

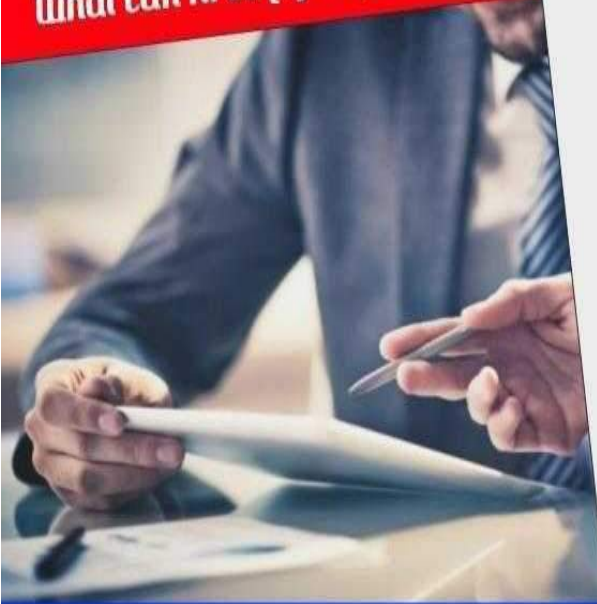
GUIDEBOOK APEL(C) FOR LEARNERS



APEL (C)

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING
FOR CREDIT AWARD

What can APEL (C) do for you?



We value your
Work and Life Experiences

SHORTER study **DURATION**

Maximum of **30%**
Credit transfer from
total graduating credits

Award of **Credits** for various
courses within programmes of
study

FIND OUT MORE: www.business.unimas.my.

UNIMAS Business School

2019

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Glossary

APEL	Accreditation of Prior Experiential Learning, a system to provide access to higher education programmes and academic recognition for individuals with informal and non-formal learning throughout their work and life experiences introduced by Malaysian Qualifications Agency (MQA). It involves the identification, documentation and assessment of prior learning 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 (A)	Introduced in 2011, Accreditation of Prior Experiential Learning for Access is an assessment for individuals with working experience but lack formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs) at the certificate, diploma, bachelor and masters' levels.
APEL(C)	Introduced in 2016, Accreditation of Prior Experiential Learning for Credit Transfer/Award is an assessment of prior learning that are relevant to the course learning outcomes within a specific programme of study so that learners can avoid repetition of learning and to maximize their learning potential, through award of credits.
CAAD	Centre of Quality Assurance and Academic Development (CAAD) is responsible for ensuring continuous quality assurance of all academic programmes operating in UNIMAS.
Course Learning Outcomes (CLOs)	Each course in every programme of study has its learning outcomes stated clearly in the course outline, which is a general description of the course in a specific programme of study. CLOs are the desired learning expected of learners from each course.

GGP	Guidelines to Good Practices is a guide providing essential information on the principles, processes and procedures in the implementation of APEL to Higher Education Providers (HEP), learners and relevant stakeholders.
Informal learning	Learning which takes place outside education systems in which the learner is involved in activities that are not undertaken with a learning purpose in mind. It is usually involuntary and part of daily life.
MOE	Ministry of Education
MQF	Malaysian Qualifications Framework (MQF) is Malaysia's declaration about its qualifications and their quality in relation to its education system. After 7 years of implementation, the Malaysian Qualifications Agency (MQA) has revised MQF to MQF 2nd Edition in 2017, to ensure its relevancy/currency, according to dynamism of national and international higher education system.
Non-formal Learning	Learning acquired outside the formal education system or training which does not lead to formal certification. It usually arises from the learner's conscious decision to master a particular activity, skill or knowledge. There is no formal syllabus and accreditation.
PLACe	Prior Learning Assessment Centre (PLACe) is a dedicated one-stop centre in managing the application for APEL (C) in UNIMAS. The main function of PLACe is to coordinate and provide support to faculty members throughout the APEL(C) process.

1. Introduction to APEL(C)

The Ministry of Education (MOE) and the Malaysian Qualifications Agency (MQA) in their efforts to support lifelong learning towards achieving the status of a high income economy and developed nation have introduced the provision of Accreditation of Prior Experiential Learning (APEL) in order to enable individuals with working experience to gain access to tertiary education. APEL for Access or APEL (A) was successfully implemented enabling many learners to gain entry into the Certificate, Diploma, Bachelor and Master degree programmes of study through their learning experiences. This was followed by the introduction of APEL for Credit Award or APEL(C).

APEL(C) is defined as the 'award of credits for the prior experiential learning towards a course in an accredited programme' in Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award APEL(C) or GGP APEL(C), a quick guide developed by MQA for interested Higher Education Providers (HEP), learners and stakeholders. Thus, APEL(C) recognises a learner's prior experiential learning that is acquired through informal or non-formal learning.

For more information and details are available at the website of UNIMAS Business School (<http://www.business.unimas.my>) or call Dr Siti Mariam bt Abdullah, APEL(C) Administrator at 082-582673 or 082-222142.

2. Purpose and benefits of APEL(C)

The main purpose of APEL(C) is to provide recognition of learning acquired from informal and non-formal sources in line with the national agenda towards inculcating a lifelong learning culture, without comprising standards and quality.

Some benefits to the learners in acknowledging their prior experiential learning are:

- Increased self-confidence
- Increased motivation towards achieving higher academic qualifications
- Increased skills in documenting acquired knowledge, skills and abilities through portfolio submission
- Strategic planning in career progression
- Increased career mobility and marketability Reduced study time and costs
- Avoid repetition and redundancy of similar learning
- Better control over learning via learner-centred voluntary process

3. APEL(C) Policies

The APEL(C) policies will cover general policies, award of credits and implementation process in which all potential candidates of APEL(C) assessment shall strictly adhere to are outlined below:

3.1 General Policies

- i. Applicable to all learners registered in UNIMAS regardless of mode of entry; whether through the conventional or APEL (A) route.
- ii. APEL(C) encompasses the assessment of prior experiential learning for the purpose of credit award. Learning acquired through Massive Open Online Courses (MOOC) or any other methods of self-learning can also be considered.
- iii. APEL(C) will be implemented for all areas and levels of qualifications in the Malaysian Qualifications Framework (MQF). For postgraduate level of study, the credit award is limited only to the courses in programmes conducted via coursework and mixed modes.
- iv. Courses that form part of the programme structure under professional bodies may also be considered for APEL(C), subject to acceptance and approval by relevant professional bodies. Learners will be informed on acceptance of courses for APEL(C) by related professional bodies from time to time via the webpage of UNIMAS and UNIMAS Business School.
- v. A processing fee is payable before submission of application and is non-refundable.

3.2 Award of Credits

- i. The award of credits through APEL(C) is in the form of credit transfer where it does not involve the transfer of grades. However, the credits awarded for the course will be counted towards the total credit requirements for graduation.
- ii. The maximum percentage of credit transfer is 30% of the total graduating credits of a specific programme of study. This percentage is in addition to the credit transfer provision based on the existing formal credit transfer policy. The maximum credit transfer allowed through APEL(C) at the various MQF is illustrated in Table 1:

Table 1: Maximum Credit Transfer allowed through APEL(C) at the various MQF levels.

Award based on MQF	Minimum graduating credits	30% from the minimum credits of the coursework component
Level 8: Doctoral Degree (Applicable only to coursework or mixed mode programmes)	80	24
Level 7: Master's Degree (Applicable only to coursework or mixed mode programmes)	40	12
Level 7: Postgraduate Diploma	30	9
Level 7: Postgraduate Certificate	20	6
Level 6: Bachelor's Degree	120	36
Level 6: Graduate Diploma	60 + 6 (MPU)	20
Level 6: Graduate Certificate	30 + 6 (MPU)	11
Level 5: Advanced Diploma	40	12
Level 4: Diploma	90	27
Level 3: Certificate	60	18

- iii. Credits awarded through APEL(C) can be transferred automatically to another programme in UNIMAS if the course for which the credits have been awarded through APEL(C) has the same learning outcomes.
- iv. The credits awarded must be equivalent to the credit value of the course applied for APEL(C). Award of partial credits will not be allowed.
- v. Credits awarded for a course are only applicable to the specific course applied for. Credits are not automatically applicable to prerequisites (if any) of the specific course.

- vi. Assessment for credit award should be carried out separately for each course, for example, Assessment for the Accounting I course should be made separately with Accounting II.
- vii. APEL(C) is applicable for all courses including Industrial training and practicum (based on the suitability of the field) except for final year project-based courses and dissertations.
- viii. For Executive Diploma programmes, the provision of 30 credits based on 3 years' work experience as prescribed in the Standards: Executive Diploma is to be assessed using the APEL(C) instrument.

3.3 Implementation Process

- i) Learners may apply for APEL(C) at any time during their studies. However, learners will be advised to submit their applications during the first year of study. Please refer to the flow chart on Page 11 to ensure adequate time given for the assessment process.
- ii) Online registration for APEL(C) assessment can be made and the assessment results can be viewed via Student Information System or Sistem Maklumat Pelajar (SMP).
- iii) Learners are not allowed to apply for APEL(C) for courses which they have already registered and undertaken during the period of study. The Student Information System or SMP will automatically detect and reject any such applications.
- iv) The course that has been awarded credit through APEL(C) will appear in the transcript of the learner as 'CT (APEL)'. It will not be taken into account in the calculation of GPA/CGPA. However, the credits will be counted towards the total credits required for graduation. UNIMAS will issue the Malaysian Qualification Statement (MQS) as a supplementary document for learners who have been awarded APEL(C).
- v) Learners who are not successful in the APEL(C) assessment will have to complete the course through the usual process in their respective programme of studies.
- vi) Learners are reassured that the implementation process of APEL(C) is in accordance with the requirements of MQA and that the process is transparent, equitable and evidence-based.

4. Assessment Instruments

The assessment of prior experiential learning for the purpose of APEL(C) consists of comparing the experiential learning acquired by learners to the learning outcomes of a course within an existing programme. The assessment is strictly made in correspondence to the credit value of the course and level of the programme.

For the APEL(C) assessment, learners can opt to undertake either a Challenge Test and/or submission of Portfolio depending on the nature of the course and upon advice by the appointed Advisor APEL(C) for the programme of study, at the faculty concerned. Both methods of assessments are briefly described below:

4.1 Challenge Test

A Challenge Test is a proctored standard test to assess if the learner has achieved the course learning outcomes. A Challenge Test can be in the form of a written test, oral examination and/or performance assessment; depending on the nature and discipline of the course. For example, the Challenge Tests for specific disciplines such as performing arts, public speaking and music composition, may take the form of a presentation or even skills demonstration. Learners should consult with the Advisor for APEL(C) of the programme of study to determine the most appropriate form (s) of assessment to ensure appropriate measure of the course learning outcomes.

4.2 Portfolio

A portfolio is a formal document that contains a compilation of evidence documenting the learner's prior experiential learning and his/her articulation of learning acquired over a period of time. It is prepared by the learner with the objective to demonstrate that the learning acquired is relevant and specific to each of the course learning outcome for a particular course. A standard portfolio template is provided in Appendix III to assist learners in documenting their prior experiential learning. The portfolio should clearly and specifically contain information relevant to the course applied for and a mapping of individual learning (in the form of learning statements and the origin of learning supported by documentary evidence) to the course learning outcomes.

4.3 Evaluation of learners' work

Utmost care will be taken to appoint competent assessors for both challenge test and portfolio submission to evaluate the learners' work, to ensure the integrity and credibility of the evaluation. Learners must meet the assessment criteria to determine the evidence presented is satisfactory and appropriate in terms of:

- Good alignment/matching between CLOS stated in the course outline and the evidence
- Evidence presented is reliable (the assessment can be repeated with the same outcomes) and valid (the assessment must be able to identify the knowledge and skills it purports to assess)
- Sufficient evidence is provided; in breadth and depth including evidence of reflection to demonstrate the achievement of the CLOs or competencies claimed
- Evidence clearly reflects the learner's own effort and experience
- Evidence provided reflect the currency of knowledge/skills as required by the discipline of the course.

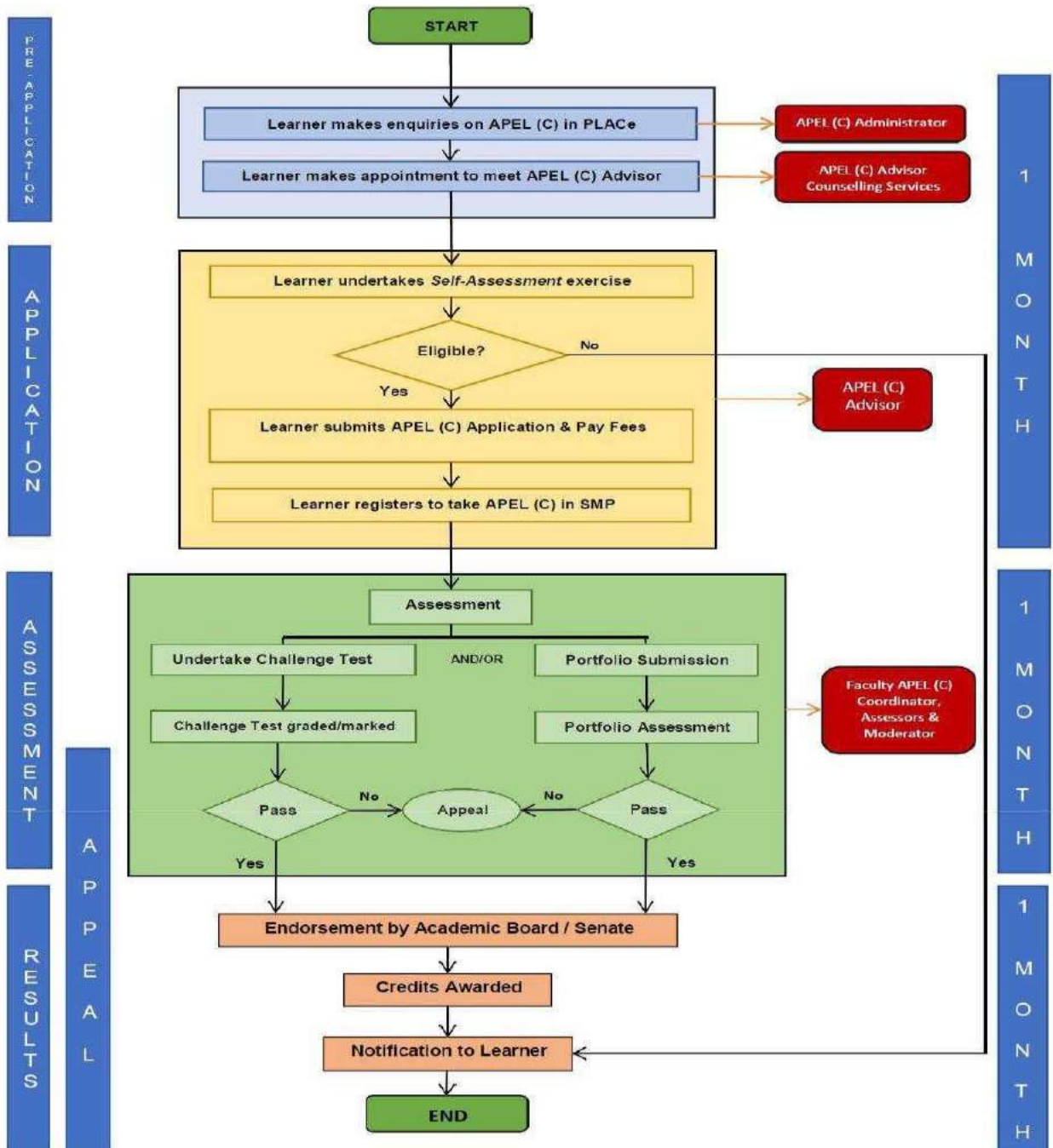
4.4 Criteria for Award

Credits that are awarded through APEL(C) must be made based on demonstrated and evidence-based learning; and not solely on the basis of claiming the experience itself. 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 Course Learning Outcomes.

For both the Challenge Test and/or Portfolio assessment, learners must **achieve at least 50% of each Course Learning Outcome.**

5. Procedures for APEL(C) Application

The following section illustrates the key processes and procedures involved in APEL (C) assessment. The figure below is adapted from GGP APEL(C) and summarises the entire process and the estimated duration of time for each stage:



The APEL(C) process for learners can be divided into 3 main stages: pre-application, application, assessment and results and appeal. Each of these stages is explained below:

5.1 Pre-Application Stage

Before deciding to submit an application for APEL(C), the learner must know and understand each stage of the APEL(C) process and has realistic expectations of the possible outcomes of the application. All the general enquiries pertaining to APEL(C) should be directed to APEL(C) Administrator in Prior Learning Assessment Centre (PLACe) UNIMAS. The learner can call or email to make an appointment to meet the APEL(C) Administrator (refer to Important Contacts on Page 18).

If the learner decides to proceed with the APEL(C) application, he/she must make an appointment to meet with the Advisor in his faculty on the advice of the APEL(C) Administrator. The Advisor will advise the learner on the appropriate mode of assessment to be undertaken for the APEL(C) application. The learner has the option of taking a Challenge Test and/or submitting a Portfolio upon the recommendation of the Advisor. To ensure adequate counselling services and guidance given by the Advisor, the learner will be required to sign the Checklist for Advisors & Recommendations, to be given by the Advisor at the end of the pre-application stage.

Prior to submitting the APEL(C) application, the learner must complete a **self-assessment exercise** and submit a **500-word report** related to the course applied for, **based on the instructions given**. This requirement is necessary to determine if the learner should proceed with the APEL(C) application. The learner can obtain the Self-Assessment Application Form from the Advisor. The learner should also submit his/her curriculum vitae of no more than three pages in length, giving details of work history, training or other formal qualifications relevant to his/her application. The Advisor will guide the learner on his/her self-assessment exercise evaluation using the template in Appendix I. The learner is given **ONE (1) week** to complete and submit the self-assessment exercise, 500-word report and curriculum vitae to the Advisor. Based on the self-assessment form and the report submitted, the Advisor will determine the learner's eligibility and make an appropriate recommendation.

Where the Advisor believes that the application is unlikely to succeed, the learner will be advised accordingly and the application process will cease.

If the Advisor believes that the learner's application is likely to succeed, the learner may complete the application form (Appendix II) and submit the application fees of RM150/credit based on the course applied for, before proceeding to the registration stage. All existing procedures related to payment of fees and registration in UNIMAS is applicable to learners for APEL(C). Payment must be made to UNIMAS Business School via Maybank Islamic Berhad or JomPAY. The payment receipt should be submitted via email to UNIMAS Business School (www.business.unimas.my) to obtain a pin number for registration purposes. Online registration with proof of payment (receipt) can be made via Student Information System (<https://smpweb.unimas.my>) after payment has been made. The learner who wishes to submit a portfolio will use the template Portfolio Submission Form (Appendix III). The Advisor will provide the Portfolio Submission Form and explain the submission guidelines and provide guidance on how to complete the portfolio with the sample given in Appendix III. The learner can also refer to Item 6 Portfolio Submission Guidelines (page 14) for additional information. Notification of the date to sit for the Challenge Test and submission date of Portfolio Submission will be given to the learner **ONE (1) week** after successful registration.

5.2 Self-Assessment Exercise

Prior to submitting the application, the learner must complete a self-assessment exercise and submit a 500-word report on a given title that is related to the course applied for. This requirement is necessary to determine if the learner should proceed with the APEL(C) application. The learner should also submit his/her curriculum vitae of no more than three pages in length, giving details of work history, training or other formal qualifications relevant to his/her application. The Advisor will guide the learner on his/her self-assessment exercise evaluation using the template in Appendix I. Based on the self-assessment form and the report submitted, the Advisor will determine the learner's eligibility and make an appropriate recommendation. **Where the Advisor believes that the application is unlikely to succeed, the learner will be advised accordingly and the application process will cease.** If the Advisor believes that the learner's application is likely to succeed, the learner will complete the

application form (Appendix II) and submit the relevant fees, before proceeding to the assessment stage.

5.3 Assessment and Results

It is important that learners should be aware of the assessment format implemented by UNIMAS; regardless of it being a Challenge Test and/or the submission of a Portfolio. The evaluation of the Challenge Test and/or Portfolio will be undertaken by **TWO (2)** Assessors who are subject matter experts in the course applied for APEL(C) assessment and credit transfer. To satisfy the requirement of credit awards, the learner must be able to demonstrate an achievement of **at least 50% of each Course Learning Outcomes**. A moderator will be appointed to monitor and verify the assessment instruments to maintain objectivity of the evaluation process. All results of the assessment will be endorsed by the Academic Board/Senate of UNIMAS.

Learners will be able to view their assessment results in SMP system. Course credits will be awarded and reflected in the academic transcript as CT (APEL) for learners who are successful in the Challenge Test and/or Portfolio. Although the grades will not be used in the calculation of GPA/CGPA, the course credits accumulated will contribute towards the total credit requirement for graduation. UNIMAS will issue a supplementary MQS document to accompany the transcript.

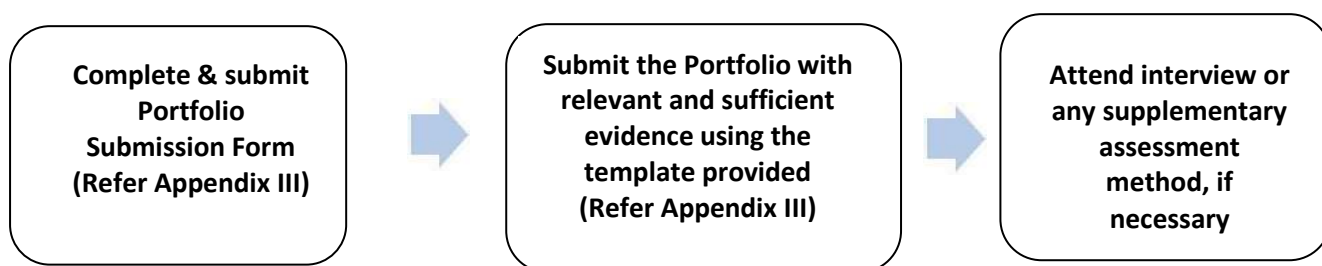
A learner who fails the Challenge Test of a specific course will not be allowed to submit a Portfolio for assessment for the same course and vice versa. Reattempt of the Challenge Test and resubmission of new evidence in the Portfolio for the same course through APEL(C) is strictly NOT allowed. In this case, the learner must register and complete the course of their study programme through the usual process.

5.4 Appeal

Learners may appeal against the results of the APEL(C) assessment. The appeal process is a proper and transparent mechanism. An administrative fee of **RM100/course** is required. UNIMAS will appoint a **different Assessor** to evaluate the merit of the appeal. Learners will be informed of the decision made on the appeal. It is important to note that the decision made after the re-evaluation is final and no further appeal is allowed.

6. Portfolio Submission Guidelines

In portfolio submission, learners are required to submit information and support documents as evidence of their experiential learning; non-formal and informal. Evidence provided must be relevant and sufficient to indicate mastery of the course learning outcomes stated in the course outline of the course applied for. Learners need to prepare the portfolio in English. A learner may be required to attend an interview to substantiate the evidence submitted for APEL(C) evaluation. The application process is as below:



7. IMPORTANT DATES AND PENALTY

Notice of assessment date to learners	Given ONE (1) week after successful registration (Date of Challenge Test and/or Date of Portfolio Submission).
Challenge Test	Sit for it within TWO (2) weeks after payment of fees and successful registration.
Portfolio Submission	To be submitted within TWO (2) weeks after payment of fees and successful registration.

Applications of learners who do not comply with the stipulated dates of Challenge Test and/or Portfolio Submission without prior and valid notice to APEL(C) Administrator in writing, will be deemed void and null. Assessment fees are non-refundable and students will the learner must register and complete the course of their study programme through the usual process.

8. IMPORTANT CONTACTS

APEL(C) Administrator, Prior Learning Assessment Centre (PLACe), UNIMAS * first point of contact for all walk-in enquires	Dr Siti Mariam binti Abdullah +6082 592673 +6082 222111 asmariam@unimas.my
APEL(C) Coordinator, Prior Learning Assessment Centre (PLACe), UNIMAS	Dr Nur Tahirah bt Razali +6082 582410 /3317 (Office) rntahirah@unimas.my
All APEL(C) Advisors in the faculty offering the programme of study you are currently enrolled in.	

You can also visit the website of UNIMAS Business School at www.business.unimas.my for details on APEL(C) for Credit Transfer.

9. References

Malaysian Qualifications Agency (2016). Guidelines to Good Practices: Accreditation of Prior Experiential Learning for Credit Award [APEL(C)]

Universiti Malaysia Sarawak (2017). Institutional Policies for APEL(C).

Centre of Quality Assurance and Academic Development (2017). Quality Assurance Manual.

Saudi Commission for Health Specialities (2016). Portfolio Submission Regulations & Guidelines from <https://www.scfhs.org.sa>

Flinders University (2018). Application Guidelines for Portfolio Submission, from <http://www.flinders.edu.au>



APEL(C) Self-Assessment Form for Learners

PART A: PERSONAL PARTICULARS

Name	
Identity Card No.	
Name of Programme	Corporate Master in Business Administration (CMBA)
Course Code & Course Title	EBB6113 Accounting for Manager
No. of Credits of the Course	3

PART B: SELF-ASSESSMENT EXERCISE

Course Learning Outcomes (CLO) On completion of this course, the learner should be able to...	I have learned this through my former studies or working career and can provide paper evidence/ documents/ certificates	I know most of this but I have no paper evidence	I am willing to complete a task/assignment or any form of relevant assessment to show I have learned this	I really need to take the module
1. CLO1 Identify and communicate the concepts and principles which underlie the professional and legal practices of financial and management accounting accounting.				

<p>2. CLO2</p> <p>Apply the prescribed accounting requirements/standards in the preparation of the business entities financial statement and the interpretation of its financial outcomes.</p>				
<p>3. CLO3</p> <p>Distinguish between alternative accounting techniques and debate issues relating to their application and the implications to stakeholders.</p>				
<p>4. CLO4</p> <p>Demonstrate skills in teamwork or individually in communicating the financial results of the entity and the future alternatives course of actions from those financial outcomes.</p>				

PART C: REPORT SUBMISSION

Produce a report for **the FOUR (4)** Course Learning Outcomes (CLOs) based on your experiential learning. The length of the report **should not exceed 125 words for each CLO.**

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

Submitted

by: Date :

For office use only:

Received

by: Date :

Recommendation:



APEL(C) Application Form for Learners

Name		
Identity Card No.		
Name of Programme		
Course Code & Course Title		
No. of Credits of the Course		
Mode of Assessment Chosen		Challenge Test
		Portfolio Submission
Confirmation of APEL(C) Advisor	I hereby confirm that the above learner has been advised and is deemed eligible for the APEL(C) assessment.	
	_____ (signature) Name of Advisor: Date:	

I hereby:

- a. declare that I have read and understood all the terms and conditions stipulated under the provision of APEL(C) of UNIMAS; and
- b. declare that all the information/documents provided to support this application are authentic, true and accurate.

I fully understand that UNIMAS reserves the right to reject my application if proven otherwise. I also agree to the mode of assessment recommended by the APEL(C) Advisor.

Signature:

Name :

Date :



Portfolio Submission Form

PERSONAL DETAILS

Name	
Identity Card Number	
Name of Programme	
Course Code & Course Title	
Number of Credits of the Course	

COMPETENCY WORKSHEET FOR COURSE-BASED LEARNING PORTFOLIOS

Course Code and Name			
Course Synopsis			
Course Learning Outcomes	Learning Statements	Origin of Learning	Supporting Documentation
<p>Gather as much information as possible about the contents of the course.</p> <p>Follow the advice of your Advisor to access course learning outcomes (what you should know after completing the course). Learning outcomes for many courses are listed in the 'Course Learning Outcomes' documents available at UNIMAS homepage.</p>	<p>Learning statements form the core of the portfolio.</p> <p>The language you use and details you provide here will show the Assessors what you know.</p>	<p>Include information regarding the location and time (where and when) the learning occurred.</p> <p>A location and date can be used more than once throughout your competency worksheets.</p> <p>*Note: You can include information from 2 main sources:</p> <p>a. Informal b. non-formal</p>	<p>Whenever possible, make reference to supporting documentation that provides evidence of the learning you have claimed.</p> <p>i. Records of workplace activities ii. Work samples iii. Clients' feedback iv. Projects</p> <p>Use tabs and cross-referencing to facilitate easy access to your supporting documents.</p>

SAMPLE OF A PORTFOLIO

Course Code and Name	Microcomputer Applications in Business (Windows)		
Course Synopsis			
Course Learning Outcomes	Learning Statements	Origin of Learning	Supporting Documentation
Editing in Word	<p>Identify and use the various editing functions in Word to edit documents in paragraph and table format.</p> <p>Explain the main editing functions in Word to a learner audience, in order to clearly convey how these functions relate to preparing a document for publication.</p> <p>Prepare and deliver presentations on issues related to editing functions in Word to be identified and resolved.</p>	<p>Applied Business Sdn Bhd Administrative Assistant 1992 - 1994</p> <p>Disted College Course Assistant 1995 - 1996</p>	<p>Appendix 1: Letter of Attestation (from Manager XXX)</p> <p>Appendix 2: Letter of Attestation (Principal)</p> <p>Appendix 3: Lesson Plans, Editing Functions in Word - 1,2 and 3</p>

DECLARATION:

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

Signature:

Date: