



ADDENDUM OF APEL LEARNERS' HANDBOOK

APEL.A(T8) AND APEL.M

**ADDENDUM TO ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING
(APEL) FOR ACCESS (APEL.A)
LEARNERS' HANDBOOK
(CERTIFICATE, DIPLOMA, BACHELORS, MASTERS)**

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GLOSSARY

- **Doctoral' s Degree**

A degree recognised by MQF which provides for the furtherance of knowledge, skills and abilities obtained at the Master's degree level.

- **APEL.M**

Accreditation of prior experiential learning for the purposes of obtaining the award of qualifications under the various Malaysian Qualifications Framework (MQF) levels through the completion of unbundled or stand-alone micro- credentials.

- **Malaysian Micro-credential Statement (MMS)**

A document outlining personal information of the learner and details of the micro- credentials (course origin, credit award, name of the awarding institution, language of instruction, delivery, mode of study, level of course, credit hours, student learning time, duration, enrolment requirements, course learning outcomes, assessment, grading system, etc.)

1. INTRODUCTION

This document establishes for the purpose of providing minimal guidance to learners who intend to pursue their studies using the Accreditation of Prior Experiential Learning (APEL) and the main references of the content are based on the Guideline to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M) First Edition 2023 published by Malaysian Qualifications Agency.

2. SCOPE OF APEL.A(T8) & APEL.M

The APEL.A is now extended to MQF Level 8 (Doctorate) coursework, mixed mode, and research-based programmes, with a focus on access to higher education. The APEL.A is available to both local and international candidates. However, international applicants are responsible for ensuring that regulatory bodies in their home countries recognize the recognition of prior experiential learning.

Students who have accumulated credits through micro-credentials that are relevant to

the degree programme can now apply for the formal degree award via the APEL.M pathway, even if they do not possess the required academic entry qualifications.

The APEL.A and APEL.M credentials can be used to further studies in the chosen discipline, which should be relevant to their prior experiential learning. It is not equivalent to the knowledge and skills of a particular MQF-level academic degree programme. The certification cannot be utilized for employment purposes.

3. ENTRY REQUIREMENT FOR APEL.A(T8) & APEL.M

- a) APEL.A(T8) – Doctorate Level by Coursework, Mixed-mode and Fully Research-based) MQF Level 8

(Doctorate by Coursework, Mixed Mode and Fully Research-based)

- i. At least 35 years of age in the year of application.
- ii. Possess at least a Bachelor's degree or equivalent qualifications (or those with higher qualifications, e.g., Postgraduate Certificate, Postgraduate Diploma).
- iii. Possess at least 5 years of relevant work experience after completion of the Bachelor's degree programme.
- iv. Pass the APEL.A assessment for Doctorate level.

***Note:** For the work experience condition, only applicants applying for programmes at the MQF Level 8 will be required to have at least a minimum of five (5) years' work experience. A minimum of five (5) years' work experience must be acquired after the completion of the Bachelor's degree programme. For the rest of the MQF Levels, the number of years of work experience is not stipulated and may vary.*

b) APEL.M

Local and international applicants can only apply for admission via the APEL.M if he/she has completed the following quantum of micro-credentials which are unbundled from accredited programmes and meet the minimum age requirements of the APEL.A at the various MQF levels:

- i. Completed at least 50%* of the total graduating credits of the intended

programme via micro-credentials which are unbundled from the accredited programme or standalone micro-credentials from one or multiple HEPs.

- ii. Meet the minimum age requirements as stipulated in the APEL.A for the various levels of qualifications under the MQF.
- iii. Must fulfil the minimum age of graduation stipulated in the GGP MC.

The remaining percentage of courses in a programme from the above categories can be assessed by the receiving institution through the prescribed courses in the programme whose award is sought by the applicant.

Note: * Total 50% of the total graduating credits are NOT inclusive MPU subjects.

4. DESCRIPTION OF LEARNERS' COMPETENCIES

The required competencies for the APEL.A or APEL.M assessments are guided by the MQF's five clusters of learning outcomes. Therefore, the assessments conducted aim to ensure that applicants will have the following minimum competencies to pursue higher education:

- a) Knowledge and understanding.
- b) Cognitive skills.
- c) Functional work skills with focuses on:
 - i. practical skills.
 - ii. interpersonal and communication skills.
 - iii. digital and numeracy skills.
 - iv. leadership, autonomy and responsibility.
- d) Personal and entrepreneurial skills.
- e) Ethics and professionalism.

Each of the competencies is described below:

i. Knowledge and understanding

Knowledge and understanding refer to a systematic understanding of facts, ideas, information, principles, concepts, theories, technical knowledge, regulations,

numeracy, practical skills, tools to use, processes and systems.

It may relate to a subject, a field of study or discipline, as well as to technical and occupational or workplace aspects of knowledge and understanding. It starts with basic general knowledge and progresses to varied, broader, specialised and advanced knowledge, including those relating to sustainable practices, rules and regulations, health and safety, and especially relevant to Technical and Vocational Education and Training (TVET) and even professional types of programmes.

The scope of knowledge should include the common everyday knowledge within the environment of learners. This may also be acquired through formal, informal and non-formal learning circumstances-experiences. Developing personal values and ethics may derive from knowledge and experiences. Knowledge and understanding enable the learners to relate their prior knowledge in the course of learning and/or work, as well as to expand to related fields. Knowledge provides the basis for applications of all other competencies.

ii. Cognitive skills

Cognitive skills relate to thinking or intellectual capabilities and the ability to apply knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/creative thinking, assessment, applying, analysing, problem-solving and synthesising to create new ideas, solutions, strategies or new practices. Such intellectual skills enable the learner to search for and comprehend new information from different fields of knowledge and practices.

iii. Functional work skills

a. Practical skills

These are generally work skills and operational skills applicable to a common employment environment, such as planning, organizational skills, selection of tools, material, technology methods and procedures. In the study context, it may include study skills and preparations, undertaking procedures, scientific skills, designs, research and so

forth. It also includes specialized skills set by specific subject, discipline, technical or occupation-related work skills and professional practices which enhance professional competence. It should include safe and sustainable practices as well.

b. Interpersonal and Communication skills

Interpersonal skills refer to a range of skills which, amongst others, include interactive communications, relationships and collaborative skills in managing relationships in teams and within the organizations, networking with people of different cultures, as well as social skills/etiquettes.

Communication skills refer generally to the ability to communicate/convey information/ideas/reports cogently and professionally in an appropriate language. The communication must be effective and in appropriate forms, in various mediums, and to a range of audiences and different situations. The ability to communicate in more than one language is encouraged.

c. Digital and Numeracy skills

Digital skills generally refer to the ability to use information/digital technologies to support work and studies. The skills include sourcing and storing information, processing data, using applications for problem-solving and communication, as well as ethics in applying digital skills.

These are the quantitative skills that require learners to acquire increasingly higher levels of numerical abilities. It is acknowledged as an important living skill relevant to study, work and daily life. It may include an understanding of basic mathematics, symbols relating to statistical techniques and so forth.

d. Leadership, autonomy and responsibility

This cluster of skills refers to the ability of an individual to build relationships and work with teams made up of peers, as well as the capability of the individual in managerial capacities with varying degrees of autonomy to make decisions or set goals at organisational/unit/team levels. The individual is also expected to take responsibility and provide accountability, to be confident, knowledgeable, articulate, honest, professional, concerned, resilient, to be a risk taker and to possess other intrapersonal skills including working in and leading teams.

iv. Personal and Entrepreneurial skills

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

Entrepreneurial skills require relevant knowledge, skills and expertise in key areas of an enterprise. Important personal qualities will include creativity, grit and drive. The drive to be an entrepreneur is considered a personal skill but also requires the requisite relevant knowledge, cognitive skills and functional skills.

v. Ethics and Professionalism

Ethics and values are important in personal, organizational, societal/community and global settings as they guide personal actions and interactions at work and within the community at large. Awareness/understanding and respect of ethical, social and cultural differences and issues are important in the exercise of professional skills and responsibilities comprising integrity, professional conduct (professionalism) and standards of conduct (e.g., upholding regulations, laws and codes of good practices or code of professional conduct). A sensitive approach in dealings with other cultures adds value to this learning domain.

5. APEL.A CERTIFICATION PROCESS

Self-Assessment

The pre-application process requires the applicant meeting the basic admission criteria of age and academic qualifications. The applicant also need to assess the relevancy of their prior learning experient with the competencies stipulated. Upon the self-assessment conducted, if the applicant feels that he/she has the capability to undertake the tertiar study at specific MQF level qualification, then the applicant may proceed to apply for the APEL. A or APEL. M on the MQA portal (see **Appendix 1.1** for Self-Assessment Form)

APEL.A assessment instruments

Assessment for Doctorate level

(For coursework, mixed mode and fully research-based programmes)

a) Portfolio Assessment

The applicants will be required to submit a Portfolio (either in Bahasa Malaysia or English) which will be assessed by the appointed assessors in the WOU APEL Assessment Centre (*Pusat Penilaian APEL*, PPA). If the assessors are uncertain about the authenticity, sufficiency or relevancy of the evidence presented in the portfolio, they may request to meet the applicant for verification or validation purposes. The Portfolio assessment contributes to 50% of the total APEL.A assessment. See Portfolio APEL Portfolio Evaluation Form in **Appendix 1.2**.

b) Research Intent and Presentation

This assessment mode contributes to 30% of the total APEL.A assessment, where applicants will be required to provide information related to the areas/disciplines of the doctorate study. In this regard, the applicant will have to submit a brief research intent outlining the information as indicated in **Appendix 1.3** prior to the presentation/demonstration. For research related to applied sciences or where it requires laboratory skills, a demonstration of such skills during the presentation will be required at a specific venue.

c) Interview Assessment

Upon successful completion of the Research Intent and Presentation, applicants will undertake an Interview assessment. This will contribute to

20% of the total APEL.A assessment for all three modes (i.e., coursework, mixed mode and fully research-based) of the doctorate studies at MQF level 8.

This is a structured oral interview to assess an applicant's skills and knowledge/competencies to undertake tertiary studies.

APEL.M assessment instruments

Portfolio Assessment

For applicants who have completed micro-credentials from accredited programmes with at least 50% from a single HEP or multiple HEPs, but do not meet the regular entry requirements of the programme, they may apply for the APEL.M for the purpose of fulfilling the admission criteria.

The APEL for admission through the micro-credential track is known as the APEL.M. It only requires the applicants to submit a complete Portfolio for assessment of their readiness to undertake a tertiary study.

The applicants are required to submit a Portfolio (APEL.M) either in Bahasa Malaysia or English. The Portfolio form is as outlined in **Appendix 1.4** and must be submitted in a softcopy format.

In the said Portfolio form, the applicants must clearly state the number of micro-credentials taken, the percentage of credits accumulated and the related evidence, such as the result slips or/and the digital badge/Malaysian Micro-credential Statements (MMS) gathered.

If the assessors would like to confirm the authenticity and ensure the sufficiency or relevancy of the evidence presented in the Portfolio, they may request to meet the applicant for verification or validation purposes. Hence, other forms of verification instruments such as an interview, presentation and demonstration may be adopted.

This Portfolio assessment contributes to 100% of the entire APEL.M for all MQF

levels of qualifications.

6. APEL.A AND APEL.M CERTIFICATION PROCESSES

The APEL.A and APEL.M certification processes for various levels of MQF qualifications are illustrated in **Appendix 2.1** and **Appendix 2.2**, respectively.

References:

1. *Guideline to Good Practices: Accreditation of Prior Experiential Learning for Access (APEL.A) and Accreditation of Prior Experiential Learning for Micro-credentials (APEL.M) First Edition 2023;*
2. *The Malaysian Qualifications Framework.*
3. *Code of Practice for Open and Distance Learning*
4. *Guidelines to Good Practices: Micro-Credentials.*

WOU Internal Guidelines:

This addendum to be read in conjunction with following WOU internal guidelines:

1. APEL Portfolio Guide: APEL.A
2. APEL Portfolio Guide: APEL.M
3. APEL Research Intent Guide

APEL SELF-ASSESSMENT FORM**PART A: PERSONAL PARTICULARS**

Name							
IC Number							
Intended APEL Assessment (v)	APEL.A			APEL.M			
Intended Level for APEL.A (v) (if you are taking APEL.A)	T4		T6		T7		T8

PART B: SELF ASSESSMENT EXERCISE (please assess based on the APEL Assessment intended)

APEL	Requirements (please check (v) the boxes according the intended APEL Assessment)
APEL.A	<input type="checkbox"/> Fulfils age requirement
	<input type="checkbox"/> Qualifications (T7 & T8 only)
	<input type="checkbox"/> Relevant work experience
APEL.M	<input type="checkbox"/> Recognition of the micro-credentials (MC) undertaken by the intended institution awarding the qualifications (ie WOU)
	<input type="checkbox"/> Achieved at least 50% of the total credits of the programme intended
	<input type="checkbox"/> Fulfils age requirement

Prior Learning Experience which correlates with Learner's Competencies (please check (v))

Learner's Competencies	v
Knowledge and understanding	<input type="checkbox"/>
Cognitive skills	<input type="checkbox"/>
Functional work skills with focuses on: practical skills	<input type="checkbox"/>
interpersonal and communication skills	<input type="checkbox"/>
digital and numeracy skills	<input type="checkbox"/>
leadership, autonomy and responsibility	<input type="checkbox"/>
Personal and entrepreneurial skills	<input type="checkbox"/>
Ethics and professionalism	<input type="checkbox"/>

PART C: APPLICANT DECLARATION

<p>1. I have read and understood the requirements above and agree to abide by it.</p> <p>2. I confirm that all of the details on this form are correct to the best of my knowledge.</p> <p>Signature of Applicant: _____ Date: _____</p>
--

RECOMMENDATION BY ADVISOR

[Please tick (✓) appropriately.]

Eligible for APEL Application

Not eligible for APEL Application

Remarks (if any):

Signature of Advisor:

Name of Advisor: _____

Date: _____

APPENDIX 1.2



APEL PORTFOLIO EVALUATION FORM

Recent photo

PART 1: PERSONAL DETAILS

FULL NAME								
IC NUMBER								
INTENDED FIELD OF STUDY								
INTENDED PROGRAMME								
LEVEL OF STUDY	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Bachelor	<input type="checkbox"/>	Master	<input type="checkbox"/>	Doctorate
REFERENCE NUMBER	(for WOU use only)							

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

a) FORMAL LEARNING

Intentional learning/programme of study delivered within an organisation and structured context (pre-school, primary school, secondary school, technical college and university) that may lead to formal recognition / a recognised qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCIES (Please tick ✓) (Please refer Appendix 2 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (Please refer Appendix 1 for examples of evidence)
				1	2	3	4	5	6	7	8	
1.												
2.												
3.												
4.												
5.												

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

b) INFORMAL LEARNING (start with the most recent)

Learning which takes place continuously through life and work experiences (sometimes known as experiential learning). It is often unintentional learning.

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

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

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

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

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

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

NO.	NAME/TITLE OF TRAINING OR COURSE	ORGANISER /LOCATION	DATE	LENGTH (Hours/ Days/ Month)	WHAT I HAVE LEARNT/ACQUIRED (Please tick v) (Please refer Appendix 2 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for examples of evidence)
					1	2	3	4	5	6	7	8	
1.													
2.													
3.													
4.													
5.													
6.													
7.													

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

d) LANGUAGE COMPETENCY

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

e) SELF ASSESSMENT/REFLECTION (Compulsory)

Describe how your prior learning experiences prepare you for the intended level of study [Not more than 250 words (for T4) and 500 words (for T6, T7 & T8)]:

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

REFEREES (Family members and relatives cannot serve as referees)

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

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

PART 4: SELF DECLARATION

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

Signature:

Name:

Date:

This application is subject to Terms and Conditions stated below

- a. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified full translation.
- b. The WOU Management is authorised by the applicant, to make references to and use the information or data in this application as may be deemed necessary.
- c. The certification applied for is designed to meet requirements set by the MQA. Admission to the Academic Programme applied for, using this APEL Certificate is subject to the Academic Regulations approved by the University/ College.
- d. Submission of a non-refundable application fee of **RM**

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

LIST OF EVIDENCE

Evidence that can be provided for application

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

List of skills on what I have learnt based on Malaysian Qualifications Framework Learning Outcome

1. Knowledge and understanding
2. Cognitive skills
- Functional work skills:
 3. Practical skills
 4. Interpersonal and communication skills
 5. Digital and numeracy skills
 6. Leadership, autonomy and responsibility
7. Personal and entrepreneurial skills
8. Ethics and professionalism.

APPENDIX 1.3



Name of Applicant:	
NRIC/Passport Number:	
Research Title:	

Framework of Research Intent

No.	Items	Descriptions
1.	Institution identified to undertake the research	WAWASAN OPEN UNIVERSITY
2.	Potential supervisor consulted for the research studies (name and related information of the supervisor)	
3.	Title of research	
4.	<p>Introduction / Research background</p> <p>a) Provide an introduction encompassing the context, establish the relevance of the proposal and provide a discussion of the important studies and theories or frameworks related to the research problem.</p> <p>b) In this section, also briefly provide the research scope, justification and objectives of your research.</p>	

5.	<p>Research problem</p> <p>The research problem you will be focusing on and its significance in contribution to addressing an existing gap in the knowledge in the field/making a novel contribution to the said discipline.</p>	
6.	<p>Literature review</p> <p>Provide a critical summary of published research literature relevant to your topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic, and may justify your future research into a previously overlooked or understudied area</p>	
7.	<p>Research plan/methodology</p> <p>Outline the following in brief:</p> <ul style="list-style-type: none"> a) Methods that you will use to gather your information. b) Theories and techniques you will use to analyse the information. c) Overall research plan from conceptualisation to the writing of thesis/dissertation. 	

Signature: _____

Date: _____

APPENDIX 1.4



PORTFOLIO SUBMISSION FORM APEL MICRO-CREDENTIAL (APEL.M)

Recent photo

PART 1: PERSONAL DETAILS

FULL NAME			
IC NUMBER/Passport No.		Nationality	
INTENDED FIELD OF STUDY			
INTENDED PROGRAMME		Total Graduation Credits	
Name of Intended Higher Education Provider (HEP)			
Number of Micro-Credential (Courses) from Accredited Programme		Percentage of Credits Accumulated	

LEVEL OF STUDY		Diploma		Bachelor		Master		Doctorate
REFERENCE NUMBER	(for WOU use only)							

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

a) FORMAL LEARNING

Intentional learning/programme of study delivered within an organisation and structured context (pre-school, primary school, secondary school, technical college and university) that led to formal recognised qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCIES (Please tick ✓) (Please refer Appendix 2 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (Please refer Appendix 1 for examples of evidence)
				1	2	3	4	5	6	7	8	
1.												
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***Note: All evidence must be properly labelled**

b) INFORMAL LEARNING (start with the most recent)

Learning which takes place continuously through life and work experiences (sometimes known as experiential learning). It is often unintentional learning.

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

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

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

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

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

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

Part I: Micro-Credential from the accredited programme (from single or multiple HEPs)

NO.	NAME OF MICRO-CREDENTIAL (MC)	PROGRAMME WHERE THE MC ORIGINATED FROM (with MQA reference number)	COURSE WHERE THE MC ORIGINATED FROM	INSTITUTION	DATE AWARDED	CREDIT HOURS	GRADE	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer Appendix 2 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for examples of evidence)
								1	2	3	4	5	6	7	8	
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3.																
4.																
5.																
6.																
7.																

Part II: Non-formal learning comprising stand-alone Micro-Credentials/short courses/workshop/seminars/conference or training courses

NO.	NAME/TITLE OF TRAINING OR COURSE	ORGANISER/ LOCATION	DATE	LENGTH (Hours/ Days/ Month)	Grade (if any)	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer Appendix 2 for list of skills on what I have learnt)								EVIDENCE OF LEARNING* (if any) (Please refer Appendix 1 for examples of evidence)
						1	2	3	4	5	6	7	8	
1.														
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4.														
5.														
6.														
7.														

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

d) LANGUAGE COMPETENCY

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

e) SELF ASSESSMENT/REFLECTION (Compulsory)

Describe how your prior learning experiences prepare you for the intended level of study (Not more than 500 words):

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

REFEREES (Family members and relatives cannot serve as referees)

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

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

PART 4: SELF DECLARATION

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

Signature:

Name:

Date:

This application is subject to Terms and Conditions stated below

- a. Documents that are not in English or Bahasa Malaysia must be accompanied by a certified full translation.
- b. The WOU Management is authorised by the applicant, to make references to and use the information or data in this application as may be deemed necessary.
- c. The certification applied for is designed to meet requirements set by the MQA. Admission to the Academic Programme applied for, using this APEL Certificate is subject to the Academic Regulations approved by the University/ College.
- d. Submission of a non-refundable application fee of **RM**

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

LIST OF EVIDENCE

Evidence that can be provided for application

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

List of skills on what I have learnt based on Malaysian Qualifications Framework Learning Outcome

1. Knowledge and understanding
2. Cognitive skills
- Functional work skills:
 3. Practical skills
 4. Interpersonal and communication skills
 5. Digital and numeracy skills
 6. Leadership, autonomy and responsibility
7. Personal and entrepreneurial skills
8. Ethics and professionalism.

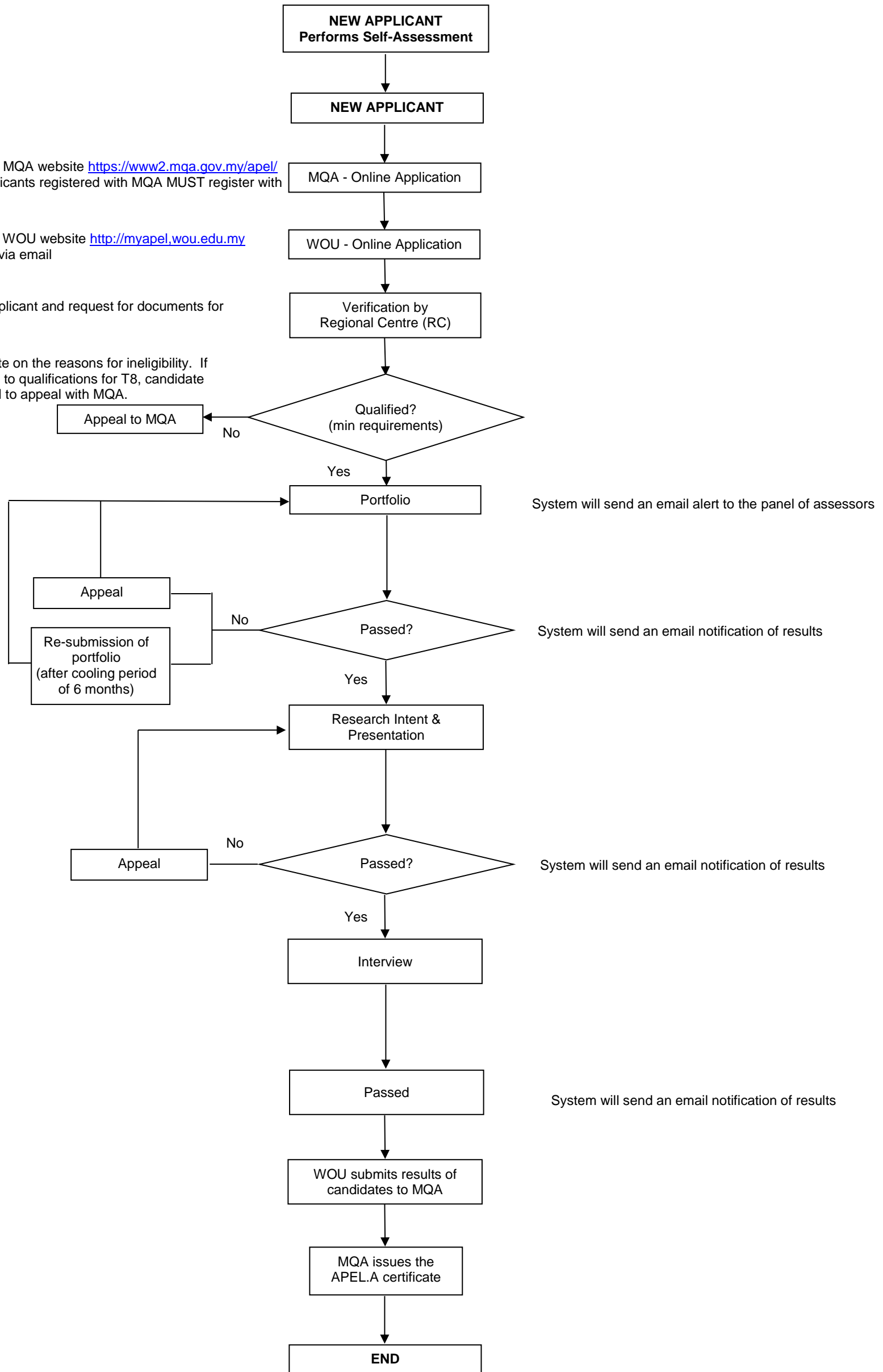
WOU-APEL.A Assessment Process Flowchart (T8)

Applicant register via MQA website <https://www2.mqa.gov.my/apel/>
RC to ensure all applicants registered with MQA MUST register with WOU APEL System

Applicant register via WOU website <http://myapel.wou.edu.my>
System will alert RC via email

RC to contact the applicant and request for documents for verification

RC to email candidate on the reasons for ineligibility. If the ineligibility is due to qualifications for T8, candidate will require this email to appeal with MQA.



WOU-APEL.M Assessment Process Flowchart

Applicant register via MQA website <https://www2.mqa.gov.my/apel/>
(RC to ensure all applicants registered with MQA MUST register with WOU APEL System within 6 months)

Applicant register via WOU website <http://myapel.wou.edu.my>
System will alert RC via email

RC to contact the applicant and request for documents for verification

RC to email candidate on the reasons for ineligibility.
Candidate will require this email to appeal with MQA.

SELF-ASSESSMENT will be conducted to ascertain the following based on the MQA APEL.M requirements:
 a) Applicant has approached the intended institution awarding the degree to recognise the micro-credentials (MC) undertaken by him/her.
 b) Applicant must achieve at least **50%** of the total credits of the programme he/she intends to pursue. In this context, the said institution must issue a supporting letter to testify this.
 c) The said institution is an approved Higher Education Provider (HEP) to implement the offering of the MC through the APEL.M track.
 d) Applicant fulfils the age requirement.

