

APEL.C Learner's Handbook



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1.0. Introduction

The Malaysian government's endeavour to recognise the value of lifelong learning in the nation's human capital development is called Accreditation of Prior Experiential Learning (APEL). Lifelong learning is one of the key aims of the Ninth Malaysia Plan (9MP) and the Tenth Malaysia Plan (10MP) for establishing a knowledge society to attain the country's 2020 goal of being a developed nation.

Individuals with professional experience but no official academic credentials can use APEL to continue their education at a higher education institution (HEIs).

In general, APEL will assess the value of learning that occurs outside of conventional classroom settings, as well as learning that occurs in the workplace and via life events, regardless of when and how it was acquired.

1.1. Definition of APEL.C

APEL for Credit Award (APEL.C) is the award of credits through prior experiential learning towards a course in an accredited programme of a higher education provider (HEP). It's important to remember that the evaluation is based on the learners' learning rather than their experience. APEL.C provides the mechanism to recognise the prior experiential learning of an individual that is relevant and specific to a course within a programme of study. The credit award is granted based on the knowledge and skills acquired through informal and non-formal learning. These forms of learning which emphasise experiential learning will need to be formally reviewed and assessed. The process will determine if learning has occurred and is in line with the learning outcomes of the course(s) concerned.

1.2 Justifications for APEL.C

The justifications for the implementation of APEL.C are as follows:

- i) To provide recognition for learning acquired from non-formal and informal sources.

- ii) To reduce the duplication of learning, or learning of the same or similar content
- iii) To encourage the participation of adults in higher education by recognising their prior experiential learning in the form of credits awarded
- iv) To potentially reduce the time and cost of completing a study programme.

1.3 Core Principles of APEL.C

All APEL.C provisions should be underpinned by and operated within, a set of core principles. The core principles aim to ensure an effective, transparent, quality-assured practise that will instil confidence in all stakeholders in the outcomes of the APEL.C process. The core principles are as follows:

- i) **Learner-centered voluntary process**
APEL.C encourages continuous learning and promotes the positive aspects of an individual's learning experience. The core of APEL.C revolves around the process where a learner initiates the application for credit transfer through the assessment of his or her prior experiential learning. It is the responsibility of the learner to provide sufficient documentation and evidence for the assessment process. Although the process is undertaken by the learner voluntarily; it must be facilitated by the HEPs concerned.
- ii) **Accessibility**
APEL.C should be an accessible and inclusive process available for registered learners of study programmes at all levels of the MQF. HEPs must have clear and comprehensive guidelines for the APEL.C process. There must also be adequate mechanisms (in terms of human and technical resources) made available to manage and support learners throughout the process. Information on APEL.C should be made readily available and communicated to the relevant stakeholders.
- iii) **Flexibility**
A range of different approaches should be adopted by HEPs in the implementation of APEL.C in terms of both support and the assessment

process. This is to address the diversity of needs, goals, and experiences of learners across the various disciplines of study.

iv) Reliability, transparency, and consistency

APEL.C processes, procedures, practices, and decisions should be reliable, transparent, and consistent to safeguard the credibility and integrity of the entire assessment system. This is necessary to ensure that all stakeholders are confident in the decisions and outcomes of the APEL.C processes.

v) Clarity of role definition

The appointment of individuals involved in the APEL.C assessment process must be made with clear roles and responsibilities outlined. The individuals involved include:

- Advisor: a staff (programme and/or subject matter expert) who advises the learner on the preparation and submission of an APEL.C application.
- Assessor: an academic staff (subject matter expert) who decides on the mode of assessment and develops the assessment items to assess prior experiential learning. The Assessor will also be involved in the Challenge Test evaluation and Portfolio assessment. The role of an Assessor should be separated from that of an Advisor.
- Moderator: an academic staff (subject matter expert) appointed for vetting assessment instruments, as well as ensuring consistency and accuracy in the marking of the assessments.

vi) Quality

All APEL.C processes must adhere to the same high standards of quality assurance and monitoring as any other form of learning and assessment. This quality assurance process shall be made available for scrutiny by relevant external quality assurance bodies or agencies at all times.

3.0 APEL.C Policies

3.1 General Policies

- i) The APEL.C provision applies to learners registered at any Higher Education Institution regardless of the mode of entry; whether through the conventional or APEL.A route.
- ii) APEL.C includes the evaluation of earlier experiential learning for credit purposes. This provision should include learning obtained through Massive Open Online Courses (MOOCs) or any other mode of self-learning.
- iii) All HEPs can implement APEL.C at their respective institutions ONLY after obtaining approval from MQA. HEPs that intend to implement APEL.C must comply with the MQA APEL.C policies.
- iv) In the MQF, APEL.C shall be used for all areas and levels of qualifications. Only courses in coursework and mixed-mode programmes are eligible for credit at the postgraduate level.
- v) APEL.C is limited to courses in MQA-accredited programmes with at least provisional accreditation.
- vi) Courses that form part of the programme structure under professional bodies may be considered for APEL.C, subject to acceptance by relevant professional bodies. HEPs shall be responsible for securing such approval.

3.2 Award of Credits

- 1. The award of credits through APEL.C is in the form of a 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 requirement for graduation.
- 2. The maximum percentage of credit transfers through APEL.C is 30% of the total graduating credits of the chosen programme of study. This percentage is in addition to the credit transfer provision based on the existing formal credit transfer policy.

Award based on MQF	Minimum Graduating Credits	30% from the minimum graduating credits (Coursework Components)
Level 8: Doctoral Degree (Applicable only to coursework or mixed-mode programme)	80	24
Level 7: Master's Degree (Applicable only to coursework or mixed-mode programme)	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+4 (MPU)	19
Level 6: Graduate Certificate	30+4 (MPU)	10
Level 5: Advanced Diploma	40	12
Level 4: Diploma	90	27
Level 3: Certificate	60	18

Table 1.0 The maximum credit transfer allowed via APEL.C at various Malaysian Qualifications Framework (MQF) levels

3. Credits awarded through APEL.C can be transferred automatically to another programme within the university if the course for which credits have been awarded through APEL.C has the same learning outcomes.
4. The credits awarded must be equivalent to the credit value of the course applied for APEL.C. NO partial credits will be awarded.
5. Credits awarded for a course are only applicable to the chosen course applied for. Credits are not automatically applied to pre-requisites (if any) of the chosen

course.

6. Assessment for credit awards is carried out separately for each course. Credit awards cannot be granted on a block basis.
7. APEL.C applies to all courses except for final year project-based courses and dissertations.
8. For Executive Diploma programmes, the provision of credit transfer is subject to 30 credits of the total graduating credits and to be assessed using the APEL.C instrument.

4.0 Pre-Application Process

Before a learner decides to apply for APEL.C, the learner must know and understand each stage of the APEL.C process and have realistic expectations of the possible outcomes of the application. All the general enquiries about APEL.C shall be directed to the APEL.C Centre or Unit of the HEP. Ideally, the APEL.C Centre or Unit should function as a one-stop centre for all enquiries. The person responsible for the APEL.C Centre or Unit should provide learners with a copy of the Learner's Handbook on APEL.C.

If the learner decides to proceed with the APEL.C application, the HEP shall render appropriate support through an appointed Advisor. The Advisor shall provide information on the courses within a programme of study, possibly providing learners with a copy of the programme structure and advise the learner on the appropriate mode of assessment to be undertaken for the APEL.C application. Hence, the appointed Advisor must be knowledgeable about the content of the courses within the programme of study undertaken by the learner. The learner has the option of taking a Challenge Test or submitting a Portfolio for the course that he/she is applying for APEL.C.

In ensuring efficient counselling/ advice for the learner, a Counselling Form is to be prepared and signed by the Advisor/ APEL.C Unit and learner, acknowledging that the learner understands and accepts the Learner's Handbook and the terms and

conditions of APEL.C processes and procedures.

5.0 Application Process

Prior to applying, the learner must complete a self-assessment form and submit a 500-word report on a given title that is related to all the learning outcomes of the course applied for. This requirement is necessary to determine if the learner should proceed with the APEL.C application. The Advisor will guide the learner on his/her self-assessment exercise evaluation using the said form in Appendix I. Based on the self-assessment form and the report submitted, the Advisor will determine the eligibility of the learner and make an appropriate recommendation based on the guidelines established by the HEP. 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 application by the learner is likely to succeed, the learner may complete the application form (Appendix II) and submit the relevant fees, before proceeding to the assessment stage.

- a. Learners can apply for APEL.C at any time during their studies
- b. However, learners will be advised to submit their applications for APEL.C during the first year of study
- c. Learners are not allowed to apply for APEL.C for courses that they have already registered and undertaken during the period of study
- d. A non-refundable payment of RM100 per credit hour of the course or equivalent in its other currency is to be made at the Finance office
- e. The receipt of the payment is to be attached along with the APEL.C Application Form for Learners and be submitted to CAC
- f. Figure 1.0 outlines the key processes and procedures of the APEL.C application for learners

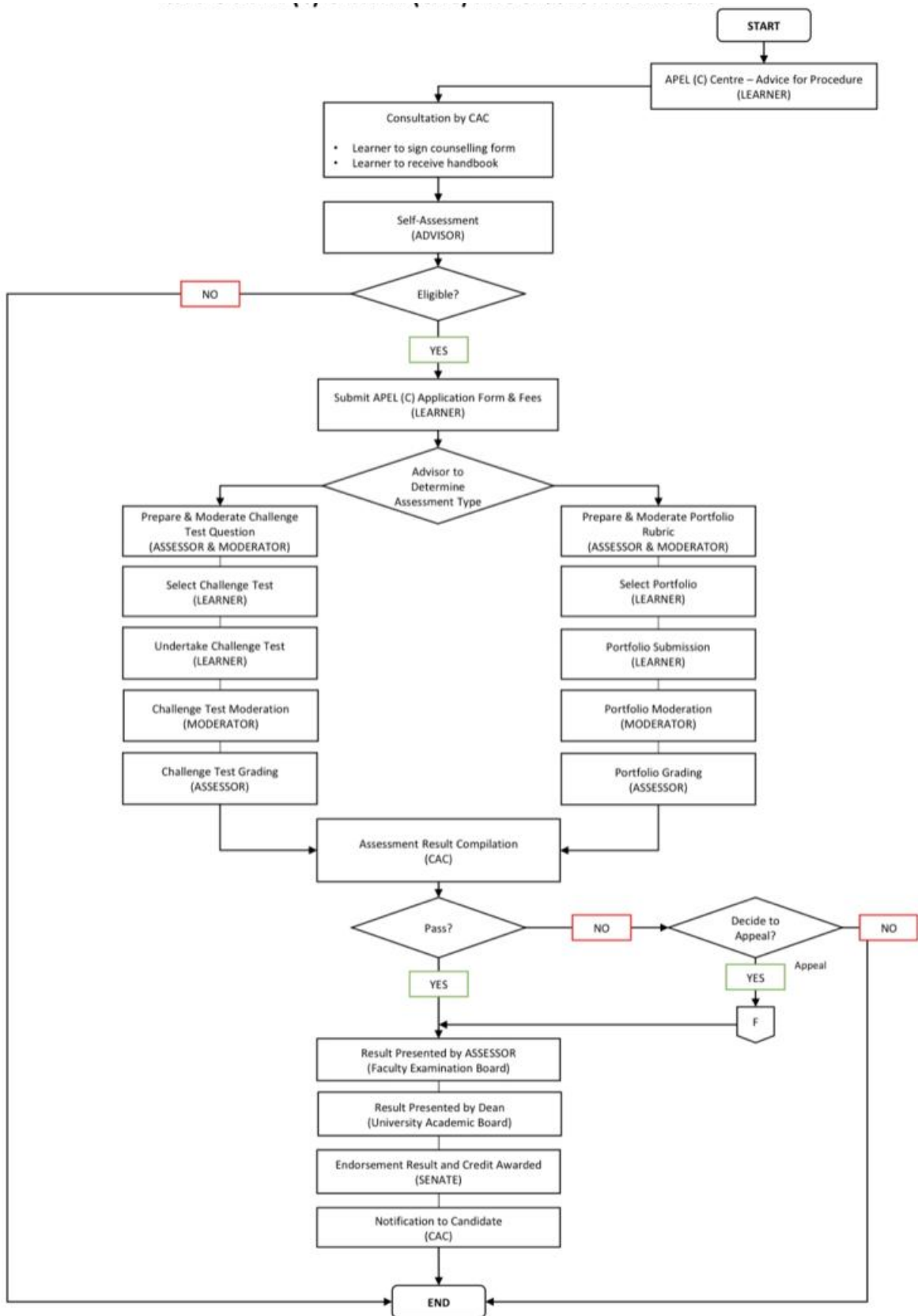


Figure 1.0 The Application Process of APEL.C

6.0 Assessment of APEL.C

The comparison of learners' experiential learning to the learning outcomes of a course within an established programme will be part of the APEL.C evaluation. Learners can choose between taking a Challenge Test or submitting a Portfolio for the APEL.C assessment, depending on the nature of the course and the advice of the assigned APEL.C Advisor.

6.1 Assessment and Results

- a. The learners will be advised of the assessment format implemented by the university, either a Challenge Test or the submission of a Portfolio.
- b. An assessor who is a subject matter expert will evaluate the Challenge Test or Portfolio using the TST or GGP recommended rubrics.
- c. To satisfy the requirement of credit awards, the learner must be able to demonstrate achievement of at least 50% of each Course Learning Outcome.
- d. The assessor will present the results for approval at the corresponding faculty meeting.
- e. Following that, the Dean will present the accepted results to the University Academic Board for approval.
- f. The assessment's final result must be approved before it may be delivered to the learner.
- g. All assessment results must be approved by the Academic Board and endorsed by the University Senate.
- h. Course credits will be awarded and reflected in the academic transcript as 'Credit Transfer' for learners who are successful in the Challenge Test or Portfolio. Although the grades will not be used in the calculation of GPA/CGPA, the course credits accumulated will contribute to the total credit requirement for graduation.
- i. If a student fails the Challenge Test for the chosen course, he or she will not be permitted to submit a Portfolio for assessment for that course, and vice versa. Re-attempt of the Challenge Test and re-submission 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 his/her study programme through the usual process.

(a) Challenge Test

- A Challenge Test is a proctored standard test to assess if the learner has achieved the Course Learning Outcomes (CLOs).
- 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.
- The assessor is encouraged to use a variety of assessment methods to assess learners' prior learning based on CLO characteristics.

(b) Portfolio

A portfolio is a formal document that contains a compilation of evidence documenting the prior experiential learning of a learner and his or her articulation of learning acquired over some time. It is prepared by the learner to demonstrate that the learning acquired is relevant and specific to each of the course learning outcomes of a particular course.

A standard portfolio template is provided to help learners keep track of their earlier experiential learning. The template should include relevant course information as well as a mapping of individual learning (in the form of learning statements and the source of learning supported by documentary evidence) to course learning outcomes. Appendix III contains a portfolio submission form and a portfolio example.

Assessors are appointed by the university to evaluate the portfolio assessment. The assessors must ensure that the contents and documentation of the learner's portfolio submitted during the evaluation process represent the attainment of each course's learning outcomes. Assessors can utilise one or more of the assessment categories listed in Appendix B to validate or verify the learner's evidence and claims. This ensures that the competency level of the learner is in line with the learning outcomes of the course assessed.

In developing the criteria to judge a claim for prior experiential learning, the following widely accepted assessment criteria can be used to determine whether the evidence presented is satisfactory and appropriate:

- i) **Acceptability:** In order to ensure that course learning outcomes and the evidence given are well aligned, the evidence must be both reliable (the assessment can be repeated with the same results) and valid (the assessment must be able to identify the knowledge and skills it purports to assess).
- ii) **Sufficiency:** There is enough breadth and depth of evidence, including evidence of reflection, to demonstrate achievement of the declared course learning outcomes or skills.
- iii) **Authenticity:** The evidence clearly reflects the effort and experience of the learner or the subsequent learning of the learner for which award of credit is being sought.
- iv) **Currency:** The evidence must demonstrate current knowledge and/or skills as needed by the course discipline.

7.0 Criteria for Award

- (a) Credits that are awarded through APEL.C must be based on demonstrated and evidence-based learning; and not solely based on claiming the experience itself.
- (b) The course that has been awarded credit through APEL.C will appear in the transcript of the learner as “CT (APEL)”, which is to be read together with the Malaysian Qualifications Statement (MQS). 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.

- (c) 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.
- (d) In both the Challenge Test and Portfolio assessments, learners must achieve at least 50% of each course's learning outcome. This requirement must be documented, outlined, and reflected in the results sheet.

8.0 Appeal Process

Appeal – Re-evaluation

A learner who is not satisfied with the decision of the APEL.C can fill up the APEL.C Appeal Form (Appendix IV) for re-evaluation providing the grounds of appeal to the CAC for consideration. The procedure of the appeal process is as below:

- The Counselor will explain the reasons for a learner's failure if the CLO does not fulfil the standard.
- The learner applies for an official appeal for re-evaluation by filling up the appeal form (Appendix IV) with a payment receipt of RM50 made at the Finance office. The appeal fee is non-refundable.
- The learner must apply for re-evaluation to the CAC within 5 days of receiving the APEL.C result, and no new or additional evidence will be included in the appeal or re-evaluation procedure.
- The Head of CAC will communicate with the academic members involved. The faculty will then notify the relevant Deans, who will arrange for a different assessor to review the merits of the re-evaluation appeal.
- The assessor shall forward the Answer Script/Portfolio of the learner along with the Marking Scheme for the assessment to the new assessor upon the receipt of the appeal form (Appendix IV) for the re-marking process.
- The re-evaluation of the answer script shall be conducted based on the calculated marks.
- The new assessor will present the results during the Academic Faculty meeting.
- The endorsed results will be presented to the University Academic Board for further deliberation

- After the University Academic Board has approved the results, they will be presented to the Senate for final approval, and the decision will be final.
- If the appeal is successful, the CAC will notify the learner of the decision and update the learner's APEL.C application status.
- The whole APEL.C process is illustrated in Figure 2.0 below.

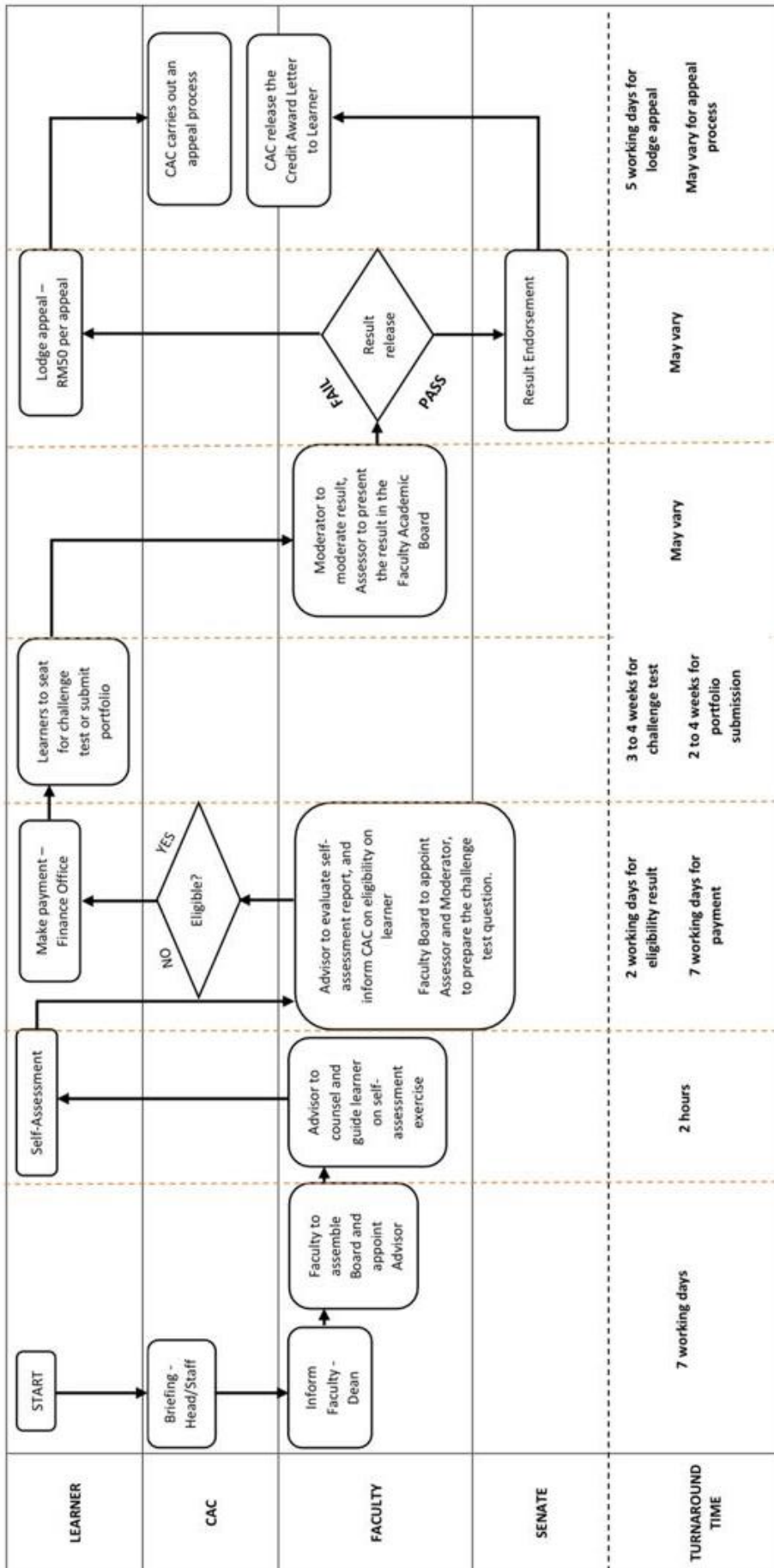


Figure 2.0 APEL.C Application Process Flow Chart

APPENDIX A: APEL.C COUNSELLING FORM FOR LEARNERS

PART A: PERSONAL PARTICULARS

Name of Applicant	
Identity Card No. / Passport No	
Contact No.	
Email Address	
Name of Programme	
Course Code & Course Name	

PART B: ITEM CHECKLIST

The following activities/processes have been conducted:

No.	Action	Please Tick (√)
1	Explain the core principle of the APEL.C and its benefits.	
2	Explain the APEL.C pre-assessment process.	
3	Explain the procedure and process of the APEL.C application and the fees involved.	
4	Explain the mode of assessment: challenge test	
5	Explain the mode of assessment: portfolio	
6	Explain the post-assessment process and appeal process	
7	Provide/email the APEL.C Learner's Handbook	
8	Explain the APEL.C pre-assessment process.	
Comments:		

(Please attach additional sheets if required)

<p>Confirmation by the Counsellor: I hereby confirm that the above applicant has been advised on APEL.C processes and procedures.</p> <p>Signature:</p> <p>Name of Counsellor:</p> <p>Date:</p>	<p>Confirmation by the Applicant: I hereby confirm that I have been advised by the named officer on the aforementioned matters and accept the processes and procedures of APEL.C of City University.</p> <p>Signature:</p> <p>Name of Applicant:</p> <p>Date:</p>
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APPENDIX B: PROPOSED TYPES OF ASSESSMENT/VALIDATION

Types of Assessment/ Validation	Description	Advantages	Constraints
I. WRITTEN TEST			
Multiple Choice	Learners select the appropriate answer from several possible responses.	Efficient and reliable. Allows a wide content sampling. Many items can be administered during a limited time.	Question construction can be difficult and time-consuming. May encourage guessing.
True or False	Learners state whether statements are true or false.	Easy to administer and score.	A multiple-choice question requires recognition of a pre-constructed response.
Matching	Learners select a second statement that best compliments each presented statement.	Scoring is objective. Measures knowledge keyed to specific learning outcomes and competencies.	A true or false question has a 50% chance score unless adjusted. Moreover, facts may not be categorically true or false.
Fill-in-the-blanks	Learners complete phrases or sentences by filling in the blanks.	Can be written to test all levels of the cognitive taxonomy.	Not appropriate for higher-level thinking, performance or attitudinal outcomes.
Short Answer	Learners provide short answers to questions or complete the given sentences.	Requires recollection of correct answer. Relatively easy to construct. Guessing is minimised. Allows wide sampling of content. Tests learners' ability to organise, compose and write rather than merely recognise or recall.	Difficult to score. Tends to emphasise factual knowledge, rather than higher thinking skills, performance, or attitudes.

Essay	Learners respond to questions or directions by organising and writing an answer.	<p>Easy to prepare.</p> <p>Learners use their own words.</p> <p>Measures complex cognitive learning.</p> <p>Eliminates guessing.</p>	<p>Difficult to evaluate objectively or achieve reliability in scoring and requires good scoring guides, model answers, and clear criteria.</p> <p>Favours learners with high-level language skills.</p>
Situation-based problem solving	Learners organise and write responses to problems usually presented in a real-life context.	<p>Able to measure complex, cognitive learning.</p> <p>Learners use their own words.</p> <p>Relates learning to real-world situations.</p> <p>May test several competencies at once.</p>	<p>Time-consuming and difficult to construct.</p> <p>Difficult to score reliably and requires good scoring guides.</p> <p>May reduce the range of content that can be sampled.</p>
II. ORAL EXAMINATION			
Structured oral test	Learners respond to pre-set questions (and answers). Notes are kept on responses.	<p>Tends to be more reliable than an unstructured oral test.</p> <p>Provides direct assessment of specific knowledge and skills.</p>	<p>Less personal.</p> <p>Requires training in interviewing skills and rating scales.</p> <p>May cause learner anxiety.</p> <p>May favour learners with strong speaking skills.</p>
One-to-one interview	A face-to-face interview during which questions may flow from learners' responses.	<p>Allows for a more complete assessment than pre-set questions.</p> <p>Useful in combination with portfolio assessment.</p>	Requires training in interviewing skills and rating scales.
Panel interview	Learners are interviewed by several examiners.	Moderate subjectivity	<p>Costly to construct.</p> <p>Group process must be planned</p>
III. PERFORMANCE ASSESSMENTS			
Simulation (Objective structured clinical examination, OSCE)	Learners perform in a real-life situation.	<p>Provides 'controlled' sample of real-life and work activity.</p> <p>Allows for testing of complex integrated skills.</p>	<p>Requires clear criteria and standardised test conditions.</p> <p>May be costly.</p>

Presentation	Learners verbally present learning.	Provides learner control over demonstration.	Depends on learners' confidence
Skills demonstration	Learners physically present learning.	Clear demonstration of skills level and problem-solving ability in relevant contexts. Excellent for measuring application and synthesis levels of the taxonomy.	Can be costly and time-consuming.
Role play	Learners take on roles to simulate a problem.	Practical – replicating 'real world' skills as much as possible.	Group work may not be a fair assessment of individual ability. Can create performance pressure unrelated to skills being assessed.
Observation	Observer assesses learners' behaviour in a natural setting. Assessment criteria are set in advance.	Opportunity to observe the real practice context. Often more comfortable for learners rather than simulation. Allows for collaboration with other peers/employees.	Complicated to set up. Can be time consuming and costly. A rating sheet is critical to prevent unfair test conditions. Can involve unplanned, uncontrolled events.
IV. PRODUCT ASSESSMENTS			
Work sample	Work samples are provided by learners.	Provides a real-life context. Direct, practical and learner centered. Useful when knowledge and skills are difficult to observe during product creation.	A rating sheet is critical to prevent unfair test conditions. Does not allow for process observation.
Portfolio or evidence collection	An organised collection of materials that present and verify skills and knowledge acquired experientially.	Enables reflection on learning. May demonstrate cross-cutting knowledge and skills.	May require supplementary interviews. Requires advising services. May favour learners with strong writing skills. Requires assessor training

Self-evaluation	Learners respond in writing to criteria set for evaluating their learning.	<p>Uses critical reflection.</p> <p>Can be used in conjunction with other methods.</p> <p>Congruent with adult education philosophy</p>	<p>May not be appropriate for use as the only assessment method.</p> <p>May favour learners with strong writing skills.</p>
External training programme review	Assessment of workplace and occupational training programmes or academic equivalency and credits.	<p>Eliminates assessment of individual achievements based on successful programme completion.</p> <p>Essentially credit transfer.</p>	<p>Can be costly.</p> <p>Training programmes often do not have sufficient structure to justify academic credits.</p>

APPENDIX I: APEL.C SELF-ASSESSMENT FORM FOR LEARNERS

PART A: PERSONAL PARTICULARS

Name	
Identity Card No. / Passport No	
Name of Programme	
Course Code & Course Name	
No. of Credits of The Course	

PART B: SELF-ASSESSMENT EXERCISE

Course Learning Outcome (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, however, 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
CLO1	<i>Write in this column if you fulfilled the above.</i> <i>Explain how and what has been learnt in accordance with the CLO AND list the evidence/documents/ certificates/etc.</i>	<i>Write in this column if the above explains best your situation.</i> <i>Explain how and what has been learnt in accordance with the CLO.</i> <i>AND you are willing to complete a task/assignment/assessment to demonstrate CLO attainment through the learning experience.</i>	<i>Write in this column if you need to take the module like a regular student, that is, to attend the course and complete the assessment.</i>
CLO2			
CLO3			
CLO4			

PART C: REPORT SUBMISSION

Write and submit a **minimum of 500-word report** based on your prior experiential learning of each of the course learning outcomes within the stipulated time.

Report Title: XXXXX

CLO1:

CLO2:

CLO3:

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 works.

Submitted by:

Date:

For Office Use Only

Received by:

Recommendation

Date:



APPENDIX II: APEL.C APPLICATION FORM FOR LEARNERS

(This form is required to be submitted to the CAC Office immediately upon payment of the fee.)

Name	
Identity Card No./ Passport No.	
Name of Programme	
Course Code & Course Name	
No. of Credits of the Course	
Mode of Assessment Chosen	<input type="checkbox"/> Challenge Test <input type="checkbox"/> 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 City U; and
- b. declare that all the information/documents provided to support this application are authentic, true, and accurate.

I fully understand that the City University reserves the right to reject my application if proven otherwise.

I also agree with the mode of assessment recommended by the APEL.C Advisor.

Signature:

Name:

Date:



APPENDIX III: APEL.C PORTFOLIO SUBMISSION FORM FOR LEARNERS

Personal Details

Name	
Identity Card No./ Passport No.	
Name of Programme	
Course Code & Course Name	
No. of Credits of the Course	

Competency Worksheet for Course-Based Learning Portfolios

Course Code & Name			
Course Synopsis			
Course Learning Outcome	Learning Statements	Origin of Learning	Supporting Documentation
[Insert CLOs]	[Provide learning statements]	[State previous employment or experiences that indicates the learning origin]	[Provide attachment list]

DECLARATION:

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

Signature:

Name:

Date:

SAMPLE OF A PORTFOLIO

Course Code and Name		Microcomputer Applications in Business (Windows)	
Course Synopsis		XXX	
Course Learning Outcomes	Learning Statements	Course Learning Outcomes	Learning Statements
<i>Editing in word (example of CLO)</i>	<p><i>Identify and use the various editing functions in Word to edit documents in paragraph and table format.</i></p> <p><i>Explain the main editing functions in Word to a learner audience to convey how these functions relate to preparing a document for publication.</i></p> <p><i>Prepare and deliver presentations on issues related to editing functions in Word to be identified and resolved.</i></p>	<i>Editing in word (example of CLO)</i>	<p><i>Identify and use the various editing functions in Word to edit documents in paragraph and table format.</i></p> <p><i>Explain the main editing functions in Word to a learner audience to convey how these functions relate to preparing a document for publication.</i></p> <p><i>Prepare and deliver presentations on issues related to editing functions in Word to be identified and resolved.</i></p>

DECLARATION:

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

Signature:

Name:

Date:



APPENDIX IV: APEL.C APPEAL FOR RE-EVALUATION OF MARKS FORM

(This form is required to be submitted to the CAC Office immediately upon payment of the fee.)

Name	
Identity Card No./ Passport No.	
Subject Code	
Subject Name	
Date	
Semester	
Reason for Appeal (Fill in by the learner):	
Approved by Assessor, Signature	
Name	
Date	
For Office Use Only	
Finance Office	
Receipt No	
Name and Signature	
Date	
Registry	
Received by Name and Signature	
Date	

FOR OFFICE USE ONLY

PORTFOLIO / CHALLENGE TEST

Percentage (%)	Marks	Total	Remarks
Marks Obtained			
CLO 1			
CLO 2			
CLO 3			
CLO 4			
Total Marks Obtained			
Adjusted New Marks			
CLO 1			
CLO 2			
CLO 3			
CLO 4			
Total New Marks Obtained			
Assessor's comments/ recommendation:			
Assessor's Name and Signature			
Date			
Academic Board Decision	<input type="checkbox"/> YES <input type="checkbox"/> NO <i>Please tick (✓)</i>		

GLOSSARY

- **Accreditation:** When a course is accredited by the MQA, it is recognised by the government of Malaysia and education authorities for its compliance with the ethical, operational, and legal standards set by the government.
- **Award of Credit:** Credits for a course in the form of credit awards that will be counted towards the total credit requirement for graduation.
- **Challenge Test:** A proctored standard test to assess if the learner has achieved the course learning outcomes. It can be in the form of a written test, an oral examination, and/or performance assessment; depending on the nature and discipline of the course.
- **Course:** Subject offered and applied for APEL.C in an academic programme.
- **Course Learning Outcome (CLO):** Statement describes what learners are expected to know and be able to perform or attain upon completion of a course. The Course Outcome is Learning Outcome (LO) at the course level.
- **Credit Award:** Credit granted to the applicant upon satisfactory results of selected APEL(C) assessment. The credits awarded must be equivalent to the credit value of the course applied for APEL(C). An award of partial credits will not be allowed.
- **Malaysian Qualifications Agency (MQA):** The official national accreditation body for all higher education academic programmes in Malaysia.
- **Portfolio:** A Portfolio is a compilation that documents the applicant's prior experiences, which include formal, informal, and non-formal learning. A portfolio refers to a collection of evidence to prove learning outcome attainment. This detailed document is developed by the learner to articulate and demonstrate the learning acquired through prior work and experience.