



APEL.Q @ UCSI

LEARNER HANDBOOK

**Accreditation of Prior Experiential Learning for Award of
Academic Qualifications**

Policies and Guidelines
Rev. 03 | APEL CENTRE

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Table of Contents

1.0 INTRODUCTION	1
1.1 Definition of APEL.Q	1
1.2 Justifications for APEL.Q	2
1.3 Core Principles of APEL.Q	2
1.4 Purposes and Objectives	3
1.5 Scope	3
2.0 APEL.Q POLICY	4
2.1 General Policies.....	4
2.2 Award of Academic Qualifications.....	4
2.3 Implementation Process	5
3.0 APPLICATION PROCESS FOR LEARNER	6
4.0 ASSESSMENT	8
4.1 Assessment Principles	8
4.2 Assessment Instruments.....	8
4.2.1 Portfolio	9
4.2.2 Field and Validation Visit (FVV).....	10
4.2.3 Challenge Test.....	11
4.2.4 Capstone	13
5.0 APPEAL FOR RE-EVALUATION AND RE-SIT	13
5.1 Re-evaluation.....	13
5.2 Re-sit.....	13
Appendix A: APEL.Q Counselling Form	15
Appendix B: APEL.Q Self-Assessment Form for Learners	16
Appendix C: APEL.Q Application Form	18
Appendix D: Portfolio Submission Form for APEL.Q	19
Appendix E: Field And Validation Visit And Risk Management Policy	23
Appendix F: Field and Validation Visit (FVV) Risk Assessment Form	25
Appendix G: Various Forms of Challenge Test/Validation Instruments	27

1.0 INTRODUCTION

The Malaysian Qualifications Agency (MQA) recognises the value of learning acquired through diverse experiences across different phases of life. This recognition is enshrined in the MQA Act 2007 [Act 679, Part VIII (Accreditation): Chapter 7 – Prior Learning and Credit Transfer], positioning prior learning as an integral part of higher education. Accreditation of Prior Experiential Learning (APEL) is embedded within the Malaysian Qualifications Framework (MQF). Through APEL, lifelong learning is recognised, and social inclusion is enhanced by providing access to academic qualifications for individuals who may otherwise be excluded due to lack of formal qualifications or workplace demands.

APEL was first introduced in 2011 as APEL.A (for Access), assessing learners' readiness for tertiary studies based on prior learning. In 2016, APEL.C (for Credit Award) was introduced to recognise prior learning for the award of credits in a programme of study. In 2021, APEL.Q (for the Award of Academic Qualifications) was introduced, providing opportunities for individuals to obtain academic qualifications equivalent to those earned through conventional pathways.

APEL.Q at UCSI University is designed to:

- a) promote lifelong learning by recognising prior experiential learning acquired through work, professional development, and other non-formal and informal means;
- b) ensure equality of access, recognition, and opportunity in career progression;
- c) widen and deepen access to programmes of study through the award of academic qualifications based on prior experiential learning.

1.1 Definition of APEL.Q

Accreditation of Prior Experiential Learning for the Award of Academic Qualifications (APEL.Q) is the mechanism through which an academic qualification is awarded to an individual based on the formal assessment of prior experiential learning. The award of an academic qualification under APEL.Q is based on evidence that the candidate has achieved the Programme Learning Outcomes (PLOs), the MQF learning outcome clusters, and the body of knowledge of the programme concerned. APEL.Q is aligned with learner autonomy and the development of higher-order cognitive skills such as analysis, synthesis, and evaluation, typically associated with adult learners.

APEL.Q recognises learning gained through:

Category	Characteristics	Examples	Outcomes
Formal	Structured, planned, and facilitated within an organised system	Full-time educational pathway; schools, colleges, universities	Diplomas & degrees
Non-formal	Structured, planned, and facilitated complementary learning activities	Courses, workshops, seminars, training	Skills & capabilities
Informal	Unstructured, spontaneous, self-directed, and self-motivated	Learning anywhere; personal and work experiences	Personal development and self-fulfilment






Examples of prior experiential learning include:

- ⇒ Work experience: full-time, part-time, or casual
- ⇒ Voluntary and community work
- ⇒ Family duties

- ⇒ Hobbies or leisure activities
- ⇒ Coaching and mentoring others
- ⇒ Attending and participating in seminars, conferences, and workshops
- ⇒ Attending short courses
- ⇒ Fluency in other languages
- ⇒ Private study and research
- ⇒ Any other life experiences

1.2 Justifications for APEL.Q

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

	<p>Access and Flexibility</p> <ul style="list-style-type: none"> • Expands entry routes into higher education for working adults, professionals, and non-traditional learners.
	<p>Elimination of Redundancy</p> <ul style="list-style-type: none"> • Reduces duplication of learning already acquired through experience.
	<p>Lifelong Learning</p> <ul style="list-style-type: none"> • Encourages continuous upskilling and reskilling, consistent with national policies on lifelong learning.
	<p>Efficiency</p> <ul style="list-style-type: none"> • Reduces time and cost required to complete a qualification compared to conventional pathways.
	<p>Workforce Relevance</p> <ul style="list-style-type: none"> • Validates workplace-based competencies and professional achievements, supporting industry recognition and career advancement.

1.3 Core Principles of APEL.Q

All APEL.Q provisions shall be underpinned by a set of core principles to ensure effective, transparent, and quality-assured practice. These principles safeguard the credibility and integrity of the evaluation mechanism and instil confidence in stakeholders regarding the outcomes of the APEL.Q process. The core principles guiding APEL.Q are as follows:

i) Learner-centred voluntary process

APEL.Q encourages continuous learning and promotes the positive aspects of an individual's learning experience. Learner initiates the application for the award of an academic qualification through the assessment of their prior experiential learning. It is the duty and responsibility of the learner to provide the appropriate documentation and evidence for the assessment process and to express their willingness to follow through with the whole chain of the APEL.Q assessment process. Although the learner undertakes the process voluntarily, it must be facilitated by the University.

ii) Accessibility

APEL.Q is accessible and inclusive to all eligible learners registered in fully accredited programmes at all MQF levels.

iii) Flexibility

Implementation shall adopt flexible approaches in candidate support and assessment, considering the diversity of learners' backgrounds, goals, and experiences.

iv) Reliability, validity, transparency and consistency

All processes, procedures, and decisions shall be reliable, valid, transparent, and consistent to safeguard credibility and integrity.

v) Roles and responsibilities

The roles of individuals in the APEL.Q process must be clearly defined.

vi) Quality

All processes and procedures in the implementation of APEL.Q shall comply with established standards and rigorous quality assurance and monitoring mechanisms equivalent to those applied in formal learning assessments and credit transfer processes. These quality assurance practices shall be available for review by relevant external quality assurance bodies and agencies, including the Malaysian Qualifications Agency (MQA), at all times.

1.4 Purposes and Objectives

This Handbook provides institutional guidance on the implementation of APEL.Q at UCSI University in accordance with the Malaysian Qualifications Agency's Guidelines to Good Practices (GGP): APEL.Q (2023). The objectives are:

- i. To outline institutional policies for implementation of APEL.Q.
- ii. To specify minimum qualifications and work experience required for eligibility.
- iii. To describe application and registration procedures.
- iv. To highlight assessment instruments for awarding academic qualifications.
- v. To define roles and responsibilities of stakeholders in administering APEL.Q.
- vi. To emphasise quality assurance requirements governing APEL.Q processes.

1.5 Scope

This policy applies to all APEL.Q offerings approved by the Malaysian Qualifications Agency. It governs the award of academic qualifications through recognition of prior experiential learning, including formal, non-formal, and informal learning.

The policy must be read together with relevant quality assurance documents issued by MQA and the Ministry of Higher Education, including:

- i. Guidelines to Good Practices: Accreditation of Prior Experiential Learning (GGP:APEL).
- ii. Guidelines to Good Practices: Accreditation of Prior Experiential Learning for the Award of Academic Qualifications (GGP:APEL.Q).
- iii. Other relevant quality assurance documents issued by MQA or MoHE from time to time.

2.0 APEL.Q POLICY

The following APEL.Q policies constitute the guiding principles for UCSI University and shall be strictly observed.

2.1 General Policies

1. APEL.Q is open to both Malaysian and international learners who are formally registered with UCSI University. This includes international learners residing in Malaysia or abroad. Learners outside Malaysia may undergo assessment through approved arrangements with recognised external partners/assessors, subject to compliance with the Guidelines to Good Practices (GGP): APEL.Q. Non-Malaysians are responsible for verifying the recognition of qualifications obtained via APEL.Q in their home countries.
2. APEL.Q applies only to programmes that have obtained full MQA accreditation. It is not applicable to programmes that are 100% research-based.
3. For programme accredited under professional bodies, APEL.Q implementation is subject to acceptance by the relevant professional bodies.
4. Learners must fulfil the minimum years of working experience in the relevant field at the corresponding MQF level, as shown in Table 1 below:

Table 1: Minimum Years of Working Experience for APEL.Q

MQF Level	Qualification	Minimum Years of Working Experience in the Relevant Field
3	Certificate	5 years
4	Diploma	10 years
5	Advanced Diploma	12 years
6	Bachelor's	15 years
7	Master's	20 years
8	Doctoral	25 years

Candidates who do not fully meet the minimum years of experience may be considered on a case-by-case basis, subject to:

- Exceptional prior experiential learning, demonstrated through substantial and well-documented evidence of relevant competencies.
- Evidence of professional achievement, such as leadership roles, industry recognition, awards, publications, or equivalent contributions. Former formal qualification shall not be considered for the eligibility exception.
- Recommendation by the Faculty and final approval by Senate.

2.2 Award of Academic Qualifications

1. APEL.Q shall be awarded upon the successful assessment of prior experiential learning and the successful completion of the **Capstone**, which serves as the final integrative component of the programme.
2. At postgraduate level (MQF Levels 7 and 8), APEL.Q is confined to coursework and mixed-mode programmes only:
 - **Coursework programme:** Learners must complete the designated capstone course(s) as stipulated in the programme.
 - **Mixed-mode programme:** Learners must complete the research component (thesis or dissertation), which shall be deemed as the capstone course.
3. The award of an academic qualification through APEL.Q shall be deemed equivalent to a **block credit transfer**, whereby the total credits for the entire programme are awarded.

4. The APEL.Q assessment shall consist of the following instruments, undertaken in sequence:



For the award of academic qualifications through APEL.Q, candidates must:

- a) Pass all assessment instruments — Portfolio, Field and Validation Visit (FVV), Challenge Test, and Capstone — with at least 50% attainment of each Programme Learning Outcome (PLO) in every instrument.
 - Failure to achieve the minimum 50% in any PLO examined under an instrument will result in a fail status for that instrument.
 - b) Achieve the minimum cumulative requirement for programme completion:
 - CGPA \geq 2.0 (out of 4.0) for undergraduate programmes (Certificate, Diploma, Advanced Diploma, Bachelor’s Degree).
 - CGPA \geq 3.0 (out of 4.0) for postgraduate programmes (Master’s and Doctoral by Coursework).
 - Pass the research component for postgraduate mixed-mode programmes (Master’s and Doctoral).
5. Each APEL.Q application is programme-specific and shall be assessed separately for the award of one academic qualification.
 6. For programmes under the purview of professional bodies, the award of qualifications through APEL.Q shall only be conferred with the approval of the respective professional bodies.

2.3 Implementation Process

1. Applications for APEL.Q may be submitted at any time during the year.
2. A learner may only apply for APEL.Q to one (1) university approved by MQA to conduct APEL.Q at any given time. Learners may re-apply for APEL.Q at the same or a different approved university after a lapse period, as determined by MQA.
3. Assessments shall be outcome-based, focusing on the body of knowledge, programme learning outcomes (PLOs), and competencies of the discipline.
4. Upon successful completion, UCSI University shall issue the award scroll together with the academic transcript. The transcript shall explicitly indicate the APEL.Q route and the Cumulative Grade Point Average (CGPA) obtained, and shall be supplemented with the Malaysian Qualifications Statement (MQS).
5. The overall study duration under APEL.Q is subject to the learner’s performance and progress. The maximum duration for the completion of the APEL.Q process shall be capped according to MQF level, as shown in Table 2.

Table 2: Maximum Duration for Programme Completion

MQF Level	Qualification	Maximum Duration
3	Certificate	3 years
4	Diploma	6 years
5	Advanced Diploma	3 years
6	Bachelor’s	8 years
7	Master’s	4 years
8	Doctoral	8 years

3.0 APPLICATION PROCESS FOR LEARNER

Learners shall submit their APEL.Q applications through the MQA APEL.Q Portal, which serves as the central focal point for all APEL.Q applications, accessible at: https://www2.mqa.gov.my/apel/APEL_Q/permohonancalon.cfm. The APEL.Q application process is shown in Table 3 and Figure 1.

Table 3: APEL.Q Application Process for Learner

Step	Process / Action	Document
1	Candidate submits APEL.Q application via MQA APEL.Q Portal	
2	MQA conducts initial eligibility screening and notifies candidate and UCSI APEL Centre	
3	APEL Centre briefs candidate on APEL.Q process; requests further information (CV, transcripts, other experiential evidence) and forwards complete file to Faculty/Institute/School	Appendix A: APEL.Q Counselling Form
4	Faculty APEL.Q Committee reviews candidate's eligibility, relevance of experience, and alignment with Programme Learning Outcomes (PLOs). The decision is to be minuted and submitted to the APEL Centre.	
5	APEL Centre informs candidate of eligibility decision (Eligible / Not Eligible). If Eligible, confirms candidate's readiness to proceed.	
6	Faculty APEL.Q Committee assigns Advisor to guide candidate in completing the Self-Assessment Form	Appointment Letter by APEL Centre
7	Candidate undertakes Self-Assessment Exercise guided by Advisor	Appendix B: Self-Assessment Form
8	Advisor determines candidate's readiness based on the Self-Assessment and make recommendation	
9	If eligible, candidate fill up application form to register as a UCSI student, and proceeds to APEL.Q assessments	Appendix C: Application Form

Each APEL.Q application shall be subject to the prescribed Self-Assessment Fee, Registration Fee and Assessment Fees, all of which are non-refundable. The Assessment Fee covers the evaluation of the four assessment instruments:

1. Portfolio
2. Field and Validation Visit (FVV)
3. Challenge Test
4. Capstone

Fees will not be refunded in the event that a learner is unsuccessful in the APEL.Q assessment.

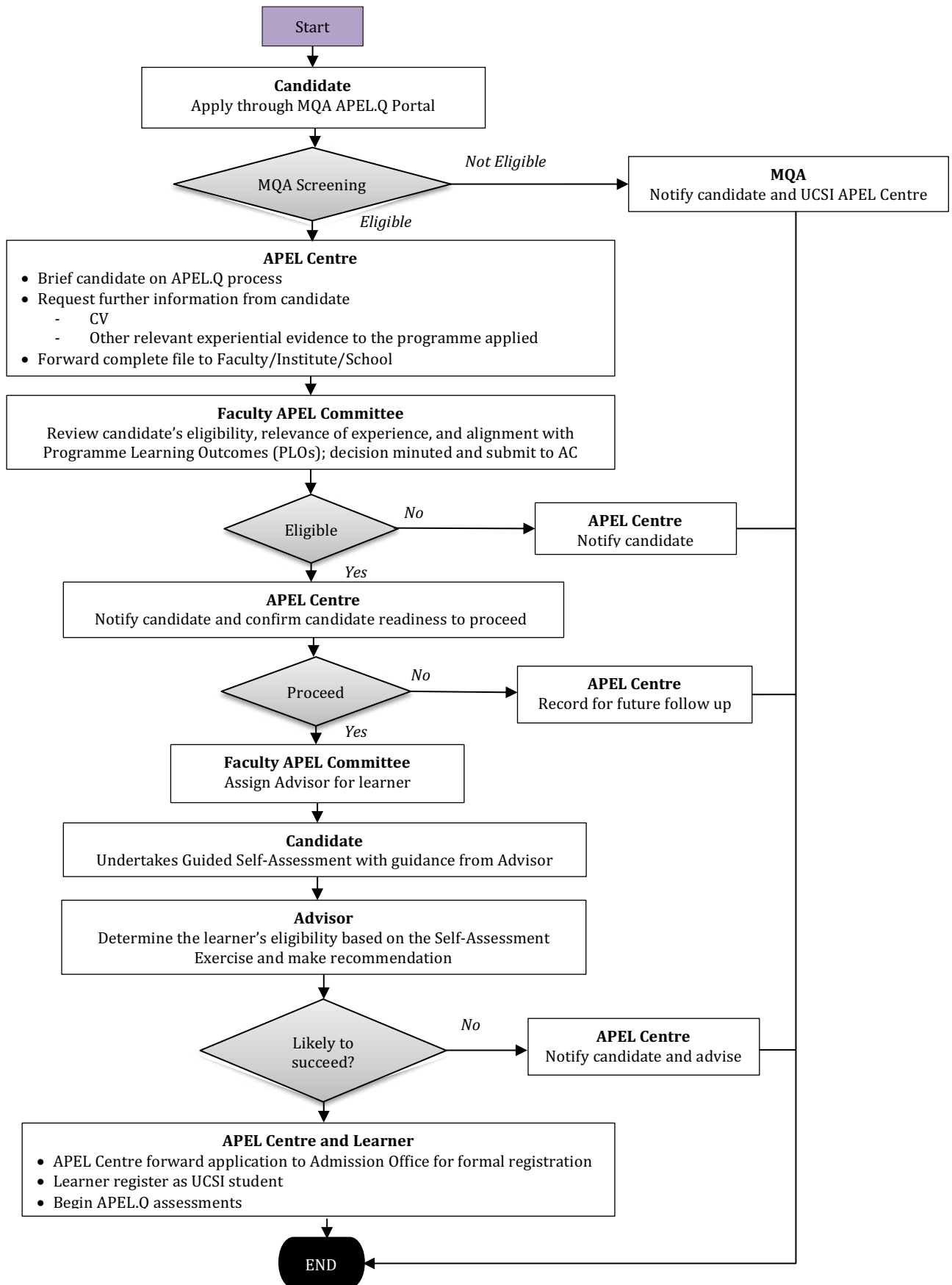


Figure 1: APEL.Q Application Flow for Learner

4.0 ASSESSMENT

4.1 Assessment Principles

In line with the Core Principles outlined in Section 1.3, the assessment of prior experiential learning for the purpose of APEL.Q shall determine the comparability of a learner's experiential learning with the body of knowledge and competencies embedded in the specific programme. Assessments must correspond to the level and type of programme under the Malaysian Qualifications Framework (MQF).

The APEL.Q assessment processes and procedures will uphold the following principles to ensure the integrity and credibility of the qualifications awarded:

a) Transparency and Evidence-Based Judgement

All assessments shall adopt a transparent system to evaluate prior experiential learning against the body of knowledge and core competencies of the programme. Recognition is based on demonstrable learning achievement, not merely on job title, position, or length of service.

b) Rigour and Parity

All forms of assessment under APEL.Q must be of equal rigour to those in the conventional taught programmes. Equal rigour also requires that the same processes of internal moderation and external examiner scrutiny, as applied in traditional assessments, be extended to APEL.Q assessments.

c) Inclusivity

Subject to age parameters prescribed by the Malaysian Qualifications Framework (MQF), the award of qualifications through APEL.Q is open to all eligible applicants, regardless of background.

d) Validity, Reliability, and Fairness

Assessments must measure the intended competencies (validity), produce consistent outcomes across assessors and contexts (reliability), and ensure evidence-based, bias-free judgements (fairness).

e) Quality Assurance

All assessments shall be subject to the same internal and external quality assurance mechanisms governing conventional academic assessments, in line with the Guidelines to Good Practices (GGP): APEL.Q.

4.2 Assessment Instruments

The APEL.Q assessment instruments must be taken in sequential:

1. Portfolio
2. Field and Validation Visit (FVV)
3. Challenge Test
4. Capstone

Each instruments carry different weight contribute to the overall assessment. The weightage of each assessment instrument is stated in Table 4.

Table 4: Assessment Instrument

Instrument	Purpose	Weightage
Portfolio	Formal documentation of prior experiential learning aligned to programme outcomes.	20%
Field & Validation Visit (FVV)	Verification of knowledge, skills, and competencies in workplace or simulated environment.	20%
Challenge Test	Direct assessment of programme-specific knowledge and application (written, oral, product/performance).	30%
Capstone Project	Integrative project/dissertation demonstrating mastery of discipline outcomes.	30%

4.2.1 Portfolio

A Portfolio is a formal document that compiles evidence of prior experiential learning (formal, non-formal, and informal) acquired over time. The purpose is to demonstrate that the learner's knowledge, skills, and competencies are relevant to the Programme Learning Outcomes (PLOs) and the Body of Knowledge (BOK) of the qualification applied for.

To evaluate the portfolio submitted by the learner, AC/faculty/institute/school shall appoint assessors with the appropriate qualifications and experience with well-defined roles and responsibilities. Assessors may adopt one or more assessment modes to verify the authenticity and sufficiency of the learner's claimed competencies.

Submission Requirements

Learners must:

1. Use the standard portfolio template (*See Appendix D: Portfolio Submission Form APEL.Q*).
2. Provide accurate and truthful information.
3. Organise evidence according to the identified PLOs. Example of acceptable evidence are as listed in Table 5.
4. Submit supporting documents

Table 5: Portfolio Acceptable Evidence

Direct Evidence	Indirect Evidence
Certificates & Qualifications <ul style="list-style-type: none"> • School certificates • Statements of results • Work-related training/course certificates 	Written Records <ul style="list-style-type: none"> • Diaries, journals, or logs • Articles or publications • Reports and notes
Work Samples <ul style="list-style-type: none"> • Drawings, designs, or photographs • Reports and written materials • Projects or technical documents • Artistic works or products 	Email/Correspondence <ul style="list-style-type: none"> • Communication verifying tasks or roles • Customer feedback • Evidence of written communication skills
Official Records of Workplace Activities <ul style="list-style-type: none"> • Completed worksheets • Agreements or contracts • Job descriptions or task records 	Supporting Letters <ul style="list-style-type: none"> • Testimonials from employers • References from community groups • Statements from colleagues or supervisors (paid/unpaid work)
Awards & Achievements <ul style="list-style-type: none"> • Certificates of merit • Recognition from professional bodies • Media articles showcasing achievements 	Other Documents <ul style="list-style-type: none"> • Evidence of participation in community, industry, or professional activities • Any documents that demonstrate relevant experience

Acceptable Assessment Criteria to be Adopted

Authenticity	The evidence must clearly reflect the learner's own effort, experience, and learning for which the qualification is being claimed.
Acceptability	There must be clear alignment between the Programme Learning Outcomes (PLOs) and the evidence presented. The assessment instrument must also be reliable and valid.
Sufficiency	The evidence must demonstrate adequate breadth and depth, including reflective elements that show achievement of the PLOs or claimed competencies.
Currency	The evidence must be sufficiently recent to reflect up-to-date knowledge, competencies, and skills relevant to the discipline of the qualification.
Specificity	The evidence must be directly relevant to the PLOs for which the award of the academic qualification is being sought.

4.2.2 Field and Validation Visit (FVV)

The Field and Validation Visit (FVV) is a core assessment instrument under APEL.Q. It is designed to assess and validate whether the learner possesses the knowledge, skills, and competencies required for the award of an academic qualification.

The FVV may be conducted at:

- The learner's workplace,
- An approved external organisation,
- A laboratory, or
- A simulated environment.

The selected site must provide a safe, conducive, and relevant environment that allows for accurate demonstration and evaluation of competencies. The number of visits will vary depending on the complexity of the discipline and the level of study. To safeguard learners, assessors, and host organisations, all FVVs must comply with **UCSI University's FVV and Risk Management Policy (Appendix E)**. Learners and host organisations are required to complete the FVV Risk Assessment Form, and all FVVs must be approved by the Faculty/Institute/School before implementation.

a) Assessment Principles

The following principles guide the FVV assessment:

- **Validity** – The assessment must measure the competencies intended, covering the essential Programme Learning Outcomes (PLOs) and Body of Knowledge (BOK) of the programme.
- **Reliability** – The assessment must produce consistent and fair outcomes across different assessors, contexts, and times.

b) On-Site Assessment

- FVVs may be conducted in any location that permits effective demonstration of competencies without undue disruption.

- Learners may propose a site for assessment, subject to approval by the Faculty/Institute/School.
- For international learners, UCSI University may appoint an **external assessor** from a recognised partner institution in the learner's country of residence. Such assessors will undergo appropriate training to ensure consistency with APEL.Q requirements and assessment standards.

c) Procedure for FVV

In assessing the suitability of the site for the FVV, the possible risks to the learners, assessors and assessment must be carefully examined. Refer Figure 2 for the flowchart of the FVV procedure.

The procedure for the Field and Validation Visit (FVV) is as follows:

1. The learner studies and understands the FVV Assessment Policy and Risk Management, is appended in **Appendix E**.
2. The learner identifies a potential host organisation/site and completes the FVV Risk Assessment Form (**refer Appendix F**).
3. The completed form is submitted to the Faculty/Institute/School.
4. The APEL.Q Assessment Committee evaluates the suitability of the proposed site based on the submitted Risk Assessment Form.
 - If unsuitable, the learner must re-select and resubmit a new site for consideration.
5. Once approved, the Faculty/Institute/School issues the FVV Agreement to the host organisation.
6. The FVV is conducted at the approved site by the appointed assessors.

4.2.3 Challenge Test

Challenge Test is a proctored standardised assessment used to determine whether a learner has achieved the body of knowledge (BOK) and competencies of the programme. The Challenge Test may take various forms depending on the discipline, including:

- Written examination
- Oral examination
- Product assessment
- Performance assessment

Academics are encouraged to adopt a combination of assessment methods to ensure a comprehensive and valid measurement of programme learning outcomes (PLOs) and competencies. Examples of assessment formats are provided in **Appendix G**.

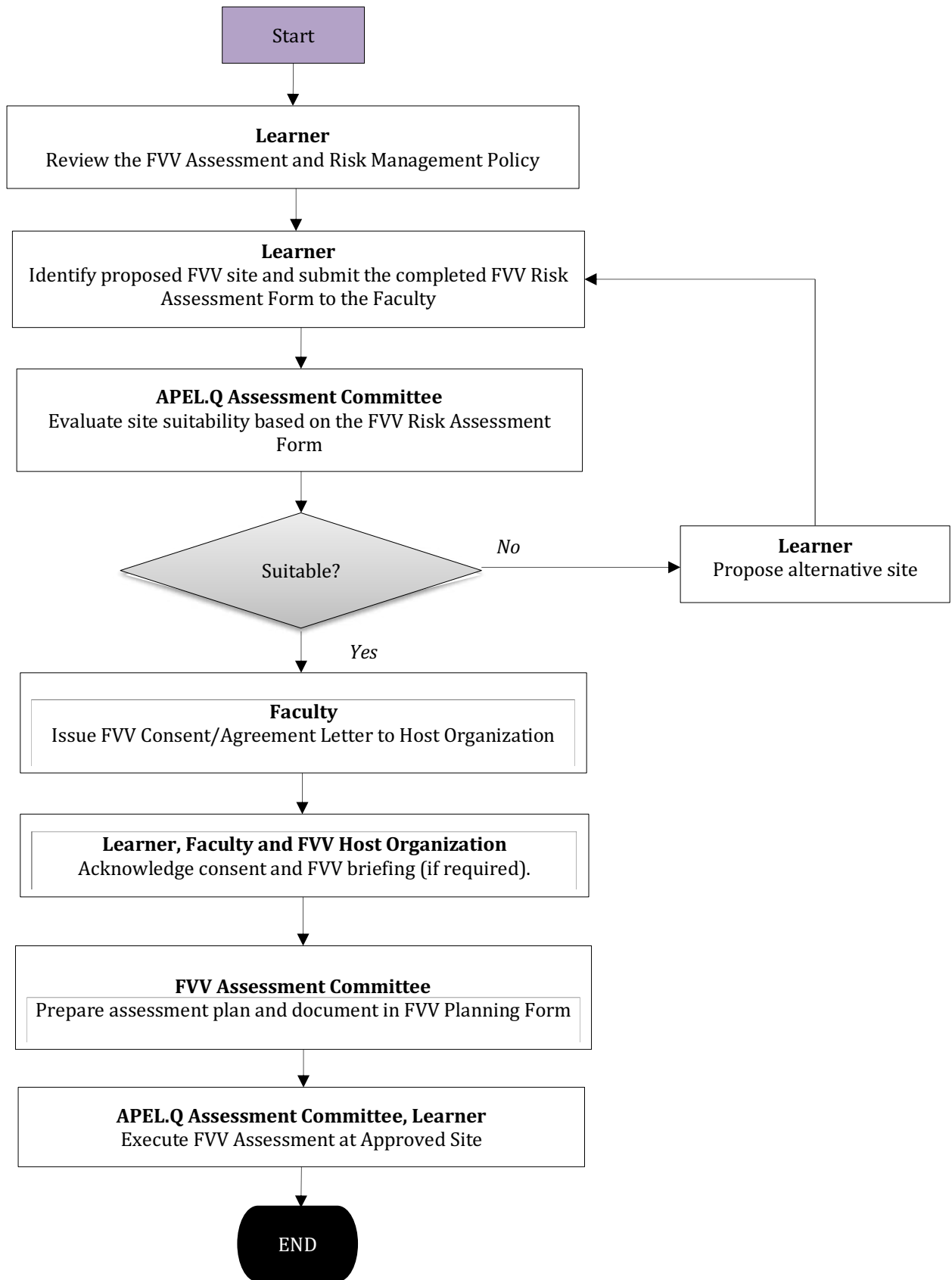


Figure 2: Flowchart of the FVV procedure.

4.2.4 Capstone

Upon successful completion of the Portfolio, Field and Validation Visit (FVV), and Challenge Test, learners are required to complete the **Capstone course(s)** as stipulated in the programme.

The Capstone consolidates the key learning outcomes of the programme and demonstrates that the learner has mastered the core discipline of study. Generally, the Capstone is offered in the final semester or year of study. Depending on the nature of the programme, the Capstone may take the form of a suite of higher-level courses, a final year project, or, in the case of mixed-mode postgraduate programmes, a thesis or dissertation.

A **comprehensive oral examination** is incorporated into the Capstone evaluation. This oral examination aims to:

- Assess the learner's general and overall comprehension of the core discipline or field of study.
- Establish that the prior experiential learning of the learner meets the required standard for the award of the academic qualification.

5.0 APPEAL FOR RE-EVALUATION AND RE-SIT

5.1 Re-evaluation

1. Learners may appeal for the re-evaluation of any APEL.Q assessment instrument (Portfolio, Field and Validation Visit, Challenge Test, or Capstone) within 7 days after the official result released. Appeals must be submitted *via* the IIS system.
2. Appeals may only be made on the following grounds:
 - Procedural irregularities, including administrative errors such as missing marks, incorrect calculations, or incorrect entry of results.
 - Documented evidence of prejudice or bias on the part of an assessor.
3. Appeals shall not be considered where the grounds are based solely on disagreement with the academic judgment exercised in the assessment.
4. A non-refundable processing fee will be charged for each appeal.
5. No new or additional evidence shall be admitted for consideration during the appeal process. The review will be based strictly on the original submitted work and records.
6. Faculties/Institutes/Schools shall appoint a Moderator, who is independent of the original assessment process, to conduct the re-evaluation.
7. Final results, once endorsed by UEB and Senate, shall be published to learners via IIS. The decision of the Senate shall be final.

5.2 Re-sit

1. Learners are allowed a maximum of three (3) attempts to redeem a fail status in any APEL.Q assessment instrument (Portfolio, Field and Validation Visit, Challenge Test, or Capstone).

If a learner fails the **Portfolio**, learner must **reapply for APEL.Q** after a **cooling-off period of three (3) months**, to allow time to collect additional and stronger evidence of prior experiential learning.

2. Where a learner fails any other instrument, resits may be attempted immediately. The appointed Advisor may recommend enhancement courses or intervention aligned to the specific Programme Learning Outcomes (PLOs) that were not achieved.
3. The grade obtained in the re-sit will be used in the computation of the Cumulative Grade Point Average (CGPA).

- The APEL.Q assessment process will be terminated if a learner exceeds three (3) attempts for any assessment instrument.

Figure 3 shows the overall re-sit process for APEL.Q route:

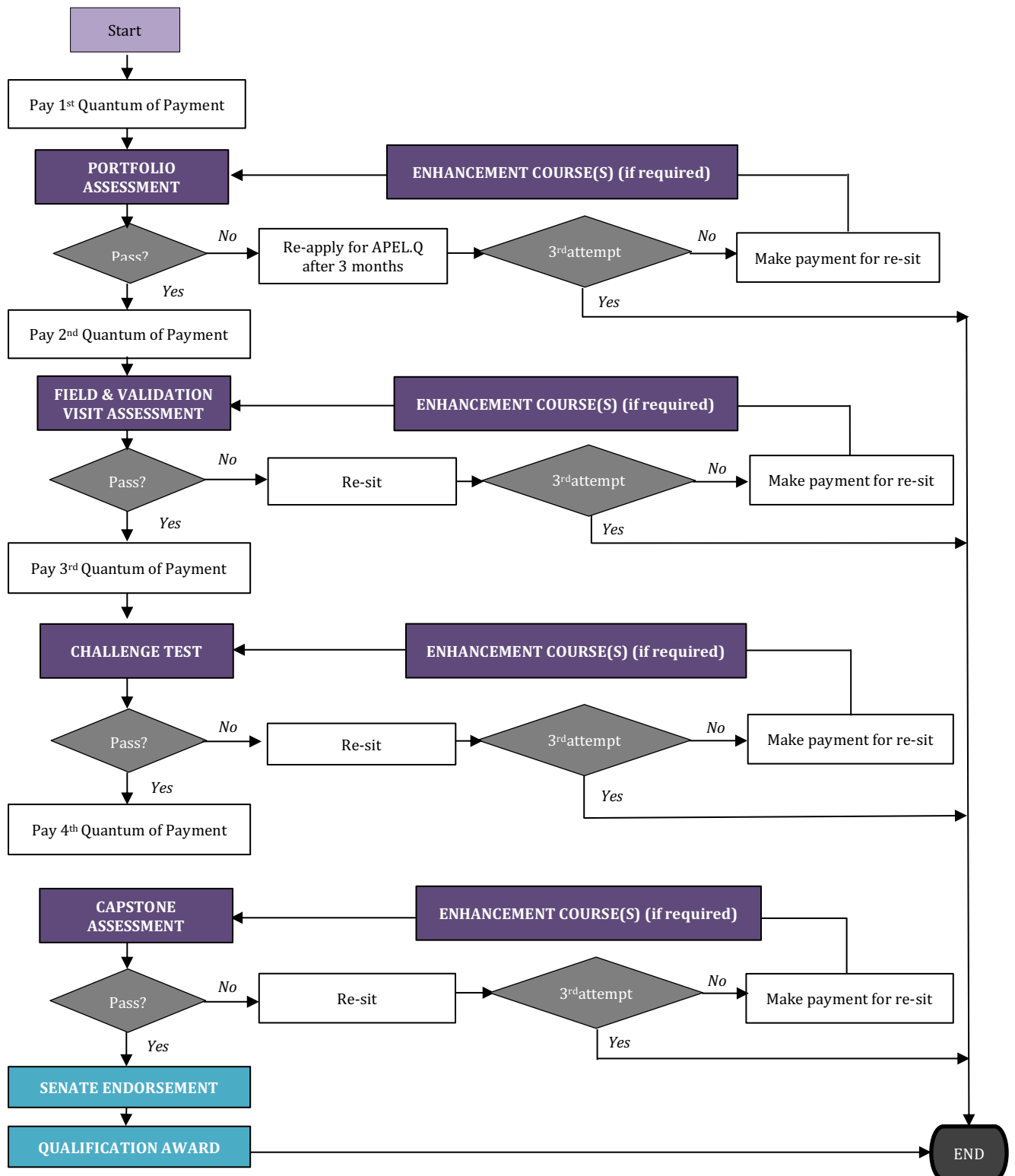


Figure 3: Overall re-sit process for APEL.Q

APEL.Q COUNSELLING FORM

Name of Applicant			
IC/Passport Number		Name of the Programme	
Contact Number		Email	
Years of working experience			
Address			

The following activities/processes have been conducted: (Please tick (√))

Explain the principle of APEL.Q and its benefit.	
Explain the APEL.Q pre-assessment process.	
Explain the procedure and process of APEL.Q application and the fees involved.	
Explain that the application of APEL.Q requires rigorous individual effort.	
Explain the mode of assessment – Portfolio, FVV, Challenge test and Capstone Course(s)	
Explain post-assessment process and appeal process.	
Provide/email APEL.Q Handbook (written guidelines).	
Comment:	

(Please attach additional sheets if required)

<p>Confirmation by the Counsellor: I hereby confirm that the above applicant has been advised on APEL.Q process and procedure.</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 counsellor on the APEL.Q process and procedure.</p> <p>Signature:</p> <p>Name of Applicant:</p> <p>Date:</p>
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Note: This form should be submitted at the end of the counselling session

Appendix B: APEL.Q Self-Assessment Form for Learners



APEL.Q SELF-ASSESSMENT FORM FOR LEARNERS

Instruction for completing the APEL.Q self-assessment form

1. Provide your personal particulars in Part A
2. For Part B substantiate with all the relevant documentary evidence
3. For Part C submit a brief account of your prior experiential learning which supports the learning outcomes of the programme you intend to apply for APEL.Q

PART A: PERSONAL PARTICULARS	
NAME	
IDENTITY CARD NO. / PASSPORT NO.	
NAME OF PROGRAMME	
TOTAL CREDITS OF THE PROGRAMME	

PART B: SELF-ASSESSMENT EXERCISE			
Please Tick (✓) Where Relevant			
Programme Learning Outcomes (PLOs)	I have acquired this through my former studies or working career and can provide paper evidence/ documents/ certificates <i>(label the evidence submitted appropriately)</i>	I know most of this but I have no paper evidence	I am willing to complete a task/ assignment or any form of relevant assessment to show I have acquired this
1. PLO1			
2. PLO2			
3. PLO3			
4. PLO4			
5. PLO5			
6. PLO6			
7. PLO7			
8. PLO8			
9. PLO9			

10. PLO10			
11. PLO11			

PART C: REPORT SUBMISSION

Write and submit a **minimum of 1000-word report** based on your prior experiential learning which supports the programme learning outcomes (PLO) below

Note: You may attach a separate sheet for this report.

I hereby declare that the above information is true and correct to the best of my knowledge and the report submitted is entirely my own work and my own words.

Submitted by:

.....

Name:

Date :

VERIFICATION BY APEL.Q ADVISOR
Please Tick (√) Where Relevant

I hereby confirm that the above student has received advisory services related to APEL.Q, completed the Self-Assessment Form, and is Eligible Not eligible to undergo the APEL.Q assessment.

.....

Name:

Date:

Additional Comments (If any):

FOR APEL CENTRE USE ONLY

Received by (AC):	Please Tick (√) Where Relevant
.....	Action
Name:	Eligible: Forward to Student Enrollment Centre <input type="checkbox"/>
Date:	Not Eligible: Notify Candidate <input type="checkbox"/>

Appendix D: Portfolio Submission Form for APEL.Q



PORTFOLIO SUBMISSION FORM FOR APEL.Q

PART 1: PERSONAL PARTICULARS

Full name			
Identify card (NRIC)/ Passport number			
Intended programme of study			
MQF Level	Certificate (L3)		Diploma (L4)
	Advanced Diploma (L5)		Bachelor's Degree (L6)
	Master's Degree (L7)		Doctoral Degree (L8)
Total graduating credits of the programme			

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

(A) CERTIFICATED LEARNING (FORMAL LEARNING)

INSTITUTION NAME	DEGREE ATTAINED	DURATION OF STUDY (MM/YY)		LABEL AND ATTACHED EVIDENCE
		FROM	TO	
e.g STPM	Certificate			e.g AppendixA (STPM certificate)
1.				
2.				
3.				

(B) INFORMAL LEARNING (Work Experience)

NAME OF EMPLOYER /SELF EMPLOYED	ADDRESS OF EMPLOYER	PERIOD (MONTH & YEAR)		POSITION(S) HELD	BRIEF JOB DESCRIPTIONS
		FROM	TO		
1.					
2.					
3.					
4.					
5.					
6.					

Other learning activities (eg. hobby etc)

OTHER ACTIVITIES	YEAR	WHAT I HAVE LEARNT
This may include your hobbies/ sports/ recreation/ social/ community service/ training given/ consultancy services or otheractivities which might be relevant to the competencies.		(Relevant to The Programme Applied)
e.g: Marshall Of Local Cycling Club	1990 - PRESENT	Planning and Managing ClubActivities.
1.		
2.		
3.		

(C) NON-FORMAL LEARNING

NAME/TITLE OF TRAINING OR COURSE	TRAINING PROVIDER	DATE (From/To)	DURATION (Hours/Days/ Month)	DESCRIPTION OF KNOWLEDGE/ SKILLS ACQUIRED
1.				
2.				
3.				

Training/seminar/workshop/conferences etc

LANGUAGE COMPETENCY Please Tick (✓) Where Relevant

LANGUAGE	SPEAKING			WRITING			READING		
	FAIR	GOOD	FLUENT	FAIR	GOOD	FLUENT	FAIR	GOOD	FLUENT
1.									
2.									
3.									
4.									

PART 3: COMPETENCY WORKSHEET FOR PROGRAMME-BASED LEARNING PORTFOLIOS

Programme Learning Outcomes (PLO)	Body of Knowledge (BOK)/ Core Competencies of the Programme	Learning Statements	Origin of Learning	Supporting Documentations
This (PLO & BOK) will be provided by the UNIVERSITY		Gather as much information as possible about the curriculum structure of the programme. Examine the programme learning outcomes (PLOs) (knowledge, skills or competencies that you should achieve upon completion of the programme). The PLOs of the various programmes of study are usually available at the UNIVERSITY website.		
		Learning statements form the core of the portfolio. The language you use and details you provide here will show the Assessors what you have acquired or gained from your formal/informal/non-formal learning which are relevant to the programme.	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.	Whenever 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.

PART 4: REFEREES *(Family members and relatives cannot serve as referees)*

NO	NAME	OCCUPATION	EMPLOYER (NAME, ADDRESS)	CONTACT NUMBER	EMAIL
1					
2					
3					

DECLARATION:

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

Signature

Name :

Date :

Appendix E: Field And Validation Visit And Risk Management Policy



FIELD AND VALIDATION VISIT AND RISK MANAGEMENT POLICY

1. Policy Statement

UCSI University is committed to ensuring that all Field and Validation Visits (FVV) conducted under APEL.Q are carried out in environments that are safe, conducive, and appropriate for the field of study. The University recognises that FVVs carry inherent risks, and therefore adopts a structured approach to risk management in order to protect learners, assessors, and host organisations.

2. Purpose

The purpose of the FVV is to assess and validate whether the learner has achieved the required knowledge, skills, and competencies for the award of an academic qualification. To maintain validity and reliability, the FVV must be conducted in a setting that provides opportunities for learners to demonstrate competencies while minimising risks to health, safety, and institutional reputation.

3. Scope

This policy applies to all FVVs conducted under APEL.Q at UCSI University. FVVs may be held at the learner's workplace, an approved external organisation, a laboratory, or a simulated environment. The policy covers learners, assessors, host organisations, and all parties directly involved in the visit.

4. Risk Identification and Management

All FVVs must be preceded by a risk assessment to identify potential hazards and determine whether the level of risk is low, moderate, or high. The evaluation considers whether hazards have been identified and communicated, whether learners or assessors are exposed to undue risk, whether safety equipment and contingency measures are in place, and whether the host organisation complies with occupational safety and health requirements. Risks and control measures must be documented in the FVV Risk Assessment Form before approval of the site.

5. Responsibilities

APEL Centre and the relevant Faculty, Institute, or School are responsible for reviewing proposed FVV sites and approving them based on risk evaluation. Host organisations must provide a safe environment, comply with occupational safety and health laws, and sign the FVV Agreement to confirm acceptance of responsibilities. Assessors are responsible for monitoring safety during the visit and may suspend

assessments if risks are deemed unacceptable. Learners must declare any health conditions or criminal convictions that may affect their participation and must comply with all safety instructions.

6. Insurance and Liability

Learners and assessors are covered by personal accident insurance during travel and while the FVV is in progress. Professional indemnity insurance shall be applied where required by the discipline or assessment context.

7. Legislative Compliance

All FVVs must comply with applicable national legislation and regulatory requirements on occupational safety and health and any other statutory requirements, such as criminal record disclosure where relevant.

8. Agreement with Host Organisations

A formal agreement must be established with the host organization where FVVs are to be conducted. The agreement specifies the scope of activities permitted, the insurance coverage in place, and assurance that the organisation complies with legal and regulatory requirements.

9. Monitoring and Review

This policy shall be reviewed to ensure that the policy remains current, effective, and aligned with the Guidelines to Good Practices (GGP): APEL.Q.

Appendix F: Field and Validation Visit (FVV) Risk Assessment Form



APEL.Q Field and Validation Visit (FVV) Risk Assessment Form

Section A: General Information

Learner's Name	
Learner's ID	
Programme (MQF Level)	
Faculty/School/Institute	
FVV Location	
Address	
Date of Assessment	
Risk Assessor(s)	

Section B: Hazard Identification and Risk Evaluation

No.	Hazard / Risk Factor	Potential Impact	Likelihood (1–5)	Severity (1–5)	Risk Rating (L × S)	Existing Controls	Additional Controls (if needed)
1	Physical hazards (machinery, equipment, noise, heat)	Injury / accident					
2	Health hazards (disease exposure, ergonomics, fatigue)	Illness / strain					
3	Environmental hazards (fire, flood, poor ventilation)	Disruption / harm					
4	Security risks (access, lone work, harassment)	Personal safety					
5	Emergency preparedness (evacuation, first aid, alarms)	Delayed response					
6	Compliance (legal, occupational safety, licensing)	Breach of law / liability					
7	Other (specify): _____						

Risk Rating Scales:

Scale	Likelihood (L)		Severity (S)	
	Description	Example	Description	Example
5	Almost Certain	Hazard/incident is very likely to occur.	Catastrophic	Multiple fatalities, extensive property damage, and irrecoverable disruption.
4	Likely	Could occur and is not unusual.	Fatal	Approximately one death, major property damage if the hazard occurs.
3	Possible	May occur in the future.	Serious	Non-fatal injury, permanent disability.
2	Unlikely	Not known to have occurred for several years.	Moderate	Injury causing temporary incapacity but not permanent disability.
1	Rare	Almost impossible; has never occurred.	Minor	Superficial injury such as abrasions, bruises, cuts, requiring only first aid.

Overall Risk Matrix Classification

Matrix	Risk Value	Description	Tick √
High Risk	15–25	Requires immediate action to control the hazard as detailed in the risk control plan. All actions taken must be recorded in the form.	
Moderate Risk	5–12	Requires a planned approach to control the hazard, with interim measures if necessary. All actions taken must be recorded in the form.	
Low Risk	1–4	Considered acceptable; no further reduction required. However, if the risk can be eliminated effectively and immediately, control measures should be implemented and recorded.	

Section C: Declaration & Sign-off

Declaration	Statement	Name & Signature	Date
Learner Declaration	I confirm that the risk likelihood, impact, and risk rating provided are true and accurate based on the actual conditions of the proposed FVV site. I understand that the Faculty/Institute/School may reject my proposal if proven otherwise and/or if the site is deemed unsafe for conducting the FVV.		
Host Organisation Declaration	I confirm that the proposed site is suitable / not suitable* for conducting the FVV.		
Programme Confirmation	I confirm that the proposed site is suitable / not suitable* for conducting the FVV.		

*choose whichever applicable

Appendix G: Various Forms of Challenge Test/Validation Instruments

Types of Challenge Test /Validation Instruments	Description	Advantages	Constraints
I. WRITTEN TEST			
Multiple Choice	Learners select the appropriate answer from several possible responses.	Efficient and reliable. Allow a wide content sampling.	Question construction can be difficult and time consuming. May encourage guessing.
True or False	Learners state whether statements are true or false.	Many items can be administered during a limited time period.	A multiple-choice question requires recognition of a pre-constructed response.
Matching	Learners select a second statement that best complements each presented statement.	Easy to administer and score. Scoring is objective.	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.	Measure knowledge keyed to specific learning outcomes and competencies. Can 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. Presented in a real-life context.	Requires recollection of correct answer. Relatively easy to construct. Guessing is minimised. Allows wide sampling of content. Tests the ability of learners 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.	Easy to prepare. Learners use their own words. Measures complex cognitive learning. Eliminates guessing.	Testing is limited to a narrow sampling or content. May encourage 'padding'. Difficult to evaluate objectively or achieve reliability in scoring and requires good scoring guides, model answers and clear criteria. Favours learners with high level language skills.

Situation-based problem solving	Learners organise and write responses to problems usually presented in a real-life context.	Able to measure complex, cognitive learning. Learners use their own words. Relate learning to real world situations. May test several competencies at once.	Time-consuming and difficult to construct. Difficult to score reliably and requires good scoring guides. May reduce the range of content that can be sampled.
II. ORAL EXAMINATION			
Structured oral test	Learners respond to pre-set questions (and answers). Notes are kept on responses.	Tends to be more reliable than an unstructured oral test. Provides direct assessment of specific knowledge and skills.	Less personal. Require training in interviewing skills and rating scales. May cause learner anxiety. May favour learners with strong speaking skills.
One-to-one interview	A face-to-face interview during which questions may flow from the responses of learners.	Allows for a more complete assessment than pre-set questions. Useful in combination with portfolio assessment.	Requires training in interviewing skills and rating scales.
Panel interview	Learners are interviewed by several assessors	Moderate subjectivity.	Costly to construct. Group process must be planned.
III. PERFORMANCE ASSESSMENTS			
Simulation (e.g. Objective Structured Clinical Examination, OSCE)	Learners perform in a real-life situation.	Provides 'controlled' sample of real life and work activity. Allows for testing of complex integrated skills.	Requires clear criteria and standardised test conditions. May be costly.
Presentation	Learners verbally present learning.	Provides learner control over the demonstration.	Depends on the confidence of learners.
Skills demonstration	Learners physically present learning.	Clear demonstration of skill 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 the skills being assessed.

Observation	Observer assesses the behaviour of learners 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. Allow 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-centred. 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.	Enable reflection on learning. May demonstrate cross-cutting knowledge and skills.	May require supplementary interviews. Require 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.	Uses critical reflection. Can be used in conjunction with other methods. Congruent with adult education philosophy.	May not be appropriate as the only assessment method. May favour learners with strong writing skills.
Review of external training programmes	Assessment of workplace and occupational training programmes or academic equivalency and credits.	Eliminates assessment of individual achievements based on successful programme completion. Essentially credit transfer.	Can be costly. Training programmes often do not have sufficient structure to justify academic credits.