



Uni KL
UNIVERSITI
KUALA LUMPUR



APEL.A
ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

LEARNERS' HANDBOOK

Level
T-6 & T-7

FIRST EDITION



UNIKL APEL.A

HANDBOOK

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GUIDELINES FOR LEARNERS

1ST EDITION

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LEAD UNIT, CENTRE FOR QUALITY ASSURANCE
UNIVERSITI KUALA LUMPUR

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GLOSSARY

a. Accreditation of Prior Experiential Learning

A structured process that identifies, documents, and assesses prior learning experiences—such as knowledge, skills, and attitudes—to determine how far an individual has achieved the required learning outcomes for entry into a programme of study or for credit award.

b. APEL Assessments

A combination of assessment components such as aptitude tests, portfolio submission, research intent presentation, and interview sessions. Applicants must pass the required components (depending on T-6 or T-7 level) to receive an APEL certificate.

c. APEL Certification Process

A process that verifies an applicant's competencies and readiness to pursue a specific academic programme.

d. Aptitude Test

A formal examination that applicants are required to pass as part of the assessment process.

e. Course

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

f. Formal Learning

Structured educational programmes offered in settings such as preschools, primary and secondary schools, technical colleges, and universities. These programmes are intentionally designed and systematically delivered to lead to a formally recognized qualification.

g. Higher Education Provider (HEP)

A corporate body, organization, or institution that conducts higher education or training programmes leading to the awarding of higher education qualifications.

h. Informal Learning

Learning that takes place continuously through life and work experiences. It is often unstructured and not intentionally pursued for certification.

i. Malaysian Qualifications Framework (MQF)

A national instrument that classifies qualifications based on a set of criteria, approved nationally and benchmarked against international best practices.

j. Master's Degree

A national instrument that classifies qualifications based on a set of criteria, approved nationally and benchmarked against international best practices.

k. Non-formal Learning

Learning that occurs alongside mainstream education or training systems. It may be assessed but does not typically lead to formal certification.

l. Open Entry

A provision that allows adults with relevant learning experiences to gain entry into a programme of study, subject to assessment against the standard entry requirements.

m. Open Learning

An approach that provides flexible access to education and training by removing constraints related to time, place, or learning pace, offering opportunities for individual or group learning

n. Programme

A structured set of courses delivered over a specified duration and learning volume, designed to achieve stated learning outcomes, typically leading to a formal qualification.

o. Portfolio

A compilation that documents an applicant's formal, informal, and non-formal learning experiences, serving as evidence to support assessment under APEL.

1 INTRODUCTION

APEL (Accreditation of Prior Experiential Learning) is a systematic process used to identify, document, and assess an individual's prior experiential learning—such as knowledge, skills, and attitudes—to determine how far these align with the learning outcomes required for entry into a programme of study.

Accreditation of Prior Experiential Learning for Access (APEL.A) provides an opportunity for individuals with work experience but without formal qualifications, or with limited academic qualifications, to pursue higher education at Higher Learning Institutions.

The Malaysian Qualifications Agency (MQA), through the MQA Act 2007 (Act 679), is committed to helping individuals maximize the value of their prior learning. MQA facilitates the recognition of learning acquired through various life experiences, even if such learning is not formally certified.

This process is referred to as Accreditation of Prior Experiential Learning (APEL) and is aligned with the Malaysian Qualifications Framework (MQF). APEL promotes lifelong learning and enhances opportunities for student participation and adult learners.

In Malaysia, learners may apply for APEL to support transitions between informal and formal learning. Applications may be based on any combination of formal, non-formal, or informal learning.

Following the introduction of APEL assessments for admission into bachelor's programmes (Level 6, MQF) on 1 September 2011, MQA extended the implementation to Certificate (Level 3, MQF) and Diploma (Level 4, MQF) programmes beginning 1 February 2013. APEL was further expanded to include admissions into master's programmes by coursework and mixed mode (Level 7, MQF) starting 18 February 2014.

APEL in Malaysia is upheld by the following core principles:

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

2 SCOPE OF APEL.A

APEL.A was initially offered to Malaysians seeking recognition of their prior learning. In 2023, APEL.A became accessible to both local and international applicants. However, international applicants must verify that the recognition of prior experiential learning is acceptable to the regulatory bodies in their home countries.

The APEL.A certification indicates an applicant's competencies and readiness to pursue a specific programme. However, the certification does not guarantee admission into a Higher Education Provider (HEP). Applicants are still subject to the procedures and any additional requirements set by the respective HEP.

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

3 ENTRY REQUIREMENT FOR APEL.A ASSESSMENT

The entry requirements for admission into the APEL.A assessment for Bachelor programme (T- 6, MQF) and Master programme (T-7, MQF) are as follows:

Programme at MQF Level 6 (Bachelor Level)

- i. At least 21 years of age in the year of application
- ii. Possess relevant work experiences.

Programme at MQF Level 7 (Master Level (Coursework/Mixed Mode and Full Research))

- i. At least 30 years of age in the year of application
- ii. Possess relevant work experiences.
- iii. Possess at least STPM/Diploma/equivalent qualification* (or those with higher qualifications, e.g., Advanced Diploma, Graduate Certificate, Graduate Diploma).
- iv. Master's degree (APEL.A T-7) applications must undergo qualification screening process prior to submission**.

** Note: For International Qualifications Equivalency, learners may refer to the document entitled "The List of Entry Qualifications for International Student" on the MQA website:*

https://www.mqa.gov.my/pv4/nilai_taraf.cfm

*** Note: For T7, if an applicant is found to have met both basic requirements (Requirement i and ii), they may proceed with the academic screening process. If they fail to meet these basic requirements, the application does not fulfill the requirements and is considered unsuccessful. UniKL will perform verification for Requirement (iii), which is academic qualifications, if the applicant holds a Diploma accredited by MQA—meaning it has been evaluated and approved by MQA/National Accreditation Board/the relevant Ministry—UniKL will continue with the evaluation. For applicants whose qualifications have never been evaluated and approved by MQA/National Accreditation Board/the relevant Ministry, UniKL will inform the applicants that the qualification is unsuccessful. The applicant is allowed to submit an appeal for screening to MQA by providing the notification document from UniKL indicating that the qualification has not been accepted.*

4 LEARNERS' COMPETENCIES DESCRIPTION

The required competencies for the APEL.A assessment are guided by MQF's five clusters of learning outcomes. Therefore, the APEL.A assessments conducted by the MQA aims to ensure that applicants will have the following competencies:

The following are the explanations for respective **Competencies**:

a. Knowledge and understanding

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

b. Cognitive skills

- These involve intellectual capabilities and the ability to apply knowledge and skills. The progression of these skills includes understanding, critical and creative thinking, evaluation, application, analysis, problem-solving, and synthesizing new ideas, solutions, strategies, or practices. These abilities enable learners to search for and comprehend new information from various fields of knowledge and practice.

c. Functional work skills:

i. Practical work skills

- Skills applicable to common work environments, such as planning, organizational skills, and the selection of tools, materials, technologies, methods, and procedures. In academic contexts, this may include study skills, conducting procedures, scientific skills, design, and research. It also covers specialized skills related to specific subjects, disciplines, or occupations, as well as professional practices that enhance competence. Safe and sustainable practices are essential.

ii. Interpersonal

- Skills that include interactive communication, relationship building, and collaboration in teams and within organizations, including networking with individuals from diverse cultures and demonstrating appropriate social etiquette.

iii. Communication

- The ability to communicate and present information, ideas, or reports effectively and professionally in appropriate languages, using various media, and addressing different audiences and contexts. Proficiency in more than one language is encouraged.

iv. Digital skills

- The ability to use information and digital technologies to support work and studies. This includes sourcing and storing information, processing data, using applications for problem-solving and communication, and applying digital skills ethically.

v. Numeracy skills

- Quantitative abilities that require learners to develop numerical competency relevant to studies, work, and daily life. This may include understanding basic mathematics and statistical symbols or techniques.

vii. Leadership, autonomy and responsibility

- The ability to build relationships and work in teams, as well as take on managerial roles with varying levels of autonomy in decision-making or goal-setting. Individuals are expected to demonstrate responsibility, accountability, confidence, knowledge, professionalism, resilience, and the capacity to lead teams.

d. Personal skills & Entrepreneurial skills

- Personal skills are life skills that learners are expected to use daily. They are normally portrayed through enthusiasm for independent learning, intellectual and self-development, or by demonstrating confidence, self-control, social skills, proper etiquette and commitment to professionalism in the workplace. It also includes the capability to plan for career development or further education. Aspects of character, such as honesty, punctuality, time management, and keeping to and maintaining important deadlines in a work environment, are also important personal skills.
- Entrepreneurial skills require relevant knowledge, determination, creativity, and drive. These skills reflect incremental development and require cognitive and functional competencies.

e. Ethics and professionalism

- Ethics and values are fundamental in personal, organizational, societal, and global contexts. These guide personal actions and professional interactions. Individuals must demonstrate integrity, uphold regulations, laws, and professional codes of conduct, and show respect for ethical, social, and cultural differences. A sensitive and professional approach when dealing with diverse cultures is vital.

5 APEL.A CERTIFICATION PROCESS

APEL.A certification assesses whether an applicant is eligible to apply for admission to master's programs (by coursework, mixed mode and full research), bachelor's, diploma, or certificate programs at any higher education provider (HEP). However, APEL.A certification assessed at UniKL will only be allowed admission to programme in UniKL. Considering that the APEL.A assessment process can take two to four months (Note that duration for an assessment will depend on the individual progress of the assessment completion), applicants are advised to apply for APEL.A certification six months before their intended admission date. APEL.A certification process for Master by Coursework, Mixed mode and Full Research as well as Bachelor degree levels are as illustrated in **Appendix 1A and Appendix 1B**.

5.1 Pre Assessment (Self-Assessment)

In deciding whether to undertake APEL, applicants will need to consider the fact that it is a highly individualized process which will require the use of their skills such as self-motivation, reflection and time management.

Applicants must first ensure that the basic entry requirements set by the Ministry of Education (refer Section 3: Entry Requirement) are met.

Apart from being a Malaysian/International, as well as meeting the age and academic qualification requirements (only master's degree level admission require academic qualification), applicants must also assess the relevancy of their prior learning experience whether there is a match between their prior experience and certificated learning as well as the competencies stipulated in Section 4: Description of Learner's Competencies. International applicant must ensure that the recognition of prior experiential learning is acceptable to the regulatory bodies in their home countries.

It is important for the applicant to understand the learning needs of the desired programme. If the applicant feels he has the potential to pursue a level of study (Master or Bachelor degree) and has met the basic requirements, the applicant may apply to be assessed through APEL.A.

5.2 Assessment

The assessment instruments used to evaluate learners' prior experiential learning for admission into a programme of study consist of a combination of the following components, depending on the MQF level (refer to Table 1):

- a) Aptitude test
- b) Portfolio
- c) Interview
- d) Research Intent & Presentation

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

Table 1: The Assessments Weightage and Passing marks for MQF levels T6 and T7

Instrument	MQF Level			Passing Marks
	T6 (Bachelor)	T7 (Master) (Coursework / Mixed Mode)	T7 (Master) (Fully research)	
Aptitude Test	30%	40%	NA	50%
Portfolio	70%	40%	50%	50%
Interview	NA	20%	20%	50%
Research Intent & Presentation	NA	NA	30%	50%

5.2.1 APEL.A Assessment for Bachelor Level (T-6)

a. Aptitude Test

Aptitude Test is a formal examination that will be conducted for learners, and it carries 30% of the total APEL.A assessment for bachelor's degree level. The purpose of the Aptitude Test, as part of the APEL.A assessment, is to cater for numerical literacy, languages and general knowledge / critical thinking abilities of the candidate. The structure of the Aptitude Test (T-6) is as shown in the following table. The duration of the test is two (2) hours.

Applicants are required to sit for the Aptitude Test at the time, date and place which will be informed by the APEL Assessment Centre during the application.

Table 2: The Structure of the Aptitude Test for T-6

Section	Test Content	Description Of Question
Bahasa Malaysia Literacy	<ul style="list-style-type: none"> • Reading & comprehension • Vocabulary • Grammar & tenses • Error correction • Spelling 	10 Objective questions
English Language	<ul style="list-style-type: none"> • Reading & comprehension • Vocabulary • Grammar & tenses • Error correction • Spelling 	10 Objective questions
Numerical Literacy	<ul style="list-style-type: none"> • Basic descriptive statistics • Basic numeracy • Basic algebra • Problem-solving 	10 Objective questions
General Knowledge / Critical Thinking	<ul style="list-style-type: none"> • General knowledge: current issues, digital literacy and information sourcing • Critical thinking: logic reasoning, classification skill and pattern recognition 	10 Objective questions

b. Portfolio Submission

Applicants are required to submit a portfolio in either Bahasa Melayu or English. The portfolio will be evaluated by two (2) assessors who are experts in relevant fields. Applicants will receive the portfolio results within twenty (20) working days from the date of submission. Therefore, applicants must select and present evidence that aligns with the field they are applying for. For formal learning, certified documents must be provided. For experiential learning, supporting evidence may include testimonials from employers, clients, or colleagues. If the assessors are uncertain about the evidence presented in the portfolio, additional forms of assessment such as interviews, presentations, or demonstrations may be conducted. The portfolio carries a weightage of 70% of the total APEL.A assessment for the bachelor's degree level (T-6).

5.2.2 APEL.A (T-7) Assessment for Master Level (Coursework/ Mixed Mode/ Full Research)**a. Aptitude Test (Coursework and Mixed Mode ONLY)**

An Aptitude Test is a formal examination which the applicant must pass. It is the first assessment and has a weightage of 40% of the total APEL.A assessment for Master's degree level. Aptitude Test is not applicable for Master by Full Research Mode.

The purpose of the Aptitude Test is to assess the knowledge and competencies of the applicant in the aspects of numerical literacy, languages and general knowledge / critical thinking. Table 3 provides an overview of the content and structure of the Aptitude Test. The Test duration is 2 hours and 30 minutes. After passing the Aptitude Test, the applicant can proceed with the preparation of portfolio, which may be prepared in Bahasa Melayu or English.

Table 3: The structure of the Aptitude Test for T-7

Section	Test Content	Description Of Question
Bahasa Malaysia Literacy	<ul style="list-style-type: none"> • Reading & Comprehension • Grammar & Prose • Spelling • Vocabulary • Correction of errors 	Part A: 13 Objective questions Part B: 1 Structured question
English Language	<ul style="list-style-type: none"> • Reading & Comprehension • Grammar & Prose • Spelling • Vocabulary • Correction of Errors 	Part A: 12 Objective questions Part B: 1 Structured question
Numerical Literacy	<ul style="list-style-type: none"> • Basic Mathematics/ Descriptive Statistics • Basic Algebra • Problem-Solving 	Part A: 25 Objectives questions Part B: 1 Structured question
General Knowledge / Critical Thinking	<ul style="list-style-type: none"> • General Knowledge: Current Issues, Digital Literacy and Information Sourcing • Critical Thinking: Logic Reasoning, Classification Skill and Pattern Recognition 	Part A: 25 Objective questions Part B: 2 Structured questions

b. Portfolio, Interview and/or Research Intent & Presentation.

Applicants are required to submit a portfolio (either in Bahasa Malaysia or English) through the online management system provided for the assessment. The portfolio will be evaluated by two (2) assessors who are experts in the relevant fields. Therefore, applicants must select evidence that aligns with the field they are applying for. For formal learning, certified documents must be submitted. For experiential learning, applicants may provide evidence such as testimonials from employers, clients, or colleagues. The portfolio evaluation process is expected to be completed within twenty (20) working days from the date of submission. The portfolio carries a weightage of 40% of the total APEL.A assessment for master's degree.

level. Applicants must pass the portfolio assessment to qualify for the interview session. The passing mark is 50%. The interview session aims to confirm the evidence included in the portfolio and give the candidate an opportunity to further explain the related experiences. The interview carries 20% of the overall score of the APEL T-7 assessment. For T-7 Full Research, applicants need to undergo Research Intent and presentation which carries 30% assessment weightage.

Applicants will be contacted by the APEL personnel for the preparation, submission and arrangement for each of the relevant assessments. Each applicant will be assigned an advisor who will provide guidance and support throughout the entire APEL.A assessment process.

5.3 PORTFOLIO CONSTRUCTION

For recognition of prior learning, applicants are required to disclose all formal, informal, and non-formal learning in the form of a portfolio, as outlined in Appendix 3. Claims may include certificated learning and experiential learning. For certificated learning, applicants must attach certified copies of their certificates and course documentation.

As for experiential learning, applicants must be careful to match their experience to the stated MQF competencies (refer to Section 4: Description of Learner's Competencies). Applicants also need to select relevant supporting evidence and link it to their reflective description. This may include documentary evidence, statements/testimonies from employers/ clients/ colleagues (refer **Appendix 4**). However, applicants should be selective in choosing clear and concise evidence which has direct relevance to the learning acquired.

Portfolio will help assessors to visualize and evaluate competences acquired by the learners either in informal or non-formal learning that have been stipulated in Section 4: Description of Learner's Competencies.

5.4 POST-ASSESSMENT

a. APEL Assessment Results

An official notification letter of the results will be issued to the applicant by the APEL center. Applicants who have passed the APEL.A assessment will be issued the APEL certification by MQA, which can be used to apply for admission into any UniKL campus for bachelor's degree level (APEL.A T-6) or master's degree level (APEL.A T-7).

b. Appeal for Re-sit and Resubmission

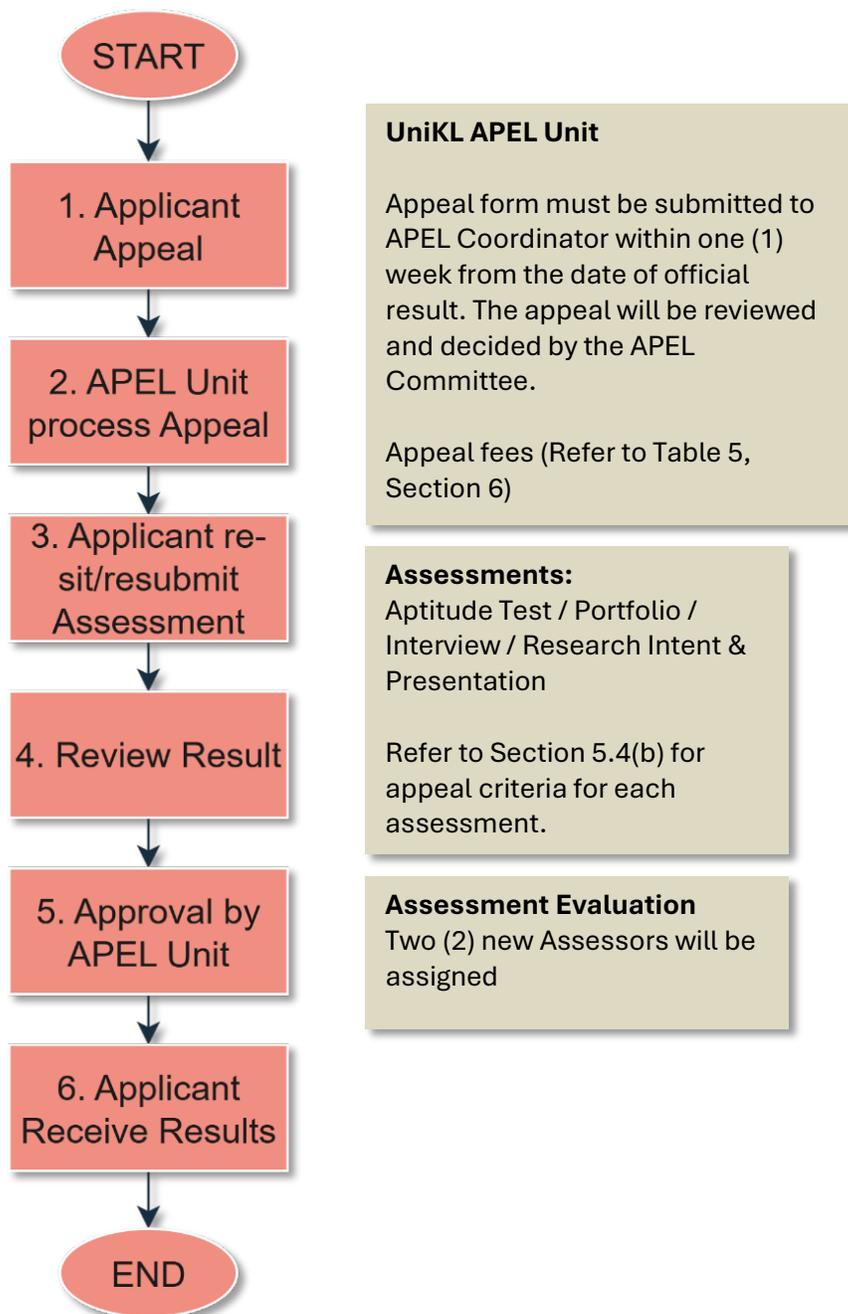
Applicants who have failed the Aptitude Test (need recommendation by the APEL Coordinator) and portfolio may appeal for re-sit.

If an applicant fails the Aptitude Test, they may re-sit the test up to a maximum of two (2) attempts. If the applicant does not pass on the second attempt, they must wait a minimum of three (3) months before attempting the test for the third time.

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

Note that applicants who have failed the interview must resubmit and re-sit both portfolio and Interview. All appeal decisions will be reviewed and endorsed by the APEL Committee in accordance with MQA and UniKL guidelines, policies, and appeal procedures.

Figure 1 Appeal Process



6 FEES, SCHEDULE AND VENUE OF ASSESSMENT

Table 4: Fees Structure, Appeal Fees, Assessment Schedule and Venue for T-6 (Bachelor) and T-7 (Master) Applicant

Item	T-6 (Bachelor)	T-7 (Master)	Remark
Fees	Local	Local	<ul style="list-style-type: none"> ** Based on MQA fees. Including MQA processing fee.
	RM 370	RM 560	
	International	International	
	USD 370	USD 560	
Re-sit Fees (Aptitude Test)	Local	Local	<ul style="list-style-type: none"> ** Based on MQA fees
	RM 180	RM 200	
	International	International	
	USD 180	USD 200	
Re-submit/Re-sit Fees (Portfolio/ Interview)	Local	Local	<ul style="list-style-type: none"> ** Based on MQA fees Fail in the interview session, compulsory to re-submit portfolio and re-sit Interview.
	RM 100	RM 260	
	International	International	
	USD 100	USD 260	
Re-sit Fees (Research Intent + Presentation)		Local	<ul style="list-style-type: none"> ** Based on MQA fees Only for Master (by research)
		RM 200	
		International	
		USD 200	
Aptitude Test Frequency	Once every month*	Once every month*	<ul style="list-style-type: none"> *The frequency of the Aptitude Test depends on the minimum number of Applicants. *Latest information will be published on UniKL APEL platform
Date	Last week on the monthly calendar*	Last week on the monthly calendar*	
Time	TBA*	TBA*	
Venue	To be confirmed by APEL Unit		
Portfolio Submission	Duration: 20 working days		<ul style="list-style-type: none"> Online submission
Interview/ Research of Intent and Presentation Assessment		Physical or online mode	<ul style="list-style-type: none"> APEL Coordinator

** APEL.A Fees are subject to change according to MQA rates.

Refer to MQA portal for APEL.A: <https://www2.mqa.gov.my/portalapela/>

7 GUIDELINE FOR APEL.A REGISTRATION

7.1 Application Process

- i. The registration and application processes for APEL.A assessment through the Malaysian Qualifications Agency (MQA) portal (https://www2.mqa.gov.my/apel_a/) where applicants are required to complete the APEL.A application form and select UniKL as their preferred APEL.A Assessment Centre (AAC).
- ii. Upon submission, the UniKL AAC will issue a notification email to the applicant containing detailed instructions for the next steps, including document submission and screening procedures.
- iii. Applicants applying for APEL.A at MQF Level 7 (master's degree) must complete their registration by providing detailed personal information and uploading certified copies of their academic documents—specifically STPM, Diploma, or other equivalent qualifications, including both certificates and transcripts.
- iv. For local applicants, academic documents will be screened to ensure compliance with MQA entry requirements before the payment stage.
- v. International applicants are strongly encouraged to verify the recognition status of their academic credentials via the Malaysian Qualifications Register (MQR) at the following website: <http://www2.mqa.gov.my/mqr/akrbyipts.cfm>. They must also ensure that the use of APEL.A certification is accepted by their respective regulatory or accreditation bodies for admission into higher education institutions.
- vi. Applicants who meet the eligibility criteria during the screening process will be provided with payment instructions. The assessment fee is to be made payable to UniKL. The proof of payment must be uploaded to the UniKL APEL Portal as part of the registration confirmation.
- vii. Once payment is confirmed, the assessment registration will be completed. The UniKL APEL.A Registration Form is provided in **Appendix 2**. Candidates will be notified by email to provide their Aptitude Test location and schedule based on the available dates provided in the email.

8 PORTFOLIO PREPARATION

8.1 Formal Learning (Example)

NO.	ACADEMIC QUALIFICATIONS	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCIES (Please tick (/)) (Please refer to Appendix C for a list of skills on what I have learnt)											EVIDENCE OF LEARNING * (Please refer to Appendix B for examples of evidence)	
				1	2	3	4	5	6	7	8	9	10	11		
1.	Sijil Pelajaran Malaysia	Kementerian Pendidikan Malaysia	2012	/	/	/	/	/	/	/	/	/	/	/	/	EVIDENCE A1
2.	Penilaian Menengah Rendah	Kementerian Pendidikan Malaysia	2010	/	/	/	/	/	/	/	/	/	/	/	/	EVIDENCE A2
3.																

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

- i. First, list all formal learning acquired, starting with the most recent certification. This includes certifications received during secondary education and other completed formal learning programmes.
- ii. In the second column, state the name or level of Academic Qualification, such as Sijil Pelajaran Malaysia.
- iii. Then, in the third column, state the Awarding Body or Institution that conferred the certification. In this case, SPM is awarded by Kementerian Pendidikan Malaysia.
- iv. Indicate when the certificate was awarded in the fourth column, for example, in 2008.
- v. In the fifth column, the candidate **must** indicate his/her **Competencies** (Section 4, LEARNERS' COMPETENCIES DESCRIPTION)
- vi. In the last column, give a name to the evidence attached to the submission to be checked by the assessor later.
- vii. For each selected competency, briefly explain the knowledge and/or skills acquired based on their prior learning or work experience. The explanation should reflect how the experience meets the learning outcomes described in Section 4: Learners' Competencies. They may refer to the example provided in Section 8.2 as a guide for writing concise and relevant explanations. Each competency must be supported with appropriate and clearly labelled evidence as outlined in **Appendix 4**.

8.2 Informal Learning (Example)

NO.	NAME OF EMPLOYER/ SELF-EMPLOYED	CONTACT ADDRESS	DURATION (MONTH/YEAR)		POSITION HELD	WHAT I HAVE LEARNT/ACQUIRED (Please tick (/)) (Please refer to Appendix C for a list of skills on what I have learnt)											EVIDENCE OF LEARNING* (Please refer to Appendix B for examples of evidence)	
			FROM	TO		1	2	3	4	5	6	7	8	9	10	11		
1.	He & She Coffee Sdn. Bhd.	KL	2020	Present	Barista	/	/	/			/	/	/	/				Evidence B1 -picture, video link, Appointment Letter
2.	Mama's Bakery	PJ	2013	2018	Barista	/	/	/			/	/	/	/				Evidence B2 - Appointment Letter
3.																		
4.																		

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

- i. In the table above for Informal Learning, the candidate should list all previous work experience, starting with the most recent role.
- ii. They need to provide the employer's name (or their own company if self-employed), the company address, duration of employment, and the title/position they currently hold or have held in the past. Additionally, the candidate should indicate the competency skills acquired through experiential learning, as described in Section 4.
- iii. The **verified** copy of the documents and evidence need to be arranged accordingly in the **EVIDENCE OF LEARNING** section.
- iv. For each work experience, the candidate must elaborate in detail on the job description, as shown in the table below. The example in the table is based on a job as a barista at He & She Coffee Sdn. Bhd., and the candidate has acquired skills 1, 2, 3, 6, 7,8,9, and 11.
- v. Candidate should briefly explain the acquired knowledge/skill for each competency.

Example explanation:

	1	2	3	4	5	6	7	8	9	10	11	
He & She Coffee	/	/	/			/	/	/	/		/	Appendix B1-picture, video link, Appointment Letter

Summary: While working at the He & She Coffee Sdn. Bhd., I experienced being a Barista handling coffee drink orders.

Note: (Each competency below must be provided with evidence in the correct appendix section)

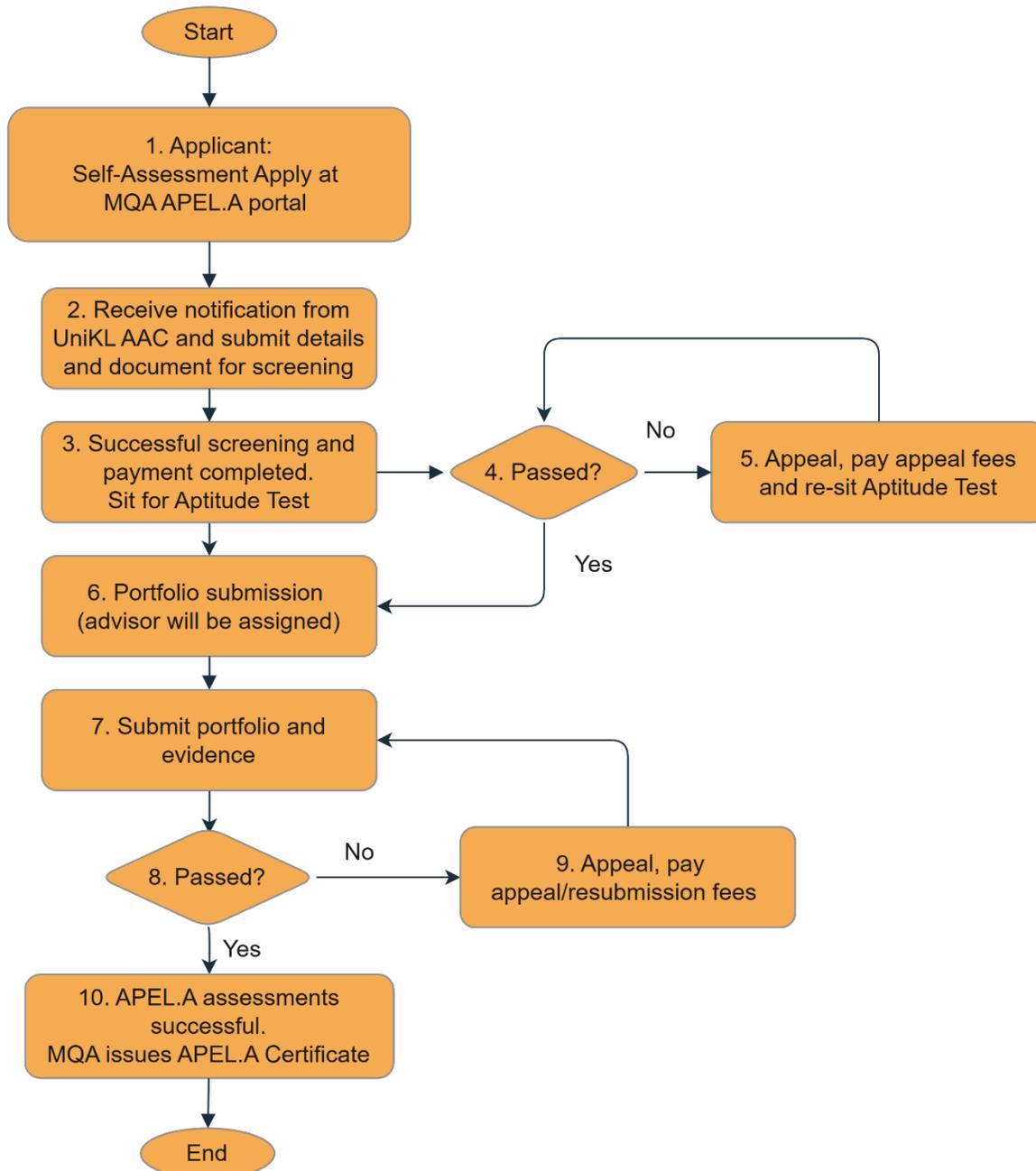
1. **Knowledge and Understanding:** I have the knowledge in making various types of coffee-based drinks
2. **Cognitive Skills:** I propose to the Manager to make a cake and coffee menu combination for specific days (the menu can be used as proof)
3. **Practical:** I am skilled in operating an XYZ brand coffee machine. I have successfully made latte art, as shown in the video link in the attachment section.
4. **Interpersonal: NONE**
5. **Communication: NONE**
6. **Digital Skills:** I have used Application X to survey and buy our shop's favorite coffee bean (you can screenshot the Apps for evidence)
7. **Numeracy Skills:** I am skilled in measuring the weight of coffee beans that need to be used in making certain coffees such as espresso, latte, cappuccino and others. I also need to ensure the correct temperature of the milk used in each drink – as shown in the video demo
8. **Leadership, autonomy, and responsibility:**
I make sure all the ingredients to make coffee are available and enough for daily use - testimony from the store manager
9. **Personal Skills** - responsible for producing quality and timely orders – store manager testimonial
10. Entrepreneurial skills: **NONE**

11. **Ethics and professionalism** - I am trying hard to be professional and ethical when producing customer orders - testimony from the store manager.

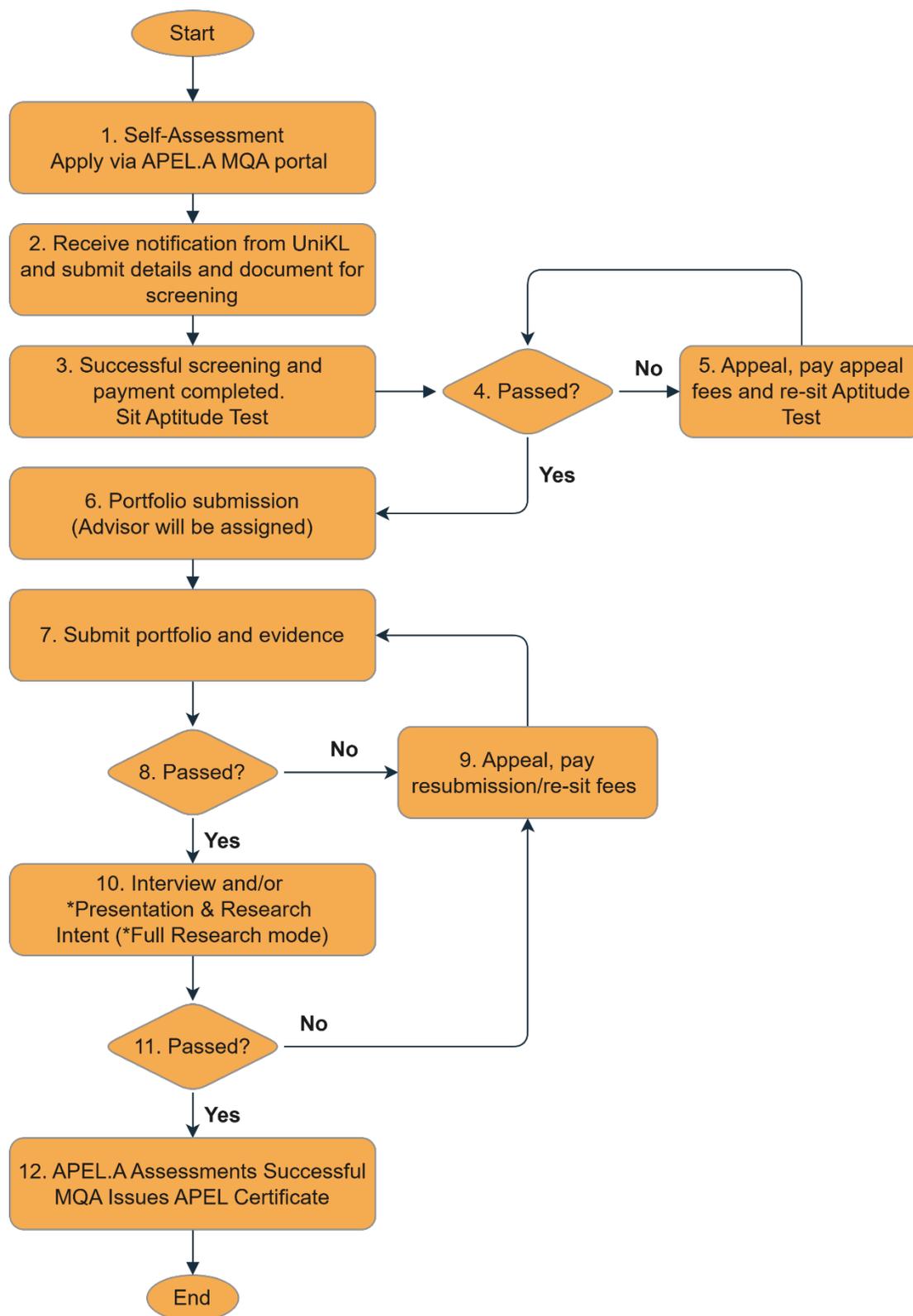
8.3 NON-FORMAL LEARNING (start with the most recent)

- i. Follow the form provided in **Appendix 3**
- ii. Tick all the related knowledge/skill acquired (from 1 to 11)
- iii. Summarize or explain all the knowledge/skill acquired (from 1 to 11). Follow the example in 8.2 (v)

APPENDIX 1A: APEL.A CERTIFICATION PROCESS (T-6)



APPENDIX 1B: APEL.A CERTIFICATION PROCESS (T-7)



APPENDIX 2: APPLICATION FORM / REGISTRATION FORM ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING FOR ACCESS (APEL.A)

Instruction:

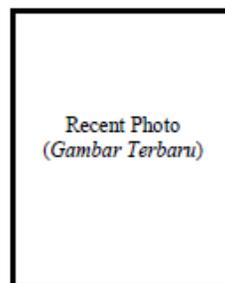
1. Each applicant must first complete the APEL.A - MQA Application Form on the APEL MQA Portal at the following link: https://www2.mqa.gov.my/apel_a/ and select Universiti Kuala Lumpur (UniKL) as the APEL Assessment Centre (PPA)
2. The applicant must also complete the APEL.A Registration Form as the following for record and further action by the APEL Unit at UniKL.

Full Name (As in IC / Passport)			
Permanent/ Home/ Parent's Address (Please Provide If Different from Above)			
IC / Passport No			
Date Of Birth			
Gender	Male / Female		
Contact Numbers	Home:	Office:	Mobile:
Email Adress:			
Level And Field of Study Applied (Tick where applicable):	Bachelor (T-6)		Master (T-7)
	Field Of Study:		
Highest Level of Academic Qualification	STPM/A-Level/Diploma/Equivalent (Enclose A Certified Copy of The Qualification)		

APPENDIX 3: SAMPLE PORTFOLIO



**ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING
FOR ACCESS (APELA)
PORTFOLIO FORM / *BORANG PORTFOLIO***



PART 1: PERSONAL DETAILS / BAHAGIAN 1: PERSONAL DETAILS / MAKLUMAT PERIBADI

Full Name <i>Nama Penuh</i>			
Nationality <i>Kewarganegaraan</i>			
NRIC/Passport No. <i>No Kad Pengenalan/ Pasport</i>			
Intended Field of Study <i>Bidang Pengajian yang ingin dimohon</i>			
Intended Programme <i>Program yang ingin dimohon</i>			
Level of Study (Please ✓) <i>Tahap Pengajian</i>	Diploma (T-4)	Bachelor (T-6)	Master (T-7)
Email <i>Emel</i>			
Telephone No <i>No Telefon</i>	Home/Rumah:	Office/Pejabat:	Mobile/Tel Bimbit:

PART 2: DETAILS OF LEARNING ACQUIRED *(start with the most recent)*

a. FORMAL LEARNING

Intentional learning/programme of study acquired in a structured context (primary school, secondary school, college or university) that led to a formal recognition/a recognised academic qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCY (Please tick ✓) (Please refer to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (Please refer to Appendix 4 for the examples of evidence)	
				1	2	3	4	5	6	7	8	9	10	11		
1.																
2.																
3.																
4.																
5.																

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

b. INFORMAL LEARNING (start with the most recent)

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

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

**Note: All evidence must be properly labelled*

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

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

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

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

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

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

d. LANGUAGE COMPETENCY

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

e. SELF ASSESSMENT/REFLECTION (Compulsory)

Describe how your prior learning experiences prepare you for the intended level of study (Not more than 250 words):

1. Why do you want to pursue this intended programme of study?
2. How is your prior learning experience applicable to/related to/relevant to your chosen field of study?
3. What are your action plans in ensuring the successful completion of your programme? (Commitment, time management, financial resources and support etc.).
4. How will the completion of this programme help you in your life?

REFEREES (Family members and relatives cannot serve as referees)

NAME		
POSITION		
ORGANISATION		
PHONE NUMBER	OFFICE: <i>(Compulsory)</i>	MOBILE:
EMAIL ADDRESS		
RELATIONSHIP		

NAME		
POSITION		
ORGANISATION		
PHONE NUMBER	OFFICE: <i>(Compulsory)</i>	MOBILE:
EMAIL ADDRESS		
RELATIONSHIP		

PART 4: SELF DECLARATION

I hereby declare that all the information/documents provided to support this application are authentic, true and accurate. I fully understand the Terms and Conditions of the application and agree that my application will be rejected if I have falsified any information in any way.

Signature:

Name:

Date:

This application is subject to Terms and Conditions stated below

1. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified full translation.
2. The Malaysian Qualifications Agency (MQA) is authorized by the applicant, to make references to and use the information or data in this application as may be deemed necessary.
3. The certification applied for is designed to meet requirements set by the MQA. Admission to the Academic Programme applied for, using this APEL Certificate is subject to the Academic Regulations approved by the University/ College.
4. Non-refundable application fee of **RM** is submitted. **Do not send cash.**

CHECK LIST			<i>For Office Use</i>
	Yes	No	Acknowledgment
Photocopy IC	<input type="checkbox"/>	<input type="checkbox"/>	
Application Fee (Banker's Cheque/Draft No)	<input type="checkbox"/>	<input type="checkbox"/>	
1 recent passport size photographs	<input type="checkbox"/>	<input type="checkbox"/>	
Certified Certificates/Documents	<input type="checkbox"/>	<input type="checkbox"/>	
1 copy of application	<input type="checkbox"/>	<input type="checkbox"/>	Date

APPENDIX 4: LIST OF EVIDENCE

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

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

**APPENDIX 5: LIST OF COMPETENCIES BASED ON MALAYSIAN QUALIFICATIONS
FRAMEWORK (MQF) 2ND EDITION:**

1. Knowledge and understanding.
2. Cognitive skills.
3. Functional work skills with focuses on:
 - i. practical skills.
 - ii. interpersonal and communication skills.
 - iii. digital and numeracy skills.
 - iv. leadership, autonomy and responsibility.
4. Personal and entrepreneurial skills.
5. Ethics and professionalism.

APPENDIX 6: APEL.A – GENERAL AREA OF STUDY (NEC)

No.	NEC 2020 Code	NEC Name	General Name
1	01	Education	Education/specialist
2	02	Arts and humanities	Audio-visual techniques and media production/Creative design
3.	03	Social sciences, journalism and information	
4	04	Business, administration and law	Accounting & Finance
5	05	Natural sciences, mathematics and statistics	
6	06	Information and communication technologies	IT, Information System & Computer Science
7	07	Engineering, manufacturing and construction	
8	09	Health and welfare	
9	10	Services (Economy, Business & Management)	

CONTACT US

Lifelong Learning Unit (APEL)
 Centre of Advancement and Continuing
 Education (ACE)
 Universiti Kuala Lumpur (UniKL)
 1016, Jalan Sultan Ismail, 50250 Kuala Lumpur
 ace@unikl.edu.my
 03-2175 4000 (Ext) 4481

UniKL MSI
Malaysian Spanish Institute

Address: Kulim Hi-Tech Park,
09000 Kulim, Kedah
Phone: +604-403 5199 / 5200

UniKL MIMET
Malaysian Institute of Marine
Engineering Technology

Address: Dataran Industri
Kejuruteraan Marin, Bandar
Teknologi Maritim, Jalan Pantai
Remis, 32200 Lumut Perak
Phone: +605-690 9000

UniKL BMI
British Malaysian Institute

Address: Batu 8 Jalan Sungai Pusu,
53100 Gombak, Selangor
Phone: +603-6184 1000

UniKL MFI
Malaysia France Institute

Address: Seksyen 14, Jalan Teras
Jernang, 43650 Bandar Baru Bangi
Selangor
Phone: +603-8913 2800

UniKL MIAT
Malaysian Institute of Aviation
Technology

Address: Lot 2891 Jalan Jenderam
Hulu, 43800 Dengkil, Selangor
Phone: +603-8768 8487

UniKL MIIT
Malaysia Institute of Information

Address: 1016 Jalan Sultan Ismail
50250 Kuala Lumpur
Phone: +603-2175 4000

UniKL BIS
Business School

Address: Jalan Gurney, Kampung
Datuk Keramat, 54000 Kuala Lumpur
Phone: +603-2687 5400

UniKL MIDI
Malaysia Italy Design Institute

Address: No 119 Jalan 7/91,
Taman Shamelin Perkasa,
56100 Kuala Lumpur
Phone: +603-9179 5000

UniKL MESTECH
Institute of Medical Science Technology

Address: A1-1 Jalan TKS 1, Taman
Kajang Sentral 43000 Kajang
Selangor
Phone: +603-8739 5894

UniKL MITEC
Malaysian Institute of Industrial
Technology

Address: Jalan Persiaran Sinaran
Ilmu, Bandar Seri Alam 81750
Masai Johor
Phone: +607-381 2400

UniKL MICET
Malaysian Institute of Chemical
and Bioengineering Technology

Address: Lot 1988 Taboh Naning,
Kawasan Perindustrian Bandar
Vendor, 78000 Alor Gajah, Melaka
Phone: +606-551 2000

