minimum work experience may be evaluated on a case-by-case basis.

*Table 1: Minimum Work Experience according to MQF Level*

### *Assessment of Prior Learning*

Students will be assessed based on their formal, non-formal, and informal prior learning experiences before the awarding of academic qualifications through APEL.Q.

### *Award Based on Experience and Assessment*

APEL.Q awards are based on prior learning experiences and assessment of the Portfolio, Field and Validation Visit, Challenge Test, and the Capstone course.

### *Assessment for APEL.Q at Sunway University*

Assessments for APEL.Q must be carried out separately for each program, where each application is specific to the awarding of one academic qualification. For implementation purposes, each study program at Sunway University needs to obtain APEL.Q approval from MQA by completing the APEL(Q) 01 form, MQA, and executing all application processes as outlined by MQA through the document ‘Guideline to Good Practices: Accreditation of Prior Experiential Learning (APEL) for Award of Academic Qualifications [GGP: APEL(Q)]’.

The details of Sunway University’s APEL.Q policy is as documented in Appendix 1.

## 5. Roles & Responsibilities

To effectively execute APEL.Q, Sunway University has committed to providing comprehensive resources in three key areas: infrastructure, infostructure, and human resources. Each of these components plays a crucial role in facilitating a robust, learner-centric, and quality-assured APEL.Q process.

Sunway University, recognized as an approved assessment centre for both APEL.C (Accreditation of Prior Experiential Learning for Credit Award) and APEL.A (Accreditation of Prior Experiential Learning for Access), has established the APEL Unit to manage all administrative and academic aspects of these initiatives. This unit plays a pivotal role in advancing the objectives of APEL by promoting and supporting learners and other stakeholders in their journey of accreditation of prior experiential learning.

The APEL Unit's responsibilities are multifaceted and encompass the management, monitoring, development, maintenance, and oversight of activities related to APEL.C, APEL.A, and, subject to the approval of the recent submission, APEL.Q. This unit serves as the hub for coordinating various activities and processes associated with APEL, ensuring compliance with the quality standards and requirements set forth by the Malaysian Qualifications Agency (MQA).

Collaboration is a key aspect of the APEL Unit's operations. It works in concert with various entities within Sunway University, such as University Services, Shared Services (which include Registry, IT Support, Admission, and Marketing), Academic Standards and Quality (ASQ), Educational Development and Innovation (EDI), and multiple academic departments and schools. This collaboration is crucial for streamlining APEL.Q protocols, ensuring that the procedures are not only in alignment with internal academic standards but also with external regulatory expectations.

The APEL Unit at Sunway University is a central figure in bridging the gap between learners' experiential knowledge and formal academic recognition, fulfilling a critical role in the APEL process by aligning university resources and regulatory guidelines to foster an effective and efficient system for accrediting prior learning.

### 5.1 APEL Unit

Due to the various APEL provisions managed under the University's APEL Unit, several key objectives and functions are marked by the Unit to streamline priorities and task management. The following sections explain further the roles and responsibilities of the APEL Unit:

#### *Objectives*

- i. To provide recognition for learning acquired from formal, non-formal and informal sources.
- ii. To reduce the duplication of learning or learning of the same/similar content.
- iii. To encourage participation of adults in higher education by recognising their prior experiential learning by awarding credits, access to desired academic programmes, and qualification at the desired level of study; and

- iv. To encourage continuous learning and promote the positive aspects of an individual's learning experience.

### *Functions*

- i. To provide learners and relevant stakeholders with essential information pertaining to the processes and procedures in the implementation of APEL provisions.
- ii. To outline the policies on the implementation of APEL provisions.
- iii. To develop, arrange and process assessment instruments used to assess applicants.
- iv. To develop, maintain and exercise APEL-related application procedures to learners and other stakeholders; and
- v. To ensure an effective, transparent and quality-assured practice of APEL provisions that will instill confidence in the outcomes of the APEL related processes.

The Sunway University APEL Unit is placed under the purview of the Provost of Sunway University, with members of the Unit supporting and fulfilling APEL-related tasks and responsibilities. The positions established for the APEL Unit are the APEL Manager and two administrative positions: the APEL Administrator (Applications) and APEL Administrator (Assessments). The Administrators respectively oversee:

1. The screening and enrolment of new learners in all APEL programmes (APEL.C, APEL.A, APEL.Q)
2. The coordination and documentation of assessment activities throughout the APEL programmes (APEL.C, APEL.A, APEL.Q) involving learner, advisor, assessors, and moderators

## **5. School**

There will be a panel of four experts that will be assigned to a learner in their APEL.Q journey. They are:

### *a. Advisor*

The Advisor is an academic staff of the School and will be responsible for guiding the learner throughout the APEL.Q journey from the preparation, submission of the APEL.Q application, assessment and appeal stage. He/She must possess vast experience in the relevant field of the programme and sufficient knowledge of the content and structure of the programme. This is so that the Advisor is able to map and bridge between the experiential learning of the learner to the learning outcomes of the programme.

### *b. Internal and External Assessors*

The Assessor is an academic staff in the discipline of the programme who develops the assessment items to assess the prior experiential learning of the learner. The Assessor will also be involved in the Portfolio assessment, Field and Validation Visit and Challenge Test evaluation.

In order to ensure validity and reliability of the assessments, there are two assessors appointed, one of whom is an external Assessor appointed from another institution.

*c. Moderator*

The Moderator is an academic staff in the discipline of the programme appointed to moderate the assessment instruments, as well as ensuring consistency, fairness and accuracy in the marking of the assessments by the assessor. The moderator can be an internal staff or an appointed external expert.

It is essential that an expert cannot play different roles for the same learner.

## **6. APEL.Q Stages & Processes**

The Accreditation of Prior Experiential Learning for Qualifications (APEL.Q) at Sunway University represents a progressive approach to education, recognizing and accrediting the wealth of knowledge and skills that learners acquire outside traditional academic settings. This process is integral to the university's commitment to lifelong learning and educational inclusivity. It encompasses several key stages, each meticulously designed to ensure that every candidate's unique learning journey is fairly and accurately evaluated. These stages include the application process, where candidates present evidence of their learning; the rigorous assessment by the university to evaluate this learning; the declaration of results that determine the extent of credit recognition; and an appeals process for candidates seeking reassessment. Together, these processes form the backbone of Sunway University's APEL.Q system, reflecting a holistic and respectful acknowledgment of diverse educational experiences.

### **Applying to be an APEL.Q Learner**

**a. Applications / Counselling**

The application process for APEL.Q at Sunway University is designed for individuals seeking to have their prior experiential learning formally recognized. Candidates must submit a detailed application, which typically includes a portfolio or evidence of their learning experiences. This documentation can encompass a wide range of learning, from formal education not resulting in a certification, to non-formal and informal learning such as professional experiences, workshops attended, self-taught skills, and life experiences. The application process is the first step in validating the candidate's diverse educational journey and integrating it into their academic aspirations at Sunway University.

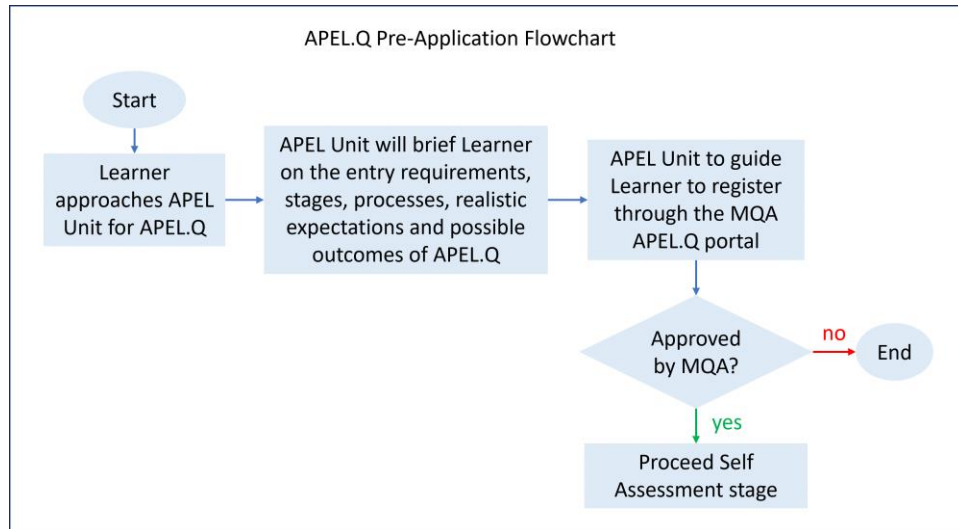
- i. The applicants for APEL.Q can be local or international learners residing in Malaysia or abroad.
- ii. Before a learner decides to apply for APEL.Q, the learner must know and understand each stage of the APEL.Q process. This briefing and counselling session by Sunway University is vital for the learner to make an informed decision and have realistic expectations of the possible outcomes of the application. All the general enquiries pertaining to APEL.Q shall be

directed to the APEL Centre of Sunway University. Learner will fill in a Counselling Form (Appendix 2) for APEL Unit to record the learner's interest.

- iii. If the learner decides to proceed with the APEL.Q application, the learner will need to register through [MQA's APEL.Q portal](#). In this portal, the learner will choose Sunway University and the programme he/she has selected for APEL.Q. Sunway University shall render appropriate support through an appointed Advisor who will guide the learner throughout the whole APEL.Q journey.
- iv. All APEL.Q applications of the learners will be centrally monitored by MQA. MQA will conduct a preliminary checking of the APEL.Q entry requirements of the learner. The learner must fulfill the minimum years of working experience in the relevant field (Refer to Table 1 pg 9).

MQA will notify the learner and Sunway University of the learner's eligibility to proceed with the application. From there, the APEL Unit of Sunway University will get in touch with the learners for subsequent steps in the application process.

The flowchart below illustrates the process flowchart of the pre-application stage:



*Figure 5: Pre-Application Flowchart*

At APEL Unit, the learner will be briefed on the following:

- i. Years of relevant work experience for entry into APEL.Q
- ii. Maximum years of duration to complete the APEL.Q programme
- iii. Stages of the learner's assessment journey
- iv. Realistic expectations of the possible outcomes of an application
- v. A Learner's Handbook will be issued to the learner.

#### **b. Self-Assessment**

An appointment will be made between the learner and the Advisor after obtaining MQA's approval.

During the appointment, the learner will be guided by the Advisor to complete the Self-Assessment form (Appendix 3) to map their prior experiential learning to the PLOs associated with MQF's five clusters of learning outcomes and body of knowledge of the programme applied. The Advisor will explain the applicable requirements and rules, answer questions from learners and provide them with greater clarity when needed.

The Advisor will advise the learner accordingly to cease the application should the self-assessment indicate the learner is unlikely to succeed in the APEL.Q assessments.

The following flowchart illustrates the Self-Assessment process:

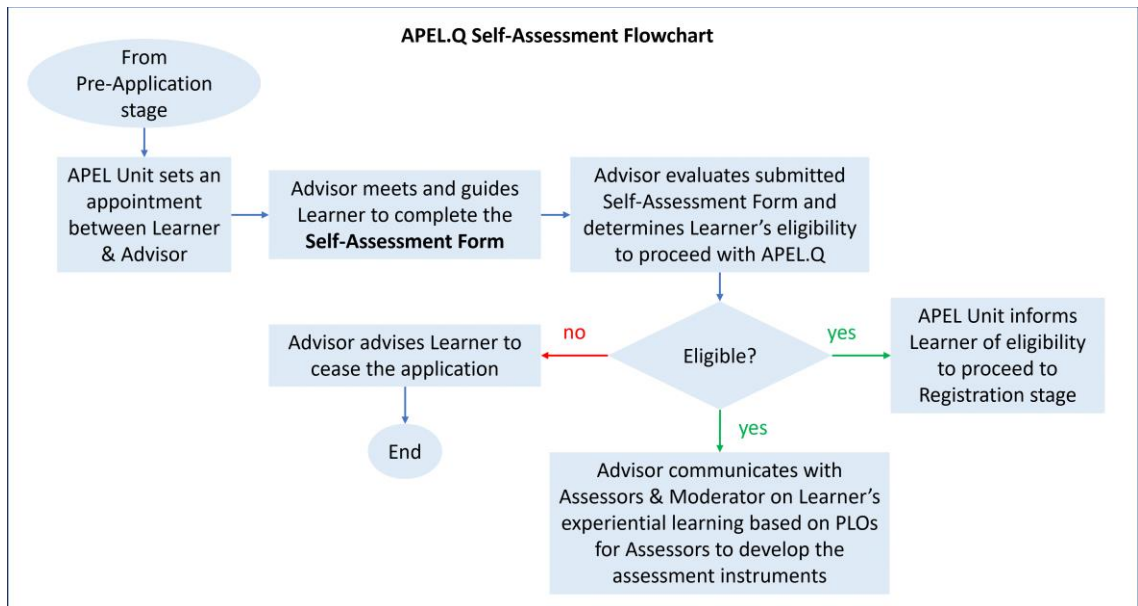


Figure 6: APEL.Q Self-Assessment Flowchart

### c. Registration & Payment

- i. Learners who are eligible from the self-assessment exercise and approved by MQA can formally apply into the APEL.Q Assessment Programme by filling up the APEL.Q Registration form (Appendix 4).
- ii. The learner will also be required to make the Enrollment Fee payment. Upon receipt of the Online Application Form and payment, the Admissions Office will issue an Offer Letter to the Learner, bearing the programme name under the APEL.Q route.
- iii. APEL Unit will collect the assessment fee from Learner and inform the School to initiate the assessment process.

The following flowchart illustrates the registration process at Sunway University.

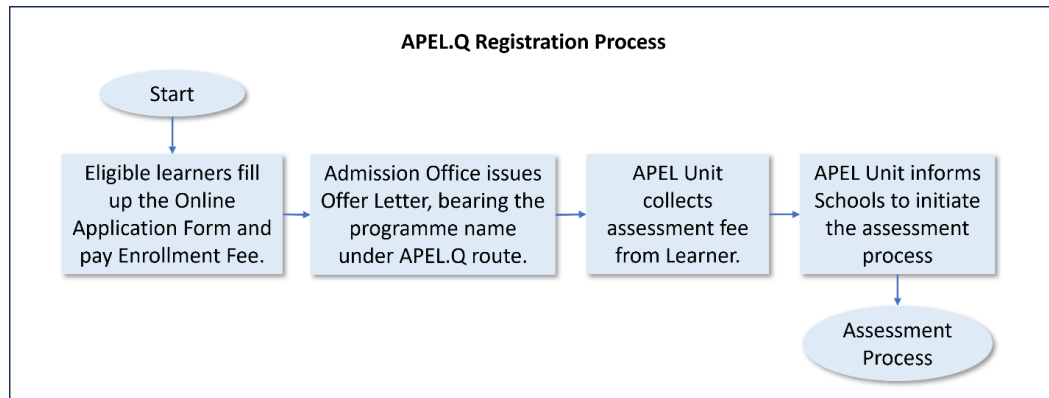


Figure 7: APEL.Q Registration Process

### Taking Assessments

Three main assessment instruments will be utilised in the following sequence to assess the prior experiential learning of the learners for the award of an academic qualification:

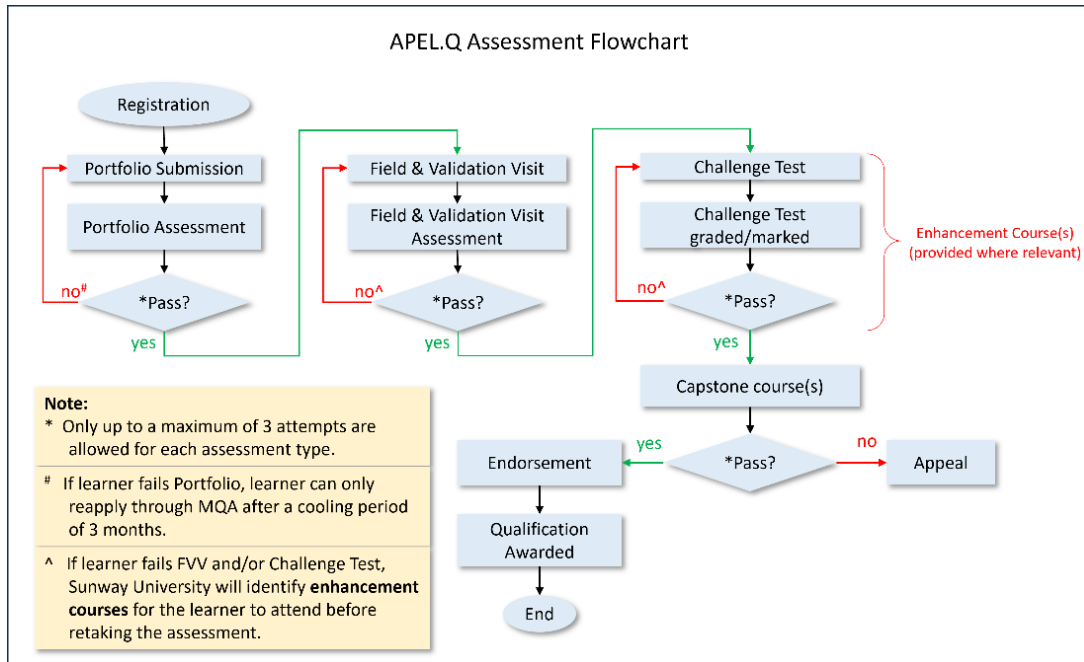
- i. Portfolio
- ii. Field and Validation Visit (FVV)
- iii. Challenge Test

Learners have to pass each stage of the assessment in the sequential order stated above before proceeding to the next stage.

Upon the successful completion of all the three assessments stated above, the learners have to complete the capstone course(s) as stipulated in the programme. The capstone course amalgamates the key learning outcomes of the programmes and demonstrates that the learners have mastered the core discipline of their studies. Generally, a capstone course is designed to be offered usually in the final semester/ year of studies. A comprehensive oral examination will be built into the evaluation of the capstone course(s). This oral examination aims to:

- a. to test the learner's general and overall comprehension of the core discipline/ field of study; and
- b. to establish that the overall prior experiential learning of the learner is of a sufficiently high standard to merit the award of academic qualification.

The overall procedure of APEL.Q assessment is depicted in the following chart:



*Figure 8: APEL.Q Assessment Flowchart*

The APEL.Q assessment instruments carry different weights that contribute to the overall assessment. The weightage of each assessment instrument is stated in the following table:

No	Assessment Instruments	Weightage (%)
1	Portfolio	20
2	Field and Validation Visit (FVV)	20
3	Challenge Test	30
4	Capstone Course(s) (inclusive of comprehensive oral examination)	30

*Table 2: Weightage of APEL.Q Assessment Instruments*

### **i. Portfolio Assessment**

A portfolio is a formal document that contains a compilation of evidence documenting the prior experiential learning of a learner acquired over a period of time. This learning may be in the form of formal, informal or non-formal learning. The Portfolio is prepared by the learner to demonstrate that the learning acquired is relevant and specific to the body of knowledge/ competencies of the programme. Documentary evidence must be provided for all the formal, non-formal and informal learning experience stated in the Portfolio. The evidence must be organised and presented based on the identified programme learning outcomes (PLOs).

In submitting the Portfolio for APEL.Q application, the learner must ensure that:

- a. the application form has been filled up correctly, i.e. the information and data provided are accurate, truthful and complete; and

- b. the documentary evidence has been submitted on time.

The learners will provide the evidence based on a standard portfolio template (Appendix 5). This template will contain information related to the programme applied for and mapping of individual learning (in the form of learning statements and the origin of learning supported by documentary evidence) to the body of knowledge/ competencies of the programme.

In determining whether the evidence presented in the Portfolio is satisfactory and appropriate, the following widely accepted assessment criteria can be adopted:

- a. Authenticity: The evidence clearly reflects the learner's effort, experience and learning for which the qualification award is being claimed.
- b. Acceptability: To ensure that there is a good alignment/ matching between PLOs and the evidence presented, the assessment instrument has to be reliable and valid.
- c. Sufficiency: There are sufficient breadth and depth of evidence, including evidence of reflection which is able to demonstrate the achievement of PLOs or the competences claimed.
- d. Currency: The learning is sufficiently recent to reflect the currency of competencies/ knowledge/ skills as required by the discipline of the qualification award.
- e. Specificity: The prior experiential learning is specific to the PLOs where the award of academic qualification is sought.

## ii. FVV Assessment

The Field and Validation Visit (FVV) aims to assess and validate that the learner has the appropriate knowledge and competencies for the award of academic qualification. This is usually conducted in the workplace of the learner or any environment/ location that is conducive and which permits appropriate and accurate assessment. The assessment can be conducted at the workplace, in a laboratory or under a simulation situation. The FVV assessment allows the learner to demonstrate that his/ her learning in a particular job corresponds to the PLOs. The number of visits under FVV will vary depending on the complexity of the field/ discipline and the level of study. Sunway University has an FVV assessment policy (Appendix 6) in place so that the learners are aware of the related terms and conditions such as the appropriateness of the location, procedures and the risks involved.

As a general practice, all programmes will address the 11 domains in the five clusters of learning outcomes appropriately as described under the MQF. The 11 domains describe the general and specific content of knowledge and skills in a related field, the level of cognitive skills, and where relevant, the specialised technical skills. The other generic skills are capabilities that all learners should develop in the course of study, whether by specialised courses or integrated in the teaching and learning strategies. In the FVV, certain domains of the learning outcomes may not be assessed under this assessment instrument. Hence, FVV may only assess specific PLOs.

FVV will be guided by the following assessment principles:

a) Validity

Validity refers to the ability of the assessment to measure what it is supposed to measure. This is of critical importance as FVV is to ascertain the competencies of the learner. The assessment has to include all the essential competencies of the profession at the appropriate level of the PLO(s). Therefore, the assessment methods and instruments must be moderated and appropriate to measure the levels of the learning outcomes. More than one tasks and sources of evidence are needed as a basis of judgment of the competencies of the learner.

The competencies have to encompass all the 11 learning domains which are categorised in the five clusters of learning outcomes. The standard of the competencies measured or evaluated should be equivalent to that expected of students in the traditional learning pathway.

b) Reliability

Reliability refers to the degree of consistency and accuracy of the assessment outcomes. It reflects the extent to which the assessment will provide similar outcomes for learners with equal competence at different times or places, regardless of the assessors conducting the assessment.

To increase the reliability, the assessment of the competencies in the 11 domains are obtained from a number of sources which include checking of the documents, observations and interviews with various categories of people in the workplace of the learners and are evaluated by at least two assessors. (Appendix 7 APEL.Q FVV Potential Interviewee List) (Appendix 8 FVV Interviewee Consent Form)

*On-site Assessment*

The competencies of the learners can be assessed in any location, provided it allows the learners to demonstrate their competencies without any undue disturbance to or interference from the work environment. The assessment site can be suggested by the learner but it has to be approved by Sunway University based on the risk identification and management procedures. (Appendix 9 FVV Risk Identification and Management Form)

If the learner is an international student residing abroad, Sunway University will appoint external FVV assessor from their network of collaborative partners in the home-country of the learner. This external FVV assessor will be appointed based on the criteria stipulated and he/ she will undergo the appropriate training on the implementation and assessment embedded in APEL.Q. Sunway University will demonstrate effective oversight of the APEL.Q assessment so that comparable quality is upheld for all learners.

### Procedure for FVV Assessment

In assessing the suitability of the site for the FVV, the possible risks to the learners, assessors and assessment must be carefully examined. The flowchart below indicates the FVV assessment procedure.

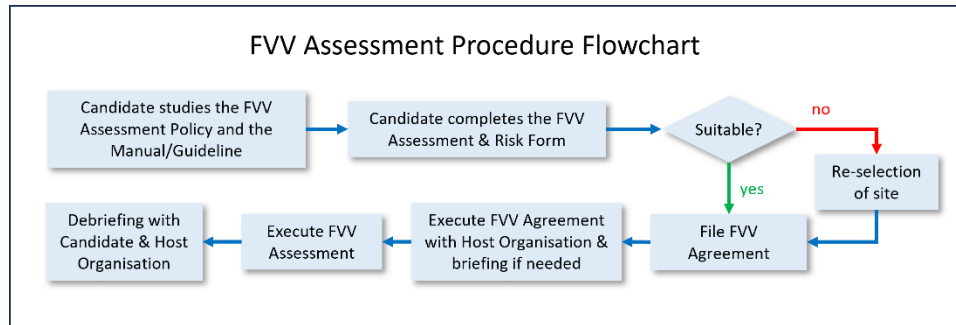


Figure 9: FVV Assessment Procedure Flowchart

### iii. Challenge Test

A Challenge Test is a proctored standardised test to assess if the learner has achieved the body of knowledge/ competencies of the programme. A Challenge Test can be in the form of a written test, oral examination, product and/ or performance assessment depending on the nature and discipline of the programme. For example, the Challenge Tests for disciplines such as performing arts, culinary and music, may utilise presentation or even skills demonstration as the assessment instrument. Sunway University adopts a combination of several types of assessment to ensure an appropriate measure of the body of knowledge/ competencies of the programme.

The Challenge Test should evaluate the related PLOs where the CLOs of all core courses in the programme reside.

Once the type of assessment has been determined, a Test Specification Table (TST) is prepared. A TST lists the test items prepared by the assessor based on the PLOs which encompasses the body of knowledge/ competencies of the programme. To ensure validity, the Challenge Test items, answer schemes/rubric and TST is moderated by the moderator appointed by Sunway University.

Learner must achieve a minimum 50% (undergraduate) or 60% (postgraduate) pass for each PLOs examined in the Challenge Test for him/ her to be deemed as achieving the pass status of the Challenge Test. This is to ensure that a fair and comprehensive assessment is carried out for each of the PLOs.

### iv. Capstone Course(s)

Upon the successful completion of all the three assessments stated above, the learners have to complete the capstone course(s) as stipulated in the programme.

The capstone course amalgamates the key learning outcomes of the programmes and demonstrates that the learners have mastered the core discipline of their studies. Generally, a capstone course is designed to be offered usually in the final semester/ year of studies. A comprehensive oral examination will be built into the evaluation of the capstone course(s). This oral examination aims to:

- i. To test the learner's general and overall comprehension of the core discipline/field of study; and
- ii. To establish that the overall prior experiential learning of the learner is of a sufficiently high standard to merit the award of academic qualification.

### Marking and Endorsement of Results

The Assessors will assess the learner's submissions while the Moderator will moderate the marks awarded to ensure consistency, fairness and accuracy in the marking. The marks will be deliberated at school and programme level Assessment Boards before being endorsed at the Academic Senate.

APEL Unit will inform the Learner of the assessment results and advise the steps to follow.

### Appeal & Re-sit & Enhancement Courses

#### *Appeal*

Sunway University provides an appeal mechanism for candidates dissatisfied with their APEL.Q assessment results. This process allows candidates to challenge the decision or seek re-evaluation of their application. During the appeal, candidates may be asked to provide additional evidence or clarification regarding their prior learning experiences. The appeal process is an essential aspect of APEL.Q, ensuring transparency and fairness, and offering candidates a second chance to have their experiential learning recognized.

The APEL.Q learner may submit with supporting evidence using Appeal Form (Appendix 10) which will be considered at the School-level. Appeals must be made within fifteen (15) working days of receiving notification of the decision being appealed. The 15 working days are counted from the date the decision was posted.

An appeal for the rechecking of assessment marks shall be considered by the Dean. Where the Dean considers that an error may have been made, the marks shall be checked again by a suitably qualified member of academic staff not originally involved in the marking process. It should be noted that appeals may not be made against an academic judgment or simply on the grounds that the student is unhappy with the marks awarded, and clear evidence of a possible error in the marking process must be provided by the student on appeal. If the Dean finds that there are no grounds for the appeal, the Dean may dismiss the appeal. The student shall be notified of the outcome of the appeal within ten (10) working days of the decision.

An appeal may be referred to the Appeals Special Case Committee (ASCC) based on the following circumstances:

- i. Where there are valid circumstances for appeal but the School Appeals Committee is unable to uphold the appeal in Stage 1 on the basis that it involves acting outside the boundaries of the University's Academic Regulation;
- ii. Where there is additional or new evidence in support of the appeal provided by the student that was not reasonably made available during Stage 1 of the appeal process.
- iii. Due process has not been followed, or the decision of the School Appeals Committee is manifestly unjust.

Dissatisfaction with the judgement of a School Appeals Committee does not constitute reasonable grounds for appeal under stage 2, and such appeals shall not be considered by the ASCC.

The appeal process is illustrated in the following flowchart:

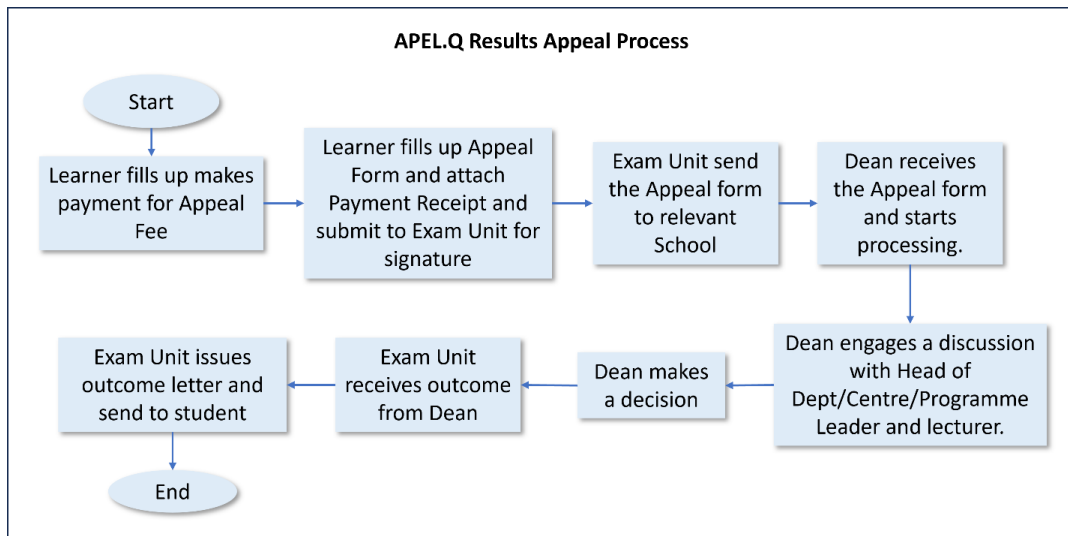


Figure 10: APEL.Q Results Appeal Process

### Re-sit & Enhancement Courses

The learner will be given three attempts to redeem the fail status in any of the assessment mode (ie. Portfolio\*\*, FVV, Challenge Test or the capstone course). Sunway University will recommend enhancement courses for the learners as part of the learning support services to be undertaken at any stage of the assessment mode where the learner fails and has to resit. The enhancement courses are provided to the learners based on the specific PLO that does not achieve at least 60 in the assessment marks to be awarded a pass status.

The best grade achieved in the resit process will be used in the computation of the Cumulative Grade Point Average (CGPA). Learners' application will be terminated should he/she exceed the three attempts.

*\*\*if the learner fails the Portfolio assessment, he/she needs to reapply for APEL.Q after a cooling period of at least three months. This will allow the learner to gather additional pieces of prior experiential learning evidence to be assessed.*

## 7. Award of Qualification

The academic qualifications that is awarded to candidates through APEL.Q must be based on demonstrated and evidence-based learning through portfolio, FVV, challenge test and capstone assessments. Although consideration may be given for all types of learning regardless of where, when and how it has been acquired, the learner must prove (through the identified assessments) that learning has indeed taken place. Ultimately, learning is assessed specific to the PLOs.

For the award of academic qualifications, candidates must:

- i. Pass every assessment instrument: Portfolio, FVV, Challenge Test and the capstone course by achieving at least 50% (undergraduate) or 60% (postgraduate) score on each PLO tested. Failure to achieve the 50% (undergraduate) or 60% (postgraduate) score in any of the PLOs examined under various assessment instruments, the learner will be awarded a fail status for the said assessment instrument.
- ii. Achieve a minimum CGPA of 2.0 out of 4.0 for an undergraduate programme (Certificate, Diploma, Advanced Diploma and Bachelor's Degree), 3.0 out of 4.0 for a postgraduate programme (Master and Doctoral Degree by Coursework) and pass the research component (Master and Doctoral Degree by Mixed Mode).

## 8. Quality Assurance in APEL.Q

In ensuring that the standard and quality of the APEL.Q implementation is assured and that there is continuous quality improvement, Sunway University will carry out the following monitoring and review activities:

### *i. Students' Feedback*

Learner will be required to complete an online feedback form upon completion of the APEL.Q application process. This feedback form will require learners to provide evaluate on the overall learner experience throughout the APEL.Q application process, quality of communication and information on APEL.Q, an evaluation of the service provided by APEL Unit, evaluation on the Advisor, and the quality and suitability of assessment.

The Learners' Feedback will be conducted by the APEL Unit and the feedback received will be reported during the APEL Unit periodic meetings and included in the University's quality management system (QMS) internal audits and Annual Review.

*ii. APEL Unit Meetings*

Information and feedback from staff involved in the APEL.Q application process is discussed and recorded through the APEL Unit periodic meeting. During the meeting staff will have the opportunity to provide comments and raise any issues that they have experienced in implementing APEL.Q process. Discussions on development and enhancement work to improve on the APEL.Q process will also be part of the agenda for the meeting.

*iii. External Advisor Report*

An External Advisor for the APEL.Q process will be appointed. The main criteria for appointment of External Advisor is as follows:

- i. Knowledgeable about adult learning principles and APEL.Q.
- ii. Have experience in conducting and/or managing APEL.Q process.
- iii. Knowledgeable in credit transfer policy and regulation set by Ministry of higher Education and MQA Guidelines to Good Practices for APEL.Q.
- iv. Have experience as an Advisor and/or Assessor for APEL.Q application process.

The External Advisor will be required to attend the APEL Unit Meeting at least once in a year. Similar to the role of the External Advisor for programmes, the External Advisor is appointed to review, provide suggestion and insights on the quality and standards of the management and implementation of APEL.Q at the University. The External Advisor will be required to provide an annual report on that will inform the Annual Review Report that will be carried out by the APEL Unit.

*iv. Annual Review Report*

APEL Unit will be required to keep track on the following matters and present findings in an Annual Review Report:

- i. the number of learners undertaking APEL.Q;
- ii. the success rate of APEL.Q application;
- iii. an evaluation of the learner experience through Student Feedback;
- iv. an evaluation of the staff's experience and staff training and development;
- v. tracking and monitoring of the progression of learners who have undertaken APEL.Q;

- vi. evaluation of the effectiveness of any collaborative arrangements with other HEPs/professional bodies; and
- vii. reports from External Advisor

The relevant findings and analysis from the Annual Review Report will be discussed at the APEL Unit periodic meetings where the findings analysis related to the matters listed provide information on actions for improvement. Discussions on plans on actions for improvement will be added to the Annual Review Report.

The Annual Report and actions for improvement will be presented at the University Teaching and Learning Committee for discussion and endorsement. The Annual Report will also be forwarded to the academic Departments to be included in the Annual Programme Review.

## **9. Appendices**

Appendix 1: Sunway University's APEL.Q Policy

Appendix 2: APEL.Q Counselling Form

Appendix 3: APEL.Q Self-Assessment Form for Learners

Appendix 4: APEL.Q Registration Form

Appendix 5: Portfolio Submission Form

Appendix 6: APEL.Q Field and Validation Visit and Risk Management Policy

Appendix 7: APEL.Q FVV Potential Interviewee List

Appendix 8: FVV Interviewee Consent Form

Appendix 9: FVV Risk Identification and Management Form

Appendix 10: Appeal Form

## Appendix 1: Sunway University's APEL.Q Policy

<b>ACCREDITATION OF PRIOR LEARNING FOR AWARD OF ACADEMIC QUALIFICATIONS (APEL.Q) POLICY</b>		
Approving Committee: <b>ACADEMIC STANDARDS &amp; POLICY COMMITTEE</b>	Effective Date:	Developer: <b>ACADEMIC STANDARDS AND QUALITY OFFICE</b>

### 1.0 INTRODUCTION

Accreditation of Prior Experiential Learning (APEL) is part of the Malaysian Government's effort in recognizing the importance of lifelong learning in nation's human capital development. APEL provides an opportunity for individuals with working experience but lack of formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs).

Malaysian Qualifications Agency (MQA) through the MQA Act 2007 (Act 679) has an ongoing commitment to assist individuals in utilising their prior learning as much as possible. The MQA assists in identifying learning that has taken place through various types of lifelong experiences that are not formally certified. This process is referred to as the Accreditation of Prior Experiential Learning (APEL) and was set under the Malaysian Qualifications Framework (MQF). The APEL allows individuals to progress in the context of lifelong learning and widens the mobility of student participation and adult learners.

APEL for Qualifications (APEL.Q) was developed by the Malaysian Qualifications Agency (MQA) to support lifelong learning by recognising the value of learning that takes place beyond the formal classroom settings as well as learning that occur throughout work and life experiences; regardless of when, where and how it was acquired. APEL.Q is a means for widening and deepening access to programmes of study through the award of the academic qualifications based on the recognition of prior experiential learning.

### 2.0 PURPOSE

The purpose of this policy document is to provide the principles and requirements for APEL.Q based on the guidelines of good practice of the Malaysian Qualification Agency (MQA) to support the practices of APEL.Q as a part of the lifelong learning agenda of Sunway University. The policy is established to ensure consistency in the approaches to accrediting prior experiential learning for award of academic qualifications.

### 3.0 SCOPE

The APEL.Q provision applies to adult learners, who have formally registered as learners (Malaysian and Non-Malaysian) of Sunway University, with relevant prior experiential learning and fulfil the minimum years of working experience seeking recognition of their prior learning which may comprise formal, non-formal or informal learning for purposes of award of academic qualifications with Sunway University. The policy provides learners, coordinators, advisors, assessors and moderators involved in APEL.Q delivery the principles and requirements for prior experiential learning for award of academic qualification.

**Note:** Non-Malaysians must be advised to seek information on the recognition of qualifications obtained via APEL.Q in their home countries.

## **4.0 POLICY STATEMENT**

The following statements outline key definitions, general policies, qualifications award policies, and implementation guiding principles for APEL.Q at Sunway University:

### **4.1 Definitions**

The following are key definitions that are central to the understanding APEL.Q:

- **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.

- **APEL Assessment**

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

- **APEL Certification Process**

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

- **APEL.Q**

APEL for Award of Academic Qualifications [APEL.Q] is the award of academic qualifications to individual learners through the evaluation and assessment of prior experiential learning towards fully accredited programmes offered by the higher education providers (HEPs) in Malaysia. APEL.Q provides the mechanism to recognise the prior experiential learning of an individual that is relevant and specific to a programme of study. The award of academic qualifications [APEL.Q] is granted based on the knowledge, skills and competencies acquired through formal, informal, or non-formal learning. APEL.Q, which leads to an award of academic qualifications, and which emphasises on experiential learning will need to be formally reviewed and assessed to safeguard the integrity and credibility of the award of academic qualifications conferred. The process will determine, if the learning is in line with the programme learning outcomes (PLOs), the associated five clusters of learning outcomes as stipulated in the Malaysian Qualifications Framework (MQF) and the body of knowledge of the concerned programme(s) has occurred.

- **Formal Learning**

Formal learning refers to learning on a 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.

- **Informal Learning**

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

- **Non-formal Learning**

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.

- **Portfolio**

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

- **Work experience**

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

## **4.2 General Policies**

- 4.2.1 The APEL.Q provision is underpinned by, and operated within, the following set of core principles:
- a. Learner-centred voluntary process

The core of APEL.Q revolves around the process where learners initiate the application for the award of an academic qualification through the assessment of their prior experiential learning. It is the duty and responsibility of the learners to provide the appropriate documentation and evidence for the assessment process and to express their willingness to follow through the whole chain of the APEL.Q assessment process.

- b. Accessibility

APEL.Q should be an accessible and inclusive process available for registered learners undertaking fully accredited programmes at all levels of the MQF. There must also be adequate mechanisms and resources (human, infrastructure and infostructure resources) made available to manage and support learners throughout the process.

c. Flexibility

A range of different approaches shall be adopted in the implementation of APEL.Q in terms of both supporting services and the rigorous assessment process to address the diversity of needs, goals and experiences of learners across the various disciplines of study.

d. Reliability, validity, transparency and consistency

The APEL.Q processes, procedures, practices and decisions should be reliable, valid, transparent and consistent to safeguard the credibility and integrity of the entire APEL.Q assessment system and the decision and outcomes of the APEL.Q processes.

e. Clarity of role definition

The appointment of individuals involved in the APEL.Q assessment process must have well-defined roles and responsibilities. The individuals involved would include:

- i. **Advisor:** internal faculty staff (e.g., programme head/coordinator/ senior academic staff) who advises the learner throughout the entire APEL.Q process from the preparation, submission of the APEL.Q application, assessment and appeal stage.
- ii. **Assessor:** an academic staff in the discipline of the programme who develops the assessment items to assess the prior experiential learning of the learner. The Assessor will also be involved in the Portfolio assessment, Field and Validation Visit and Challenge Test evaluation. The role of an Assessor should be clearly differentiated and separated from that of an Advisor.
- iii. **Moderator:** an academic staff in the discipline of the programme appointed to moderate the assessment instruments, as well as ensuring consistency, fairness and accuracy in the marking of the assessments by the assessor. The moderator can be an internal staff or an appointed external expert.

f. Quality

The APEL.Q processes shall adhere to the same standards, rigorous quality assurance and monitoring mechanism as in any other formal learning assessment. This quality assurance process shall be made available for scrutiny by relevant external quality assurance bodies or agencies.

4.2.2 Applicants must fulfil the minimum years of working experience in the relevant field at the appropriate level to be eligible to apply for APEL.Q. The following table illustrates the minimum years of experience required at the various Malaysian Qualifications Level (MQF):

MQF Level	Academic Sector	Minimum years of working experience in the relevant field
3	Certificate	5 years
4	Diploma	10 years
5	Advanced Diploma	12 years
6	Bachelor's Degree	15 years
7	Master's Degree	20 years
8	Doctoral Degree	25 years

**Note:** Applicants who do not meet the minimum years of working experience stated above, but with exceptional prior experiential learning, can be considered on a case-by-case basis by the Academic Senate subject to rigorous internal assessment. Special consideration can be given with the condition that the minimum years of working experience cannot be less than two (2) years below the minimum years set for the intended MQF level.

4.2.3 APEL.Q applies to all disciplines of study and all levels of qualifications (undergraduate and postgraduate) under the MQF except for fully research-based programmes.

4.2.4 APEL.Q shall be awarded through assessment of prior experiential learning (formal, informal and/or non-formal) and successful completion of the capstone course(s).

**Note:** The capstone course amalgamates the key learning outcomes of a particular programme and demonstrates that the learners have mastered the core discipline of their studies. Generally, capstone course is designed to be offered in the final semester or year of studies. The capstone course may be a suite of higher-level courses, the final year project or the thesis/dissertation in a mixed mode postgraduate programme.

### 4.3 Award of Academic Qualifications

4.3.1 APEL.Q can only be applied to programmes that have obtained full accreditation from MQA.

4.3.2 The award of academic qualifications through APEL.Q will be deemed as a form of credit transfer where the total credits for the entire programme will be awarded.

4.3.3 For postgraduate level study (Level 7 & 8, MQF), the award of academic qualifications is confined to coursework and mixed mode programmes only:

- a. For a coursework programme, the learner must complete the capstone course(s) as stipulated in the programme.

- b. For a mixed-mode programme, the learner must complete the research component (thesis or dissertation) which is deemed as the capstone course.
- 4.3.4 Assessment for APEL.Q should be carried out separately for each programme where each application is specific for the award of one academic qualification.
- 4.3.5 Programmes that are under the purview of professional bodies may be considered for APEL.Q, subject to acceptance by the relevant professional bodies.

#### **4.4 APEL.Q Assessment Instruments**

4.4.1 The assessment of prior experiential learning for the purpose of APEL.Q will encompass the comparability of the experiential learning acquired by learners to the body of knowledge and competencies embedded in the specific programme. The assessment should strictly be made in correspondence to the level, type of the programme and the associated PLOs. Mapping of the course learning outcomes (CLOs) of all courses in the programme to the PLOs must be presented.

4.4.2 The assessment shall consist of three major instruments which are in the following sequence:

**a. Portfolio**

A portfolio is a formal document that contains a compilation of evidence documenting the prior experiential learning of a learner acquired over a period of time. This learning may be in the form of formal, informal or non-formal learning. The Portfolio is prepared by the learner to demonstrate that the learning acquired is relevant and specific to the body of knowledge and competencies of the programme. Documentary evidence must be provided for all the formal, non-formal and informal learning experience stated in the Portfolio. The evidence must be organised and presented based on the identified programme learning outcomes (PLOs).

**b. Field and Validation Visit**

The Field and Validation Visit (FVV) aims to assess and validate that the learner has the appropriate knowledge and competencies for the award of the academic qualification. This is usually conducted in the workplace of the learner or any environment or location that is conducive and which permits appropriate and accurate assessment. The assessment can be conducted at the workplace, in a laboratory or under a simulation situation. The FVV assessment allows the learner to demonstrate that his/her learning in a particular job corresponds to the PLOs. The number of visits under FVV will vary depending on the complexity of the field or discipline and the level of study.

**c. Challenge Test**

A Challenge Test is a proctored standardised test to assess if the learner has achieved the body of knowledge and competencies of the programme. A Challenge Test can be in the form of a written test, oral examination, product and/or performance assessment depending on the nature and discipline of the programme. A combination of several types of assessment is to be adopted to ensure appropriate measure of the body of knowledge and competencies of the programme. The Challenge Test should evaluate the related PLOs where the CLOs of all core courses in the programme reside.

A Test Specification Table (TST) must be produced which lists the test items prepared by the assessor based on the PLOs which encompasses the body of knowledge and competencies of the programme. To ensure the validity, the Challenge Test items, answer schemes and/or rubric and TST must be moderated by the appointed moderator.

Learner must achieve a minimum 50% (undergraduate) or 60% (postgraduate) pass for each PLOs examined in the Challenge Test for to be deemed as achieving the pass status of the Challenge Test. This is to ensure that a fair and comprehensive assessment is carried out for each of the PLOs.

**4.4.3 Capstone Courses**

Upon the successful completion of all the three assessments stated above, the learners must complete the capstone course(s) as stipulated in the programme. The capstone course amalgamates the key learning outcomes of the programme and demonstrates that the learners have mastered the core discipline of their studies.

A comprehensive oral examination is normally built into the evaluation of the capstone course(s). This oral examination aims to:

- a. to test the learner’s general and overall comprehension of the core discipline/ field of study; and
- b. to establish that the overall prior experiential learning of the learner is of a sufficiently high standard to merit the award of academic qualification.

**4.4.4 Assessment Weightages**

The APEL.Q assessment instruments carry different weights that contribute to the overall assessment. The weightage of each assessment instrument is stated in the following table:

<b>Assessment Instruments</b>	<b>Weightage (%)</b>
Portfolio	20
Field and Validation Visit (FVV)	20

Challenge Test	30
Capstone course(s) (inclusive of comprehensive oral examination)	30

#### 4.5 Panel of Experts

The panel of experts consists of **Advisors**, **Assessors** and **Moderators** for the APEL.Q process. This panel comprise specialists in the respective field of studies that the learners are applying the APEL.Q award for. This panel of experts should be up-to-date with developments in their field of work to understand which competencies can be gained, at which job or in what situation, and to assess, if possible, in situations and ways described by learners.

- 4.5.1 The experts must keep abreast of APEL.Q provisions and understand the content-related principles and requirements for APEL.Q assessment and be well-versed in the various related documents used in the APEL.Q procedures. Therefore, they must complete the relevant training courses on APEL.Q before assuming their roles as Advisors, Assessors or Moderators.
- 4.5.2 The panel of experts must have the professional and methodical competence as indicated below:
- a. Professional competence:
    - be able to identify whether the learner has acquired the competencies to the appropriate extent.
  - b. Methodical competence
    - to choose the most appropriate assessment methods for assessing different competencies.
    - to select and apply the valid assessment methods.
    - to provide understandable and constructive feedback in oral and written form.
- 4.5.3 The basic criteria of appointment of the experts include the following:
- a. Must be an approved and trained Assessors by the relevant regulatory body or the institution;
  - b. Possess vast experience in the relevant field;
  - c. Possess sufficient knowledge of the content and structure of the programme;

- d. Possess an academic qualification at the level higher than the assessed programme or if at the equivalent level, must have a substantial number of years of relevant work experience, i.e., at least 5 years in related fields; and
- e. Have no conflict of interest with the HEP or the organisation or company where the FVV will be conducted.

#### **4.6 APEL.Q Implementation**

The detailed process for APEL.Q application is stipulated in the APEL.Q Procedure document. This policy outlines the general requirement for APEL.Q implementation.

##### **4.6.1 Pre-application (Self-assessment) Phase**

In compliance with the principle of voluntariness of APEL, the learner is the initiator of the whole APEL.Q process. Applicants must first ensure that the basic admission criteria stipulated in Section 4.2.2 of this policy are met. The applicants are also expected to assess the relevancy of their prior learning experience to ensure that their prior learning experience correlates with the Programme Learning Outcome (PLO).

Applicant must understand the requirements of the intended programme of study and its expected learning outcomes and conduct self-assessment to ensure that applicant has the capability and is prepared to undertake the APEL.Q assessment process.

##### **4.6.2 Application Phase**

Applicants will apply for the APEL.Q on the APEL.Q portal of the MQA website. Upon receipt of the application, MQA will then inform the applicants of the status of their application based on the admission criteria. MQA will also notify the University chosen by the applicant about the application and the University will then contact the applicant to proceed with the APEL.Q application on the University's APEL.Q portal.

Applicants may apply for APEL.Q at any time during the year, but the candidates can only apply for APEL.Q to only one higher education institution that has been approved by MQA to conduct APEL.Q at any point in time.

**Note:** Applicants can reapply for APEL.Q at the same or different approved APEL.Q higher education provider after a lapse period to be determined by MQA.

##### **4.6.3 Assessment Phase**

The assessment to be carried out is as stipulated in Section 4.4 of this policy. Assessments should be outcome-based, focusing on the body of knowledge and competencies of the programme.

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

- i. There must be a transparent assessment system adopted to evaluate the prior experiential learning against the body of knowledge and competencies of the programme.
- ii. Recognition of prior experiential learning is based on demonstrable learning achievements and not on the assumption of learning due to the undertaking of a particular job or position secured for a set duration of time or merely following any non-formal learning.
- iii. All forms of assessments adopted to evaluate the prior experiential learning must be of equal rigour as in any assessment in the conventional education track. This includes rigour in the process of internal moderation and external examiner.

#### 4.6.4 Post-assessment Phase

##### a. Results

Results of APEL.Q assessment will be reviewed and approved by the Assessment Board. Upon approval of the assessment results the APEL Unit will notify the applicants of the outcome of the assessment.

##### b. Resit

The learner will be given three attempts to redeem the fail status in any of the assessment mode: Portfolio, FVV, Challenge Test or the Capstone Course(s).

**Note:** If the learner fails the Portfolio assessment, he/she needs to reapply for APEL.Q after a cooling period of at least three months. This will allow the learner to gather additional prior experiential learning evidence to be assessed.

Enhancement courses for the learners as part of the learning support services is to be provided at any stage of the assessment mode where the learner has failed and is required to resit. The enhancement courses provided to the learners are based on the specific PLO that the learner has failed to achieve at least 50% (undergraduate) or 60% (postgraduate) in the assessment marks to be able to pass the PLO assessment.

The best grade achieved in the resit process will be used in the computation of the Cumulative Grade Point Average (CGPA). Learners' application will be terminated should they exceed the three attempts.

#### 4.6.5 Criteria for Award

The academic qualifications that is awarded to candidates through APEL.Q must be based on demonstrated and evidence-based learning through portfolio, FVV, challenge test and capstone assessments. Although consideration may be given for all types of learning regardless of where, when and how it has been acquired, the learner must prove (through the identified assessments) that learning has indeed taken place. Ultimately, learning is assessed specific to the PLOs.

For the award of academic qualifications, candidates must:

- i. pass **every** assessment instrument: Portfolio, FVV, Challenge Test and the capstone course by achieving at least 50% (undergraduate) or 60% (postgraduate) score on each PLO tested. Failure to achieve the 50% (undergraduate) or 60% (postgraduate) score in any of the PLOs examined under the various assessment instruments, the learner will be awarded a 'Fail' status for the said assessment instrument.
- ii. achieve a minimum **CGPA of 2.00** out of 4.00 for an undergraduate programme (Certificate, Diploma, Advanced Diploma and Bachelor's Degree), and **CGPA 3.00** out of 4.00 for a postgraduate programme (Master and Doctoral Degree by Coursework) and pass the research component (Master and Doctoral Degree by Mixed Mode).

4.6.6 Sunway University will issue the scroll together with the academic transcript. This transcript will state the APEL.Q route and depict the CGPA obtained by the learners who have been awarded the academic qualifications via APEL.Q. The transcript shall be supplemented with the Malaysian Qualification Statement (MQS).

4.6.7 The maximum duration shall be capped for the completion of the APEL.Q application under the following MQF levels of qualifications:

- a. Level 3 (Certificate): 3 years
- b. Level 4 (Diploma): 6 years
- c. Level 5 (Advanced Diploma): 3 years
- d. Level 6 (Bachelor's Degree): 8 years
- e. Level 7 (Master's Degree): 4 years
- f. Level 8 (Doctoral Degree): 8 years

## 4.7 Quality Assurance

The University will employ the same standards and rigour throughout the assessments and processes of evaluating APEL.Q to ensure that it safeguards and upholds the credibility and integrity of the entire APEL.Q processes.

- 4.7.1 An **external assessor** must be appointed for the purpose of reviewing the APEL.Q processes and procedures and the terms of reference to be prepared accordingly.
- 4.7.2 The University will regularly monitor and review the operations of the APEL. Q. Mechanisms for monitoring and reviewing the APEL.Q processes and procedures will consider the following:
- a. the number of learners undertaking APEL.Q;
  - b. the success rate of APEL.Q applications;
  - c. an evaluation of the learner experience, including the time taken by learners to undertake and complete the APEL.Q process;
  - d. an evaluation of the staff's experience, including the time spent by staff to support and manage the APEL.Q process;
  - e. tracking and monitoring of the progression of learners who are pursuing their programme of studies through APEL.Q. This is necessary so that information is built on the suitability of particular qualifications or patterns of experience for the qualification award;
  - f. an evaluation of the effectiveness of any collaborative arrangements with other higher education institutions and professional bodies; and
  - g. reports from external assessors or verifiers, where appropriate.
- 4.7.3 The APEL.Q processes will be integrated within the quality assurance systems of the University to ensure transparency, consistency, reliability, and accountability of the APEL.Q delivery. The APEL processes and procedures of the University should be made available for scrutiny by appropriate external quality assurance bodies or agencies.

## 5.0 REFERENCE DOCUMENTS

1. Malaysian Qualifications Framework (MQF), MQA
2. Guidelines to Good Practice: Accreditation of Prior Experiential Learning for Qualifications (APEL.Q), MQA
3. Sunway University Academic Regulations
4. Accreditation of Prior Experiential Learning for Qualifications (APEL.Q) Procedure

**6.0 DOCUMENT HISTORY**

<b>Document History</b>		
<b>Version</b>	<b>Approval Date</b>	<b>Document Reference / Section of Changes</b>



**APEL.Q Counselling Form**

Programme of interest

Learner's Name			
Email		Mobile No.	
NRIC/Passport		Citizenship	
Correspondence Address			
Highest qualification			
Years of Working Experience in relevant field to Programme			

**Learner's Declaration**

Upon signing and submitting this form, I declare that the information provided by me in connection to this application is true and correct. I undertake to inform Sunway University immediately of any changes in address, phone number and any other information provided by me in this form.

I also declare that I accept Sunway University's APEL.Q policy and processes as detailed in the Learner's Handbook.

- I have been briefed that I will need to apply to MQA through their APEL.Q portal and obtain their approval before the Self-Assessment stage.
- I have been briefed that I will only be accepted to commence my APEL.Q journey after I've completed my Self-Assessment and the Advisor appointed to me finds my prior experiential learning and years of experience meeting the program learning outcome.
- I have been briefed that the award of qualification is dependent on the outcomes of my assessment and is NOT guaranteed by Sunway University.

Learner's Signature:		Counselled by:	
Name:		Name:	
Date:		Date:	

Appendix 3: APEL.Q Self-Assessment Form for Learners



**APEL.Q SELF-ASSESSMENT FORM FOR LEARNERS**

<b>PART A: LEARNER'S PERSONAL PARTICULARS</b>				
Name		NRIC/Passport No.		
Programme		Mobile No		
Occupation		Email		
<b>PART B: SELF-ASSESSMENT EXERCISE</b>				
<b>Programme Learning Outcomes</b>	<b>Self-Assessment</b> <i>Learner to tick the appropriate cells based on the corresponding PLO.</i>			<b>Advisor's Remarks</b>
On completion of this programme, the learner should be able to... <i>(fields below to be added by Advisor)</i>	I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates <i>(label the evidence submitted appropriately)</i>	I know most of this but I have no paper evidence	I am willing to complete a task/ assignment or any form of relevant assessment to show I have acquired this	<i>This column is for the Advisor to fill and can be used to communicate with the Assessor of the experience and background of the Learner.</i>
<b>PLO1:</b>				
<b>PLO2:</b>				
<b>PLO3:</b>				
<b>PLO4:</b>				
<b>PLO5:</b>				
<b>PLO6:</b>				
<b>PLO7:</b>				
<b>PLO8:</b>				
<b>PLO9:</b>				

<b>PLO10:</b>				
---------------	--	--	--	--

<b>PLO11:</b>				
---------------	--	--	--	--

<b>PART C: REPORT SUBMISSION</b>				
----------------------------------	--	--	--	--

Write and submit a minimum of 1000-word report based on your prior experiential learning which supports the programme learning outcomes. Attach a separate sheet for this report.

<b>PART D: LEARNER'S DECLARATION</b>	<b>PART E: RECOMMENDATION BY ADVISOR</b>
--------------------------------------	--

I confirm that all the details on this form are correct to the best of my knowledge. The submission of the report is also my own work.

Signature:

I recommend the following PLOs be assessed in the various assessment components:

PLO	1	2	3	4	5	6	7	8	9	10	11
Portfolio Submission											
Field & Validation Visit											
Challenge Test											

Other Remarks:

Name:

Name:

Date:

Date:

Appendix 4: APEL.Q Registration Form



**APEL.Q REGISTRATION FORM**

Name of applicant	
NRIC/Passport No	
Name of Programme	
Programme Level	<input type="checkbox"/> Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Doctorate
Total credits of the programme	

Confirmation by Applicant		Confirmation of APEL.Q Advisor	
<p>I hereby:</p> <p>a. declare that I have read, understood and accepted all the terms and conditions stipulated under the provision of APEL.Q of my institution* and</p> <p>b. declare that all the information/ documents provided to support this application are authentic, true and accurate.</p> <p>I fully understand that Sunway University reserves the right to reject my registration if proven otherwise.</p>		<p>I hereby confirm that the above applicant has undertaken the Self-Assessment exercise and deemed eligible to apply for APEL.Q assessment.</p>	
Signature:		Signature:	
Name		Name	
Date		Date	



### APEL.Q PORTFOLIO SUBMISSION FORM

PART 1: PERSONAL PARTICULARS			
Full Name			
NRIC/Passport			
Programme		Total Graduating Credits	
MQF Level	<input type="checkbox"/> Certificate (L3) <input type="checkbox"/> Diploma (L4) <input type="checkbox"/> Advanced Diploma (L5) <input type="checkbox"/> Bachelor's Degree (L6) <input type="checkbox"/> Master's Degree (L7) <input type="checkbox"/> Doctoral Degree (L8)		

PART 2: DETAILS OF LEARNING ACQUIRED (start with the most recent)					
A. CERTIFICATED LEARNING (FORMAL LEARNING)					
Title of Certification	Level of the Award (Certificate / Diploma / Degree)	Awarding Body/ Institution	Duration of Study (months/ years)	Year Awarded	Label and Attached Evidence
<i>e.g. STPM</i>	<i>Certificate</i>	<i>Majlis Peperiksaan Malaysia (MPM)</i>	<i>2 years</i>	<i>1995</i>	<i>Appendix A (STPM cert)</i>
1.					
2.					
3.					

B. INFORMAL LEARNING					
Work Experience					
Name of Employer/ Self Employed	Address of Employer	Time Served (Month & Year)		Position(s) Held	Brief Job Description
		From	To		
<i>Eg1: XYZ S/B</i>	<i>123, Batu 3, Shah Alam</i>	<i>May 2000</i>	<i>April 2005</i>	<i>Floor Supervisor</i>	
<i>Eg2: XYZ S/B</i>	<i>123, Batu 3, Shah Alam</i>	<i>May 2005</i>	<i>Dec 2005</i>	<i>Shift Manager</i>	
1.					
2.					
3.					
4.					
5.					
6.					
Other Learning Activities (eg. Hobby etc)					

This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or other activities which might be relevant to the competencies.

ACTIVITIES	Year	What I have learnt (relevant to the programme applied)
1.		
2.		
3.		

**C. NON FORMAL LEARNING**  
Training / Seminar / Workshop / Conference etc

Name/ Title of Training or Course	Location	Date	Length (Hours/ Days / Month)	Description of Knowledge/ Skills Acquired
Eg1: 5S workshop	Hotel Eastin	2 May 2005	1 Day	Basic of 5S, Managing 5S practices
1.				
2.				
3.				

**D. LANGUAGE COMPETENCY**  
1: Poor, 2: Average, 3: Good, 4: Excellent

Language	READING				SPEAKING				WRITING			
	1	2	3	4	1	2	3	4	1	2	3	4
E.g Bahasa Melayu				✓				✓				✓
2.												
3.												
4.												

**PART 3: COMPETENCY WORKSHEET FOR PROGRAMME-BASED LEARNING PORTFOLIOS**

Programme Learning Outcomes (PLO)	Body of Knowledge (BOK)/ Core Competencies of the Programme	Learning Statements	Origin of Learning	Supporting Documentations
This (PLO & BOK) will be provided by the Assessors based on the learner's distributed PLO for Portfolio.		<p>Advisory note: Gather as much information as possible about the curriculum structure of the programme. Examine the programme learning outcomes (PLOs) (knowledge, skills or competencies that you should achieve upon completion of the programme). The PLOs of the various programmes of study can be obtained from your Advisor.</p>		
		<i>Learning statements form the core of the portfolio.</i>	<i>Include information regarding the location and time</i>	<i>Wherever possible, make reference to supporting documentation that</i>

		The language you use and details you provide here will show the Assessors what you have acquired or gained from your formal/informal/non-formal learning which are relevant to the programme.	(where and when) the learning occurred.  A location and date can be used more than once throughout your competency worksheets.	provides evidence of the learning you have claimed. Use tabs and cross-referencing to facilitate easy access to your supporting documents.
PLO				
PLO				
PLO				
PLO				

**PART 4: REFEREES** (Family members and relatives cannot serve as referees)

**Referee 1**

<b>Name</b>	
<b>Position</b>	
<b>Organisation</b>	
<b>Phone Number</b>	
<b>Email</b>	

**Referee 2**

<b>Name</b>	
<b>Position</b>	
<b>Organisation</b>	
<b>Phone Number</b>	
<b>Email</b>	

**DECLARATION**

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

Signature:

Name:

Date:

**LIST OF EVIDENCE**

Evidence that can be provided by the candidate:

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

### **APEL.Q Field and Validation Visit and Risk Management Policy**

#### **Purpose**

The Field and Validation Visit (FVV) is designed to evaluate and confirm the APEL.Q learner's knowledge and skills, which are essential for receiving their academic qualification. Typically, this assessment takes place either at the APEL.Q learner's workplace or in an alternative environment conducive to accurate and thorough evaluation. It can be conducted in various settings such as a professional workspace, a laboratory, or a simulated environment. Through the FVV, APEL.Q learners have the opportunity to show how their practical experience in a specific job aligns with the Programme Learning Outcomes (PLOs). The number of FVV sessions required varies based on the complexity of the field or discipline and the study level.

The purpose of this FVV Policy is to ensure APEL.Q learners understand all related aspects, including the suitability of the location, the procedures to follow, and any associated risks.

#### **Assessment in FVV**

As a general practice, all programmes will address the 11 domains in the five clusters of learning outcomes appropriately as described under the MQF. The 11 domains describe the general and specific content of knowledge and skills in a related field, the level of cognitive skills, and where relevant, the specialised technical skills. The other generic skills are capabilities that all learners should develop in the course of study, whether by specialised courses or integrated in the teaching and learning strategies. In the FVV, certain domains of the learning outcomes may not be assessed under this assessment instrument. Hence, FVV may only assess specific PLOs.

FVV will be guided by the following assessment principles:

##### **a) Validity**

Validity refers to the ability of the assessment to measure what it is supposed to measure. This is of critical importance as FVV is to ascertain the competencies of the APEL.Q learner. The assessment has to include all the essential competencies of the profession at the appropriate level of the PLO(s). Therefore, the assessment methods and instruments must be moderated and appropriate to measure the levels of the programme learning outcomes. More than one tasks and sources of evidence are needed as a basis of judgment of the competencies of the APEL.Q learner.

The competencies have to encompass all the 11 learning domains which are categorised in the five clusters of learning outcomes. The standard of the competencies measured or evaluated should be equivalent to that expected of students in the traditional learning pathway.

##### **b) Reliability**

Reliability refers to the degree of consistency and accuracy of the assessment outcomes. It reflects the extent to which the assessment will provide similar outcomes for APEL.Q learners with equal competence at different times or places, regardless of the Assessors conducting the assessment.

To increase the reliability, the assessment of the competencies in the 11 domains are obtained from a number of sources which include checking of the documents, observations and interviews with various categories of people in the workplace of the APEL.Q learners and are evaluated by at least two Assessors.

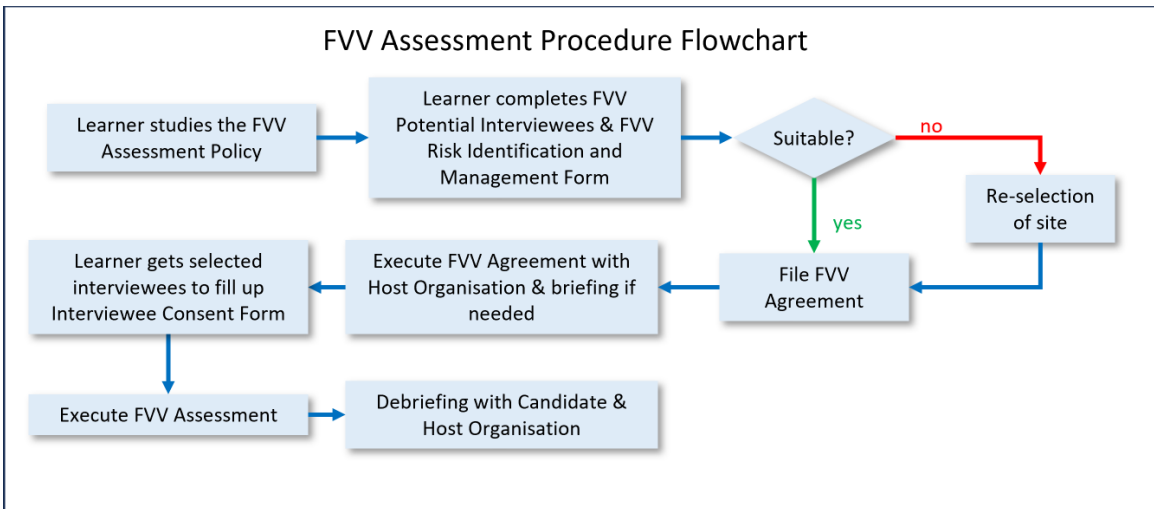
**On-site Assessment**

The competencies of the APEL.Q learners can be assessed in any location, provided it allows the APEL.Q learners to demonstrate their competencies without any undue disturbance to or interference from the work environment. The assessment site can be suggested by the APEL.Q learner but it has to be approved by Sunway University based on the risk identification and management procedures.

If the APEL.Q learner is an international student residing abroad, Sunway University will appoint external FVV Assessor from their network of collaborative partners in the home-country of the APEL.Q learner. This external FVV Assessor will be appointed based on the criteria stipulated and he/ she will undergo the appropriate training on the implementation and assessment embedded in APEL.Q. Sunway University will demonstrate effective oversight of the APEL.Q assessment so that comparable quality is upheld for all APEL.Q learners.

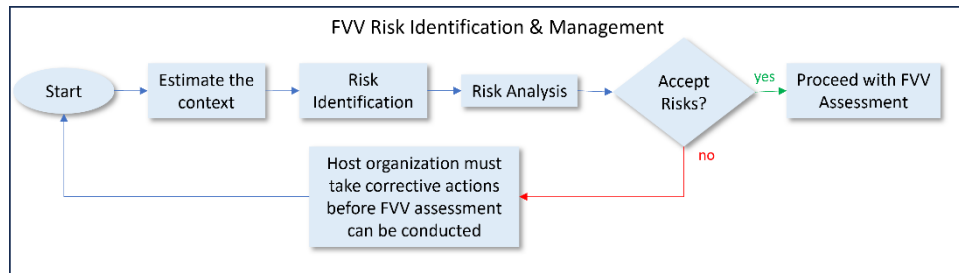
**Procedure for FVV Assessment**

In assessing the suitability of the site for the FVV, the possible risks to the APEL.Q learners, Assessors and Moderator and assessment must be carefully examined. The flowchart below indicates the FVV assessment procedure.



**Risk Identification and Management**

All FVVs involve risks to health and physical safety although they vary according to the field of study and context. The risk can be low, moderate or high. There is a need to identify, assess and manage the risk to minimise risk that affects the well-being of the APEL.Q learners, Assessors and Moderator as well as the safety of the institution or organisation in which the assessment is carried out. Therefore, a simple procedure to identify and manage the risk is as shown:



The host organisation is responsible for the appropriateness and safety of the venue for the FVV assessment. One way of identifying, assessing and managing risk in the workplace is to consider and document the following (not exhaustive):

- a. Have hazards been identified in the assessment area prior to assessment?
- b. Is the APEL.Q learner informed of the hazards?
- c. Will the assessment place the APEL.Q learner at risk?
- d. Does the assessment require the setting up of unsafe conditions?
  1. Is all safety equipment available for assessment?
- f. Any contingency plans considered for the assessment?

### **Group Personal Accident**

The APEL.Q learner, Assessors and Moderator are covered under the Group Personal Accident policy. The insurance covers claims arising from injuries sustained during the conduct of assessment and the journey to and from Sunway University and the Organisation.

### **Legislative Requirements**

The Host organisation may impose any indemnity form/policy for Assessors and Moderators to visit them for the FVV. An agreement will be signed with the organisation where the FVV will be conducted.

## Appendix 7: APEL.Q FVV POTENTIAL INTERVIEWEE LIST

*This form must be completed by the APEL.Q learner. The Advisor will work with the APEL.Q learner to recommend the positions required for the interview. The APEL.Q learner is advised to provide at least three (3) names for each of the categories and describe the working relationship and duration of working together of the people listed. Eg. Working on XYZ project from 2020 to 2023 etc.*

Details of APEL.Q Learner			
Name		Student ID	
Programme		Intake	

### 1. Potential Interviewee – Superiors

*Superiors can be individuals that the APEL.Q learner reports to.*

No	Name	Designation	Description & Duration
1			
2			
3			

### 2. Potential Interviewee – Co-workers/Partners

*Co-workers are individuals who work together with the APEL.Q learner on similar projects. They may/may not be from the same department.*

No	Name	Designation	Description and Duration
1			
2			
3			

### 3. Potential Interviewee – Subordinate

*Subordinates are individuals who reports to the APEL.Q learner. They may or may not be from the same department and working together on similar projects.*

No	Name	Designation	Description and Duration
1			
2			
3			

#### 4. Potential Interviewee – Vendors/Clients

*Vendors are external individuals who deals with APEL.Q learner to provide/receive services or products.*

No	Name	Designation/Company	Description and Duration
1			
2			
3			

#### 5. Potential Interviewee – Other stakeholders

*Other stakeholders are individuals which cannot be categorised in the categories above but plays a significant role in the professional development of the APEL.Q learner.*

No	Name	Designation/Company	Description and Duration
1			
2			
3			

#### Declaration

I declare that the information I have provided in this form is TRUE and COMPLETE to the best of my knowledge.

Signature

Name	
Date	

## Appendix 8: APEL.Q FVV Interviewee Consent Form

Each interviewee identified should fill in this form. A copy will be emailed to the interviewee.

<b>Details of APEL.Q Learner</b>	
<i>This part must be completed by the APEL.Q learner.</i>	
Name	
Programme	
Date/Time of FVV Interview	
Venue of FVV Interview	
<p>The APEL.Q learner named above is seeking to obtain the award for the programme at Sunway University via the APEL.Q route, the mechanism to recognise prior experiential learning relevant and specific to the stated programme. The experiential learning needs to be formally reviewed and assessed to safeguard the integrity and credibility of the award conferred. As part of the APEL.Q assessment, a Field and Validation Visit (FVV) will be conducted at the APEL.Q learner's workplace where appointed APEL.Q Assessors will visit to observe the APEL.Q learner and interview the superiors/subordinates/colleagues/vendors identified based on the programme learning outcomes. You have been identified by the Assessors to provide valuable insights for the assessment. You may obtain more information from the attached FVV Policy. Thank you for agreeing to be interviewed.</p>	
<b>Details of Interviewee</b>	
<i>This part must be completed by the Interviewee identified by the Assessors.</i>	
Name	
NRIC/Passport No.	
Email	
Designation at Organisation	
Duration of Working Together	
<p>By signing this consent form,</p> <ul style="list-style-type: none"><li>• I confirm that my participation in this APEL.Q Field and Validation Visit interview is voluntary.</li><li>• I understand that I will not receive any payments for participating in this interview.</li><li>• I understand that I may find the discussion thought-provoking. I have the right to decline to answer any questions or to end the interview.</li><li>• I understand that the interview will last approximately 30-45 minutes.</li><li>• I understand that the interviewer will not identify me by name in any reports using information obtained from this interview and that my confidentiality as an interviewee will remain secure.</li><li>• I have read and understood the explanation provided to me.</li></ul>	
Signature:	Name:
	Date:

## Appendix 9: APEL.Q FVV Risk Identification and Management Form

*This form can be completed by the Officer in Charge (OIC) of the FVV Host (Organisation) such as the Health & Safety Officer or Human Resource Officer.*

For the safety of the APEL.Q learner, Assessors and Moderator, there must be procedure and practices in place to identify, assess and manage risk in the workplace. To assess whether the place has adequate safety measures to minimise risk and optimize the reliability and validity of the assessment of the candidate's knowledge and competencies, kindly answer the questions below.

Details of APEL.Q Learner	
Name	
Student ID	
Programme	
Designation in Organisation	Health & Safety Officer/HR Officer/
Details of Organisation (Host) where the FVV will be conducted:	
Name of Organisation	
Address	
Tel No.	
Officer in Charge (OIC)	
Designation of OIC	
Questions	
<i>The following questions can be answered by the Officer In Charge (OIC) of the FVV Venue (Host).</i>	
1	Identify the hazards in the assessment area prior to the assessment.
2	Will the identified hazards place the APEL.Q learner, Assessors and Moderators at risk during the FVV?
3	Will there be any instance where the assessment require any setting up of unsafe conditions?
4	Is the safety equipment available for the FVV assessment? If not, please elaborate the problem and solutions.

5	What are the contingency plans considered for the FVV assessment?
6	Complete the risk assessment checklist below:
	<p><b>Conditions of Common Facilities</b></p> <ul style="list-style-type: none"> <li>• Flooring is in good condition</li> <li>• Electrical switches and plug sockets are in safe condition</li> </ul> <p><b>Medical Services and First Aid</b></p> <ul style="list-style-type: none"> <li>• First aid kits are adequate and approved by physician</li> <li>• First aid kits are easily accessible</li> </ul> <p><b>Fire Protection</b></p> <ul style="list-style-type: none"> <li>• Fire extinguishers are in accessible locations</li> <li>• Fire doors and shutters are in good working condition</li> <li>• Fire alarm system is certified as required and tested annually</li> <li>• Fire exits are unobstructed</li> <li>• Fire evacuation procedures are clearly displayed</li> </ul> <p><b>Protective Wear (if required)</b></p> <ul style="list-style-type: none"> <li>• Protective gears (goggles, hard hat, PPE etc) are provided: Pls indicate: _____</li> <li>• Protective gears are regularly cleaned and maintained in sanitary conditions</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>
<b>Prepared by</b>	
Signature:	Name:
	Designation:
	Date:

---

**ACADEMIC APPEALS FORM – ASSESSMENT RESULT**


---

Before completing this form please ensure that you have read the Academic Appeals Policy and Procedure documents along with administration fee of RM100 for each appeal. You may wish to seek guidance from your Subject Lecturer before submitting your appeal. The form should be completed and submitted electronically and accompanying evidence (payment receipt) uploaded.

---

**SECTION A – PERSONAL DETAILS**

Student Name			
Student ID		NRIC/ Passport Number	
Visa Expiry Date <i>(international Students Only)</i>		House Tel. Number Mobile Number	
Permanent Address			
Programme Name			
Mode of Study	Full Time <input type="checkbox"/>	Year of Study	Year: 3 <input type="text"/>
	Part Time <input type="checkbox"/>		Semester: 3 <input type="text"/>
Status of Payment	Payment Date		Receipt No.


**SECTION B – SUBJECT DETAILS**

Subject Code & Title		Grade Obtained	
----------------------	--	----------------	--

Please provide explanation of the grounds for your appeal. If space is insufficient, please attach additional page/s and write 'see attached' in this section.

**SECTION C: STUDENT DECLARATION**

In making this submission, I declare the information provided in this application is accurate and that I have read and understood the information relating to the appeals process. The application is considered by me to be complete unless I have indicated above that there is further information to follow.

Signature Student:	Date
	


**SECTION D: ACKNOWLEDGEMENT BY THE EXAMINATION UNIT, REGISTRY DEPARTMENT**

Signature:	Date
	

**SECTION E: DECISION ON THE APPEAL**

THE FOLLOWING SECTION FOR OFFICE USE:	
Comments including notes from the review committee where appropriate	
<b>Decision</b>	
<input type="checkbox"/> Upheld <input type="checkbox"/> Not Upheld	
Additional Remarks (If Any):	
Signature (Dean of School):	Date

**SECTION F: NOTIFICATION TO STUDENTS (By Examination Unit, Registry Department)**

<input type="checkbox"/> Issue Letter to Students	<input type="checkbox"/> Re-issue Statement of Results	Signature: 
Remarks:		