

APEL.C Policy 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.

2.0. Establishment of a Dedicated Centre for Managing APEL.C

City University has established a dedicated centre, namely the City University APEL Centre (CAC) to coordinate and manage all key aspects of operations and administration, assessment management, quality assurance, and learner consultation.

A team of dedicated people including the Head, Assistant Manager, and Senior Executive, will support CAC's activities. Advisors, Assessors, Moderators, and External Assessors as well as other University-related central support, all contribute to the success of APEL.C. The organisational chart is illustrated below.

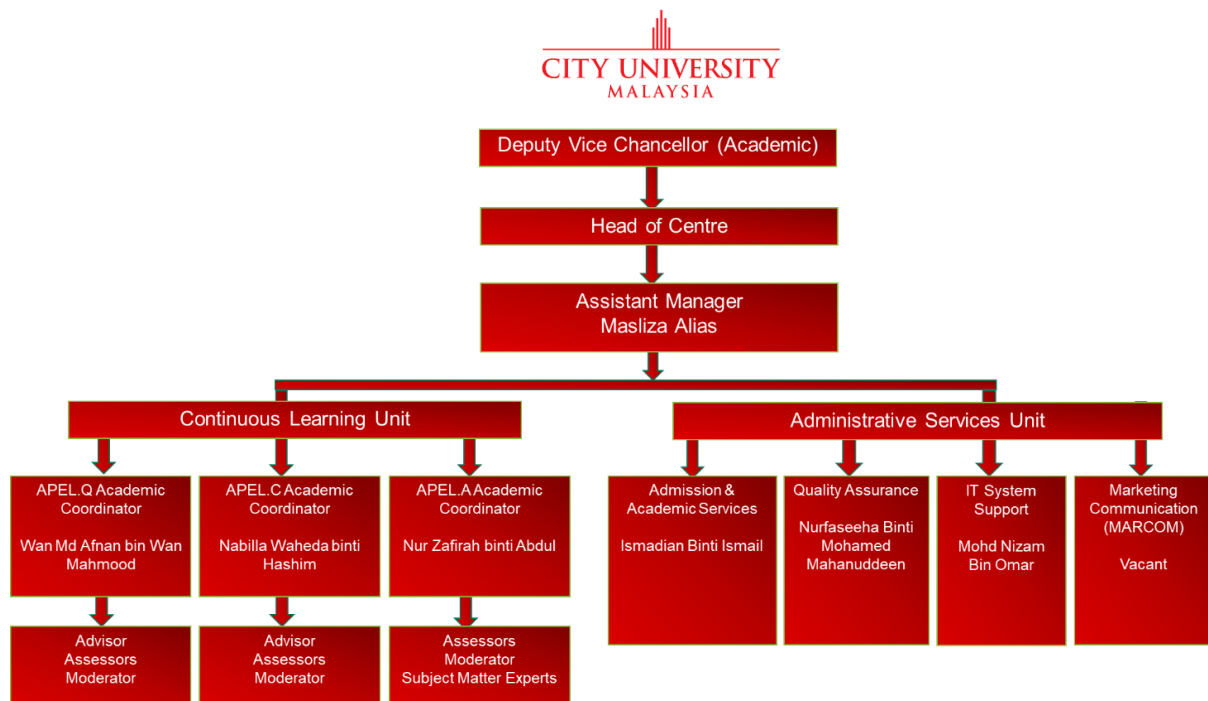


Figure 1.0 Organisational Chart of City University APEL Centre (CAC)

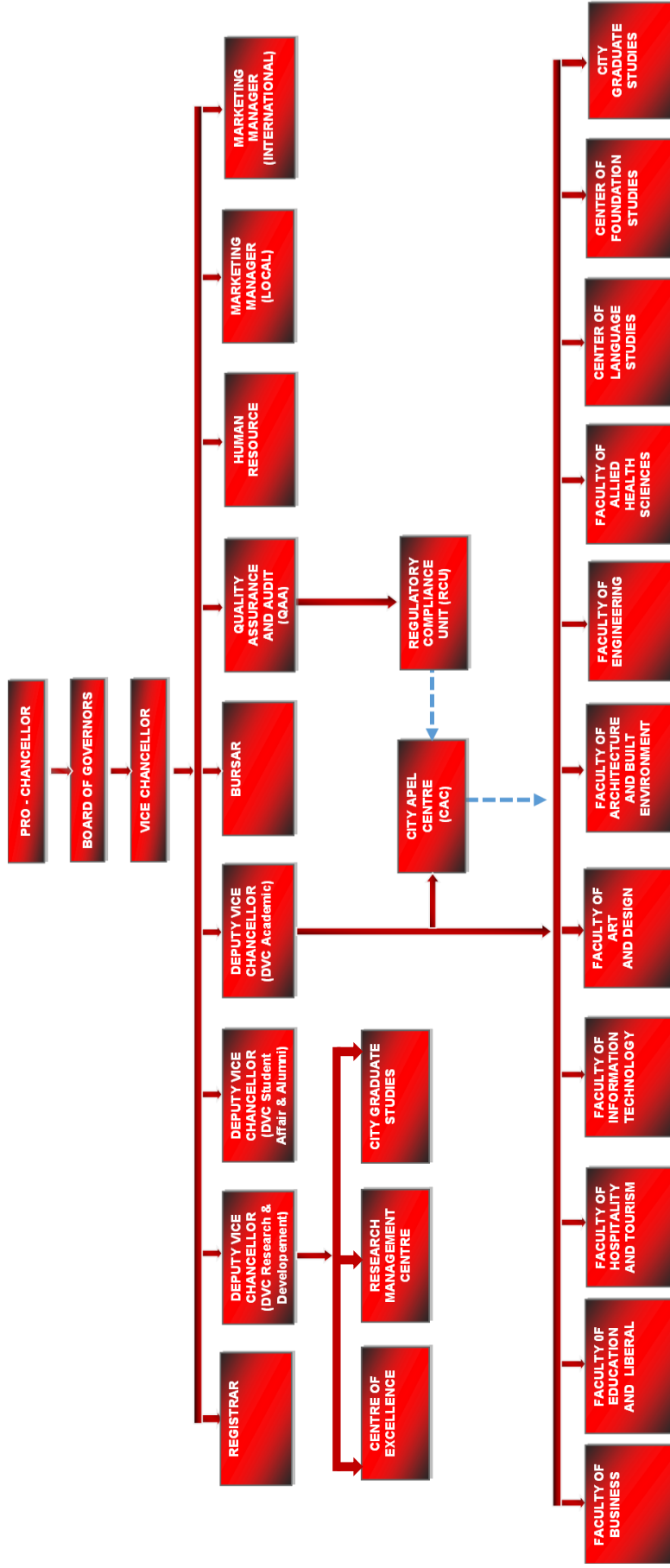


Figure 1.2 Organisational Chart of CAC In the Whole Structure of City University

2.1 Objectives and Functions of City University APEL Centre (CAC)

2.1.1 Objectives of CAC

1. To adhere to MQA Guidelines to Good Practices (GGP): APEL.C as well as to integrate APEL.C into the University's existing quality assurance system
2. To provide all information related to APEL.C as a one-stop centre
3. To facilitate and process applications for APEL.C in terms of consultation and assessment
4. To manage the APEL.C process and procedures regarding resources and development.

2.1.2 Functions of CAC

CAC consists of four (4) key functional areas that support the effectiveness and efficiency of its overall operations. They are:

- a) Governance & Quality Assurance
 - i. Any future changes or adjustments to the APEL.C standards, methods, and mechanisms will be presented to the Senate for approval
 - ii. To guarantee that all APEL.C accreditation procedures are well-managed, implemented, and monitored methodically and effectively
 - iii. To verify that quality assurance governance is consistent with the APEL.C Guidelines to Good Practices (GGP: APEL.C)
 - iv. To designate an External Assessor to oversee and ensure the quality of City University's implementation of APEL.C
- b) One-stop centre
 - i. To provide information regarding APEL (C) to learners
 - ii. To organise awareness campaigns about APEL (C)
 - iii. To handle all affairs related to day-to-day administration and operation as well as liaison with stakeholders
 - iv. To assist in facilitating the appeal process
 - v. To communicate the learners' results or appeals

- vi. Manage all administrative documentation, information structure, and pertinent data of learners' applications, assessments, outcomes, and appeals filing and records.
- c) Consultation & Assessment
- i. To provide consultation to learners regarding assessment methods and credit awards
 - ii. To facilitate the advisory and application evaluation process by Advisors
 - iii. To liaise with all Assessors from different academic faculties
 - iv. To communicate with Moderators and guarantee that the moderation process is carried out by the program's standard and quality
- d) Resources & Development
- i. To manage the databank of assessment questions and tools that are continuously developed by our team of Subject Matter Experts and Assessors
 - ii. To undertake ongoing gap analyses, identify areas for improvement, and establish appropriate training and enhancement programmes for administrators, assessors, advisors, moderators, and other administrative support employees
 - iii. Ensure that employee training and development are conducted on a regular basis in order to advance their expertise

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 which 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.
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.

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

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

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 inquiries about APEL.C shall be directed to the APEL.C Centre or Unit of the university. Ideally, the APEL.C Centre or Unit should function as a one-stop centre for all inquiries. 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 CAC 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 terms and conditions of APEL.C processes and procedures.

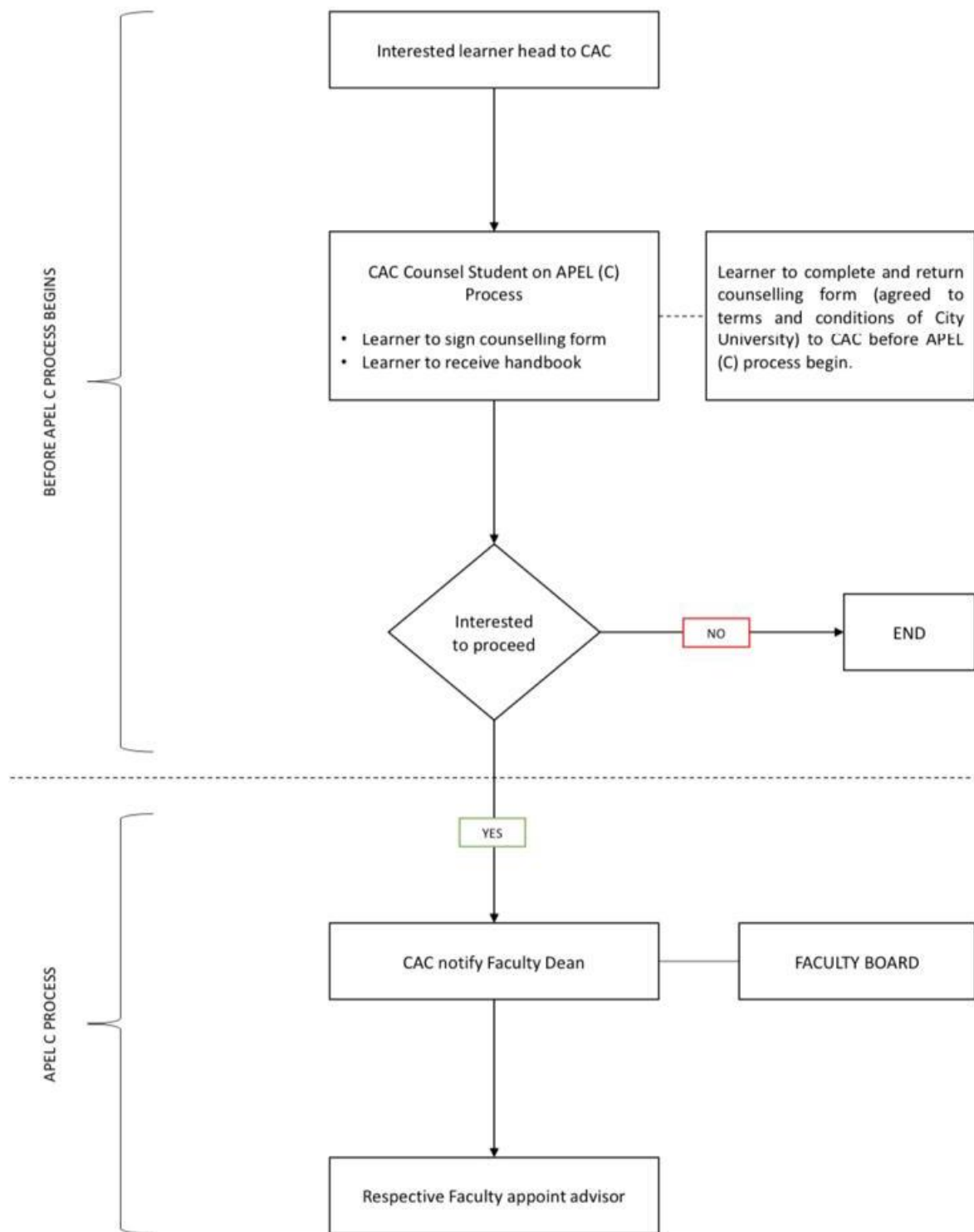


Figure 2.0 APEL.C Pre- Application Process

5.0 Application Process

Before 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 form (**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 3.0 outlines the key processes and procedures of the APEL.C application for learners

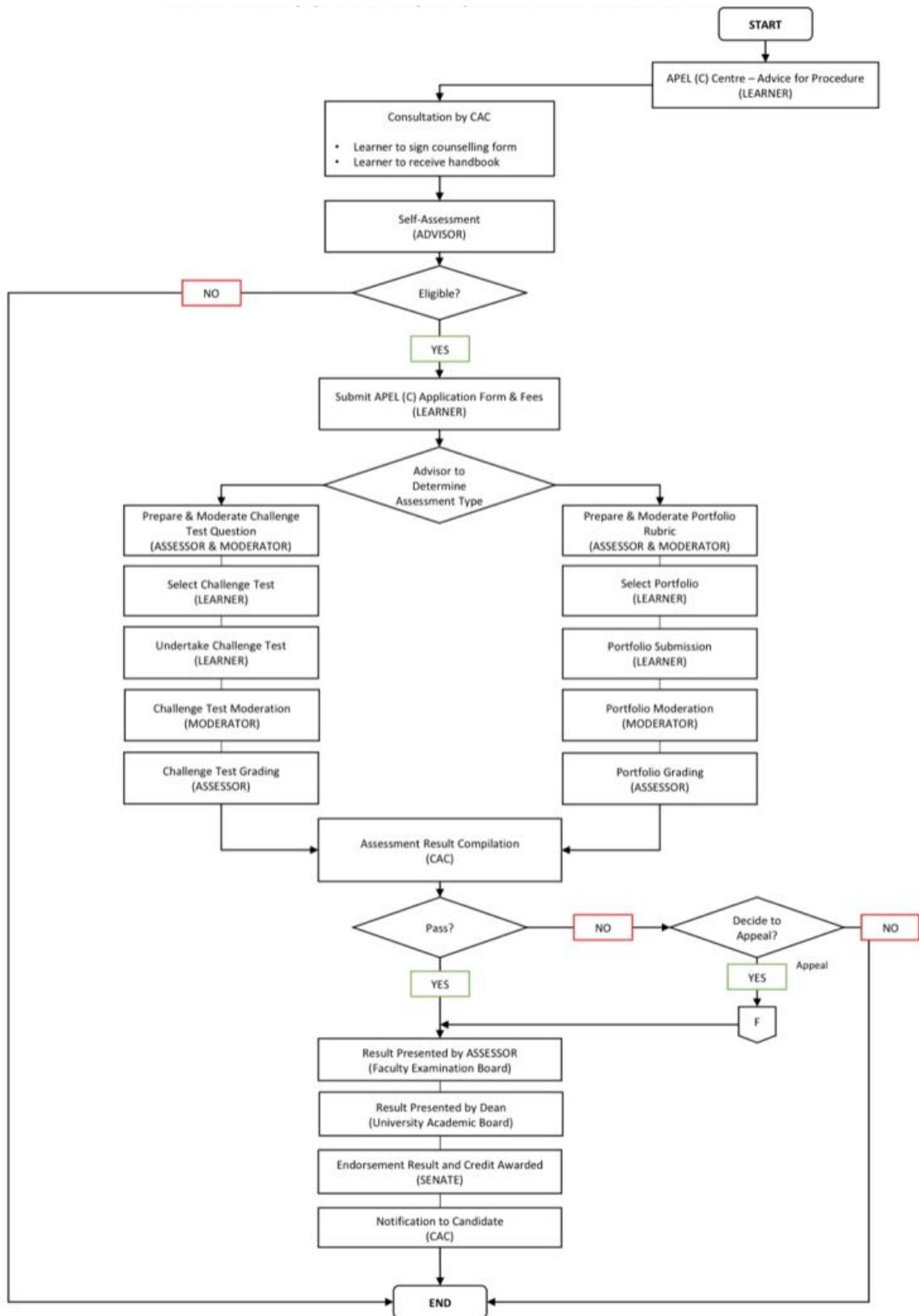


Figure 3.0 The Application Process of APEL.C

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.
- 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.

HEPs will create a standard portfolio template 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.

Subsequently, to evaluate the portfolio submitted by the learner, the HEPs must appoint assessors with appropriate competencies and well-defined terms of reference as indicated in section **9.2**. The appointment process of the assessor is crucial to ensure the integrity and credibility of the portfolio assessment.

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 addition, assessors must develop an **assessment rubric for the portfolio** to ensure that a valid, credible, and fair assessment is carried out. The assessment rubric will facilitate the determination of the level of achievement of the course learning outcomes based on the prior experiential learning of the learner. An example of an assessment rubric for portfolio is illustrated in **Appendix IV**. 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: Acceptability: In order to ensure that course learning outcomes and 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 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 VI) for re-evaluation providing the grounds of appeal to the CAC for consideration. The procedure of the appeal process is as below:

1. The Counselor will explain the reasons for a learner's failure if the CLO does not fulfil the standard.
2. The learner applies for an official appeal for re-evaluation by filling up the appeal form (Appendix VI) with a payment receipt of RM50 made at the Finance office. The appeal fee is non-refundable.
3. 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.
4. 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.

5. 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 VI) for the re-marking process.
6. The re-evaluation of the answer script shall be conducted based on the calculated marks.
7. The new assessor will present the results during the Academic Faculty meeting.
8. The endorsed results will be presented to the University Academic Board for further deliberation
9. After the University Academic Board has approved the results, they will be presented to Senate for final approval, and the decision will be final.
10. If the appeal is successful, the CAC will notify the learner of the decision and update the learner's APEL.C application status.
11. The whole APEL.C process is illustrated in Figure 4.0 and Table 2.0 below.

APEL C PROCESS FLOW CHART (TIMELINE)

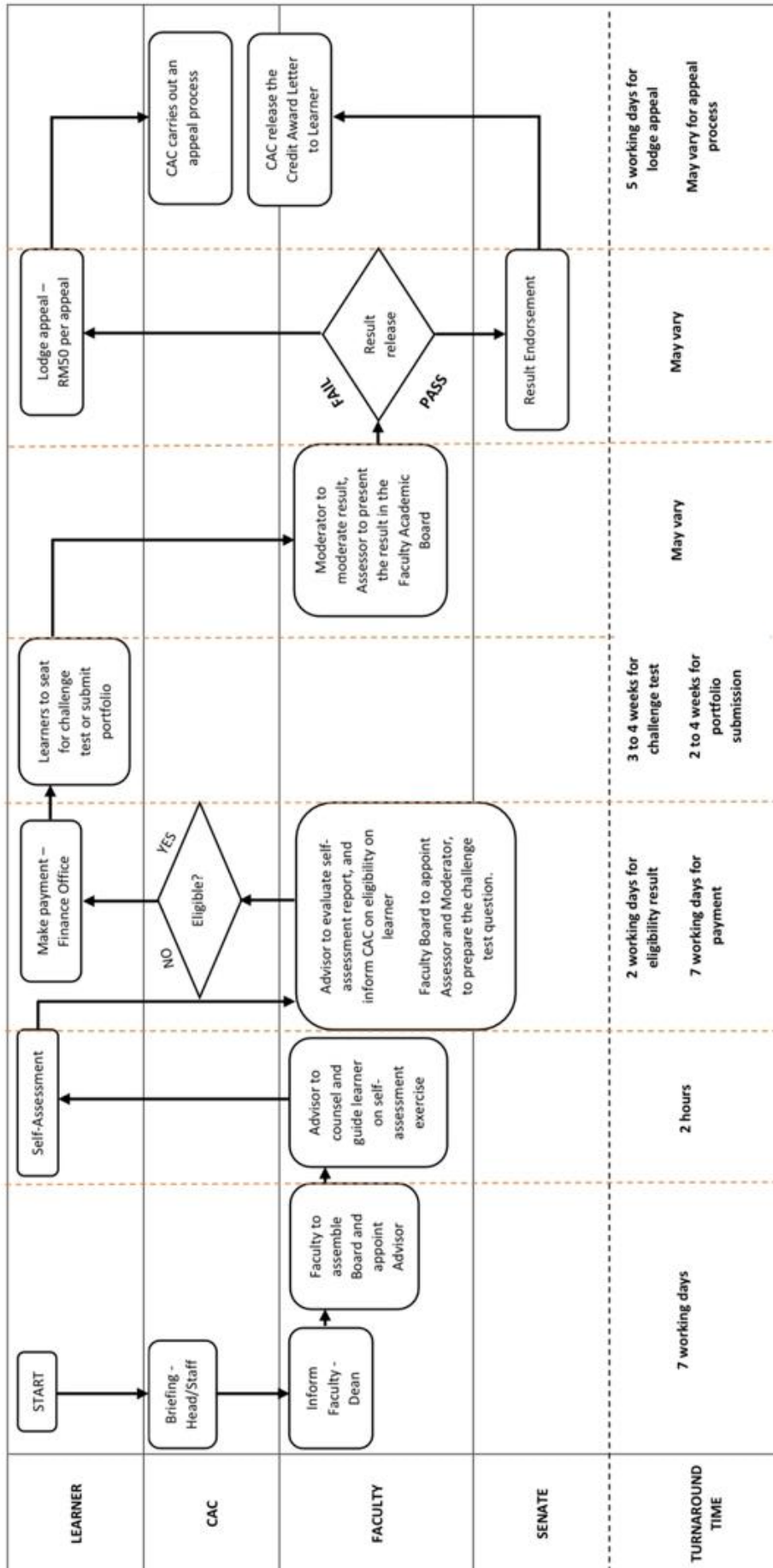


Figure 4.0 APEL.C Application Process Flow Chart

Procedure	Parties Involved				Turn around Time
	Learner	CAC	Faculty	Registry	
1. Learners who want to learn more about APEL.C will first go to the CAC for general information.	Learner to approach CAC.	Staff/ Head to brief the learner on APEL.C			7 working days
2. The CAC will notify the Dean of the Faculty once the learner understands APEL.C and expresses an interest in applying.		Notify the Dean about the learner who's interested to apply APEL.C			
3. The Dean will then call the board together to designate an advisor, who will get an appointment letter.			Faculty Board is assembled by the Dean and then, appoints an advisor.		
4. The CAC will be notified of the appointment, and the learner will be contacted by the appointed advisor. The learner will need to initiate a counselling session with the advisor to discuss the application process, expectations, and assessment method. If a learner is unable to attend the session, the learner must schedule another appointment with the advisor. After the initial meeting with CAC, an adviser will be assigned, and counselling will begin within 7 working days.		CAC staff to arrange counseling session	Advisor to counsel the learner		
5. In addition, the advisor will assist the learner in completing the self-evaluation activity, which involves a brief assessment of the learner's proficiency in meeting the course learning outcomes. This procedure will take about 2 hours. CAC can provide you with the Self-Assessment Form.			Advisor to guide learner on self-assessment exercise		2 hours
6. The advisor will then go over the self-assessment report to see if the learner is eligible to apply for APEL.C		To inform learners about eligibility	Advisor to evaluate self-assessment	CAC on eligibility of learner.	2 working days

for the course. CAC will notify the learner of his/her eligibility within two working days after the self-assessment exercise.			nt report and inform		
7. After being notified of eligibility, the learner will submit the APEL.C application form to CAC and go to the finance office to pay an application fee of RM100 per credit hour for the applied course. If the payment is not received within 7 working days, the application will be cancelled.	Learner to make payment at the finance office.				7 working days
8. Upon the receipt of the application form, the faculty board will then proceed to appoint an assessor and a moderator to design and moderate the instrument for assessment. The moderator will have to vet the questions of the assessment to check if it reflects the CLO with the appropriate method. The moderation will take 1 working day to complete. An appointment letter will be issued for the respective roles within 7 working days upon receipt of the application form.		To inform the faculty board of the receipt of the application form.	Faculty Board to appoint assessor and moderator .		7 working days
9. The turnaround time will vary depending on the assessment method: Challenge Test – The learner will sit for the assessment test 3 -4 weeks after the application (considering the appointment of the assessor and moderator and the design of the instrument.) Portfolio – The learner is to submit their portfolio within 2 – 4 weeks of application. The portfolio submission form can be obtained from CAC. In the meantime, if a student fails to meet the deadlines for the Challenge Test or Portfolio Submission without a valid reason, his or her application will be forfeited, and CAC will not accept repeated applications until the following semester.	Learner to sit for assessment test Learner to submit a portfolio	Assessor to prepare Challenge Test questions			3-4 weeks for Challenge Test OR, 2 -4 weeks for Portfolio submission

10. Before the results are released, the assessor will record the learner's results in CMS. Following Senate approval, the results will be made available to the learner.			The assessor will present the results to the Faculty Examination Board.	To award Credit Award letter	May vary
11. The findings of the challenge test/portfolio must be moderated by the assigned Moderator before being presented to the next Examination Board meeting by the faculty, followed by the University Examination Board meeting.		Moderator to moderate results			
12. If the learner does not pass the assessment, he or she may file an appeal with CAC within 5 days of the findings being released. The Appeal Application form must be submitted together with an RM50 payment receipt obtained from the finance office. The payment is not refundable.	Learner to appeal for results. Learner to make payment of RM50 per appeal at the finance office				5 days
13. CAC will then notify the faculty and begin the appeal process and the learner will be notified of the appeal result by CAC upon endorsement of the senate		To carry out the appeal process			May vary

Table 2.0 APEL (C) Standard Operating Procedures of APEL.C

Note to CAC staff: *CAC will act as a one-stop centre for any queries related to APEL.C and CAC should expect repeated visits from learners on their journey of applying for APEL.C. Further technical queries related to specific courses that can only be answered by the subject experts will only then be referred to the faculties*

9. Roles and Responsibilities of APEL.C Key Personnel

9.1 Advisor

The APEL.C Advisors are individuals who will provide advice to the learners on the appropriateness and suitability of the assessment mode to assess their prior experiential learning. Advisors who evaluate the APEL.C self-assessment of the learner are NOT allowed to play the role of an assessor for the same learner.

The following strategies can be adopted by APEL.C Advisors to execute their roles effectively and efficiently:

- i) General strategies
 - a) advocate the benefits and principles of APEL.C;
 - b) demonstrate a receptive attitude towards alternatives to traditional and behavioural assessment; and
 - c) promote the various APEL.C assessments.

Learners must be made to realise that APEL.C is not a soft option and that it requires confidence and rigorous individual effort. If the learner is fully informed of the nature and demands of the APEL.C processes, he or she should be able to judge if it would be advisable to take the course through the usual process rather than seek exemption via APEL.C.

- ii) Advising strategies
 - a) provide learners with clear, consistent, accurate, and written guidelines on APEL.C application and assessment procedures;
 - b) communicate APEL.C expectations clearly and provide a supportive environment;
 - c) assist learners applying for APEL.C to identify their educational and career goals;
 - d) assist learners in identifying their experiential knowledge and skills;
 - e) interview, coach, and provide constant feedback to learners;
 - f) promote individual independence throughout the APEL.C process;
 - g) link learners to appropriate resources, e.g. portfolio development workshops, etc.; and
 - h) explain the post-assessment process for unsuccessful learners.

Each stage of the APEL.C processes with appropriate support must be clearly defined. The support provided would not only include the APEL.C processes but also support in the course/ module/ subject/ vocational or professional area in which the APEL.C claim is made. The provision of support services can be extended in the following ways:

- written or e-learning materials;

- individual tutorials/meetings;
- group sessions; or
- telephone/electronic communication.

9.2 Assessor

The following are general strategies that can be adopted by APEL.C Assessors throughout the process:

- i) Assessor knowledge and attitude

The Assessor appointed would be a subject matter expert or specialist who can evaluate the evidence submitted based on the assessment criteria outlined above. In addition, he or she should demonstrate the following:

 - a. Be knowledgeable about adult learning principles and APEL.C ;
 - b. Have sufficient knowledge in the course that is being assessed;
 - c. Demonstrate an open attitude towards alternatives to traditional, behaviourist-based assessment; and
 - d. Ensure there is no personal interest in the assessment outcome and/or any conflict of interest.

- ii) Prior to an assessment
 - a. Base assessment and learning recognition based on knowledge and skills, not experience;
 - b. Ensure clearly stated learning standards against prior learning are assessed (e.g. learning outcomes, competency standards);
 - c. Use existing HEPs or colleague's experience and expertise to assess prior learning;
 - d. Assessment tools selected are fit for purpose;
 - e. Establish procedures for assessing team-based prior learning;
 - f. Identify methods that measure the application of knowledge and critical thinking;
 - g. Review previously administered assessment for ideas;
 - h. Design tools that assess the appropriate balance of applied and theoretical learning;

- i. Sector-specific jargon and textbook questions are not used when developing assessments;
 - j. Explicit criteria for third party evidence and the assigned weight established for portfolio assessment;
 - k. Grading instruments to guide decision making (i.e. rubrics) established;
 - l. HEP policies and standards for assessment practices are followed;
 - m. Assessment tools are culturally inclusive and at appropriate language and literacy levels; and
 - n. If possible, test new assessment tools before use.
- iii) Working with learners
- a. Employ adult learning concepts;
 - b. Purpose of the assessment (i.e. admission, academic credit, placement, etc.) is clearly stated;
 - c. Clear, consistent, written guidelines for providing evidence given to learners;
 - d. Liaise with APEL.C Advisor to support the process and troubleshoot problems;
 - e. Allow learners to provide input on possible assessment methods;
 - f. Use multiple modes for assessment and performance tasks;
 - g. Use established assessment principles for judging prior learning, e.g. relevance, breadth, depth, currency, sufficiency, and authenticity;
 - h. Provide learners with criteria for assessment decisions; and
 - i. Assess and make judgements based on evidence of learning relevant to expected outcomes.
- iv) Assessment follow-up
- a. Provide learners with a written assessment results decision; and
 - b. Provide learners with an opportunity to discuss assessment results and appeal opportunities.

9.3 Moderator

Moderator is an academic staff (subject matter expert) appointed for vetting assessment instruments, as well as ensuring consistency and accuracy in the marking of the assessments.

In addition to that, a moderator must be exposed to and trained on the APEL.C processes and procedures of the HEP.

9.4 Head

The Head of CAC's roles and responsibilities are as follows:

1. To ensure the governance of quality assurance is aligned with the Guidelines to Good Practices: APEL.C (GGP: APEL.C)
2. To plan, lead, coordinate and monitor the APEL.C processes and quality in compliance with the GGP: APEL.C
3. Ensure clearly that the stated learning standards against prior learning are assessed; (e.g., learning outcomes, competency standards)
4. To ensure the processes that are integrated with APEL.C are valid, reliable, and carried out effectively
5. To develop relationships with internal parties Faculty/ School in terms of the appointment of an Advisor, Assessor, and Moderator and external stakeholders including regulatory authorities to ensure the effectiveness of APEL.C implementation
6. To supervise the development, assessment, management, internal processes, and administration of CAC
7. To present annual review reports to the Senate for approval
8. Identify capable persons for the position of External Assessor for APEL.C at City University
9. To submit and get approval at senate meetings for any prospective development or improvement of APEL.C guidelines, methods, processes, and mechanisms.

9.5 Assistant Manager

1. To develop policy and procedures as well as the learner's handbook

2. To work closely with the Head of Centre in managing the centre
3. To ensure the process of APEL.C complies with the MQA standard and procedures
4. To strategize with the Head of Centre in continuous improvement of ongoing management of the CAC
5. To work with another department such as Marketing to promote and market APEL.C
6. To arrange for personnel training and development to broaden their knowledge and competence

9.6 Senior Executive

The Senior Executive roles and responsibilities are as follows:

1. To facilitate administration about the conduct of learner's consultation, assessment, and credit award
2. To facilitate the advisory and application evaluation processes by Advisors.
3. To assist in quality assurance (monitoring and review) and continuous improvement of the ongoing management of the APEL.C
4. To focus on the application and evaluation process
5. To manage the databank of assessment questions and tools that are continuously developed by the team of Subject Matter Expert and Assessor
6. Conduct continual gap analysis, identify areas for development, and establish appropriate training and enhancement programmes for Assessors, Advisors, Moderators, and other administrative support employees

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. Explain how and what has been learned 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. Explain how and what has been learned in accordance with the CLO. 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	<p>I hereby confirm that the above learner has been advised and is deemed eligible for the APEL(C) assessment.</p> <p>Signature: Name of Advisor: Date:</p>

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
Gather as much information as possible about the content of the course. 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 either in hardcopy or softcopy format at the HEP homepage.	Learning statements form the core of the portfolio. The language you use and details you provide here will show the Assessors what you know.	Include information regarding the location and time (where and when) the learning occurred. A location and date can be used more than once throughout your competency worksheets.	Wherever possible, make reference to supporting documentation that provides evidence of the learning you have claimed. Use tabs and cross referencing to facilitate easy access to your supporting documents.

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	Origin of Learning	Supporting documentation
<i>Editing in word (example of one 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>	<p><i>Applied Business Sdn Bhd Administrative Assistant 1992-1994</i></p> <p><i>ABC College Course Assistant 1995-1996</i></p>	<p><i>Appendix 1: Letter of Attestation (from Manager XXX)</i></p> <p><i>Appendix 2: Letter of Attestation (Principal)</i></p> <p><i>Appendix 3: Lesson Plans, Editing Functions in Word - 1, 2 and 3</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) ASSESSMENT RUBRIC FOR PORTFOLIO

Course Name	Principles of Finance					
Course Learning Outcomes (CLO)	Level of Achievement					
None 0	Poor 1	Fair 2	Average 3	Good 4	Excellent 5	
CLO1: Explain concepts, principles and environment of finance in modern management.	Not Shown	<ul style="list-style-type: none"> • Demonstrates a lack of grasp of fundamental financial principles. • Inability to grasp the notion of finance. 	<ul style="list-style-type: none"> • Demonstrates some awareness of the fundamental ideas of finance in the company. • Capable of understanding the basic principles of finance. • Essentially, can combine basic financial concepts and the financial environment in modern management 	<ul style="list-style-type: none"> • Demonstrates a modest grasp of and ability to synthesis the fundamental definition of financial terms. • Demonstrates a moderate comprehension of financial principles • Moderately can synthesize basic financial concepts and the financial environment in modern management. 	<ul style="list-style-type: none"> • Demonstrates a solid and complete comprehension of the basic ideas of finance concepts, principles, and environment • Demonstrates a good ability to explain many topics cohesively to enhance understanding of finance. • Demonstrates innovative financial communication in modern management. 	<ul style="list-style-type: none"> • An outstanding comprehension and ability to synthesis numerous financial ideas. • Demonstrates ingenuity in synthesizing several financial principles and environments. • Demonstrates creativity in communicating the concepts, principles and environment of modern finance.
CLO1: (Score)						
CLO2: Use financial data for analysis and financial forecasting preparation for the firms.	Not Shown	<ul style="list-style-type: none"> • Fails to show understanding the use of financial data. • Unable to understand the function of financial data for financial analysis and forecasting. 	<ul style="list-style-type: none"> • Demonstrates some understanding the use of financial data. • Able to basically understand the to use financial data for financial analysis. • Basically, can synthesize the basic financial forecasting. 	<ul style="list-style-type: none"> • Demonstrates a moderate awareness of financial data usage. • Demonstrates a moderate understanding of financial data use for financial analysis. • Moderately can synthesize basic financial forecasting preparation for the firms 	<ul style="list-style-type: none"> • Demonstrates a good comprehension of financial data and the ability to apply it for analytical preparation. • Exhibits a good ability to present several methodologies cohesively while providing 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding and ability to synthesize financial data for analysis preparation. • Demonstrates innovation in synthesizing specific methods in preparing financial analysis. • Demonstrates creativity in communicating

					financial analysis. • Demonstrates creative communicating regarding the financial analysis and forecasting.	financial analysis and forecasting.
CLO2: (Score)						
CLO3: Calculate financial ratios, time value of money, expected return, net present value, bond and shares value.	Not Shown	<ul style="list-style-type: none"> • Demonstrates a lack of grasp understanding of financial ratios, time value of money and expected return. • Unable to understand the net present value, bond, and shares value. 	<ul style="list-style-type: none"> • Demonstrates some understanding the function of financial ratios, time value of money and expected return. • Able to basically understand the use of net present value, bond, and shares value. 	<ul style="list-style-type: none"> • Demonstrates a moderate understanding and able to synthesize function of financial ratios, time value of money and expected return. • Demonstrates a moderate understanding of net present value. • Moderately can synthesize bond and shares value. 	<ul style="list-style-type: none"> • Demonstrates a good and thorough understanding and able to synthesize function of financial ratios, time value of money and expected return. • Demonstrates a good ability to communicate several concepts cohesively to aid understanding of net present value. • Demonstrates creative communicating on bond and shares value. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding and ability to synthesize several functions of financial ratios, time value of money and expected return. • Demonstrates innovation in synthesizing some understanding of net present value. • Demonstrate excellent communicating on bond and shares value.
CLO3: (Score)						

Note: Learners must achieve at least 50% of each course learning outcome and not as an aggregate of all the course learning outcomes taken together. Each scale in the table carries 20% i.e. Scale 1 (20), Scale 2 (40), Scale 3 (60), Scale 4 (80) and Scale 5 (100).

Summary of the marks - Interview

Scaling marks based on Panel's recommendation and comments during the interview session.	CLO 1: Explain concepts, principles and environment of finance in modern management.					CLO 2: Use financial data for analysis and financial forecasting preparation for the firms.					CLO 5: Calculate financial ratios, time value of money, expected return, net present value, bond and shares value.				
Scales 1 (Poor) 2 (Fair) 3 (Average) 4 (Good) 5 (Excellent)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
A. Formal <i>(Learning which takes place through formal education)</i>			X						X						X
B. Informal <i>(Learning takes place continuously through life and work experiences (sometimes known as experiential learning). It is often unintentional learning)</i>					X		X					X			
C. Non-formal <i>(Need to have evidence e.g. training)</i>					X					X					X
Total marks of each CLO:			3		10		2		4	5		2			10
Total Percentage of each CLO	13/15x100% = 86.67%					11/15x100% = 73.33%					12/15x100% = 80%				
Result	Pass					Pass					Pass				

Note:

The learner must meet **at least 50%** for each CLO.

Checked by,

Assessor

Signature:

Name:

Date:

APPENDIX V: APEL (C) TEST SPECIFICATION TABLE (TST) FOR CHALLENGE TEST

Course information

Course name:	Business Communication
Course code:	XXXX
Credit:	3
Course Learning Outcomes (CLOs)	Description of Learning Outcomes
CLO1	To apply future technology of business communication
CLO2	To prescribe ways to improve business communication
CLO3	To administer methods to improve group communication
CLO4	To demonstrate effective oral communication
CLO5	To produce proposals for business reports and various purposes
Topic	Description Topic
T1	Understanding Business Communication
T2	Technology Enabled Communication
T3	Group Dynamics
T4	Introduction to Oral Communication
T5	Speech and Presentation
T6	Meetings, Dictating Messages and Preparing Oral Report
T7	Brief Business Correspondence
T8	Business Reports and Proposals

Course Learning Outcomes (CLOs)	Topic Learning Outcomes (TLOs)	Question	Bloom's Taxonomy of Learning Domains						Marks	Sample of a learner's score	The extent of achievement of 50% of each CLO
			K	C	Ap	An	S	E			
CLO1	T2	Q1, Q2	X	X	X	X	X	X	20	10	YES
CLO2	T1	Q3, Q4	X	X	X	X	X	X	20	15	YES
CLO3	T3, T6	Q5, Q6	X	X	X	X	X	X	20	14	YES
CLO4	T4, T5	Q7, Q8	X	X	X	X	X	X	20	5	NO
CLO5	T7, T8	Q9, Q10	X	X	X	X	X	X	20	18	YES
									100	62	Status: FAIL the APEL (C) Assessment

K = Knowledge C = Comprehension Ap = Application An = Analysis S = Synthesis E = Evaluation

Note: Learners must achieve at least 50% of each course learning outcome and not as an aggregate of all the course learning outcomes taken together.

Prepared by:	Moderated by:
Assessor's Signature:	Moderator's Signature:
Assessor's Name:	Moderator's Name:
Date:	Date:



APPENDIX VI: 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>		

APPENDIX VII: APEL (C) EXTERNAL ASSESSOR REPORT CHECKLIST

		Y	N	Remark if N
General APEL.C Documentation				
Please tick (/) if you have received the following:				
1	Policy Handbook for APEL.C Implementation			
2	Learner Handbook for APEL.C Implementation			
3	All requested forms related to APEL.C			
Application Documents				
1	Were the self-assessment forms appropriately assessed?			
2	Did the application form gain enough information for assessment recommendations?			
General Data				
1	Were there a significant number of learners undertaking APEL.C?			
2	Was the success rate of APEL.C reasonable?			
3	Is the actual APEL.C turnaround time consistent with the CAC Policy Handbook?			
4	Was the feedback given by learners positive?			
5	Were the staff positive in the process of implementing APEL.C?			
Assessment Documents				
Challenge Test				
1	Do the question papers measure the course learning outcomes?			
2	Do the answers given by learners reflect the learning of the course?			
3	Were the answers given assessed according to the learner's experiences and practical in nature?			
Portfolio				
1	Does the evidence or profile provided reflect sufficient learning of the course?			
2	Were the portfolios assessed according to the GGP standards?			
3	Does the evidence or profile reflect the achievement of course learning outcomes?			
APEL.C Training				
1	Do the training materials properly convey the purpose of APEL.C?			
2	Are the staff competent in both			

	knowledge and application of APEL.C?			
3	Are the learners made aware of the option and mechanism of APEL.C?			
Final Assessor Meeting				
1	Was the meeting conducted to your satisfaction?			
2	Were you satisfied with the recommendations of the CAC at City University?			

Additional Remarks

Date: