SURVEY REPORT ON ACCEPTANCE AND ACHIEVEMENT OF ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL) STUDENTS AT HIGHER EDUCATION PROVIDERS (HEPs)

MALAYSIAN QUALIFICATIONS AGENCY

STANDARD DIVISION | 2016
1.0 INTRODUCTION

1.1. The implementation of Accreditation of Prior Experiential Learning (APEL) for admission purpose commenced in Malaysia in the year 2011.

1.2. In order to review the effectiveness of its implementation, the Malaysian Qualifications Agency (MQA) conducted a survey with the aim to:
   
   i. Know the acceptance of APEL implementation by Higher Education Providers (HEPs); and
   
   ii. Track the performance of students using the APEL Certificate as an entry into HEPs in Malaysia.

1.3. The feedback received was very beneficial for MQA to improve the existing system in order to increase the quality of APEL implementation in Malaysia, thus preserving the Ministry of Higher Education Lifelong Learning agenda.

1.4. The Standards Division, MQA has conducted an online survey on acceptance and achievement of APEL students at HEPs from 10 to 31 October 2016. Survey questions are shown in Appendix 1.

1.5. A total of 28 HEPs have provided their feedback on the survey as summarized in this report.

1.6. Inquiries regarding this report can be submitted to the following secretariat:

   i. Puan Farhanah Mohamad - 03-79682617 (farhanah@mq.gov.my)

   ii. Puan Norlida Abdul Hamid - 03-79682618 (norlida@mq.gov.my)
2.0 FINDINGS

2.1 Type of HEPs

Figure 1 – Percentage based on the Type of HEPs

Figure 1 shows that majority of the respondents (25 or 89%) were from private HEPs. While the other three respondents (11%) were from the public HEPs.

2.2 Classification of HEPs

Figure 2 - Percentage based on the Classification of the HEPs

Referring to Figure 2, 89% of the respondents were from others Universities and University Colleges, while others (11%) were from colleges or institutions.
2.3. APEL implementation year and the total number of APEL students accepted into your HEP

Figure 4 - Year and Number of APEL Students Admission Admitted into HEPs

* Note: There were 3004 students admitted in 2016, including those admitted through open entry that has changed to APEL evaluation system implemented by open universities.

Figure 4 shows an increase in acceptance of APEL students into HEPs. In 2013, there was an increase of 180% compared to 2011 and 2012. The number of students enrolled with the APEL Certificate continued to increase by 100% in 2014, shows a 21% drop in 2015 and encouragingly rose to 3004 students as of October 2016. This shows a positive acceptance by HEPs for students applying for further study through the APEL route.

2.4. Are APEL students able to follow their studies just like normal entry students?

Figure 5 - Percentage of APEL students who are able to follow their studies

Referring to Figure 5, 96% of the respondents stated that APEL students are able to follow the course of study as normal entry students. Only 4% of the
respondents stated otherwise. This indicates that the APEL students can also pursue their studies as good as normal entry students.

2.5. If no, please state the problem faced by APEL students?

Based on the response from questions 2.4, only one HEP answered no and the feedback given was the postponement of studies.

2.6. Are there any APEL students who left the HEPs after registering?

![Figure 6](image)

Figure 6 - Percentage of HEPs with APEL students who left the HEP after registering

Referring to Figure 6, 82% of the respondents stated that there was no APEL students who left the HEPs after registering. While 18% of respondents stated that otherwise.

2.7. If so, please list the details of the students.

![Figure 7](image)

Figure 7 – Percentage of APEL students by year who left the HEPs after registering

2016, 6, 33%
2015, 4, 22%
2014, 5, 28%
2013, 3, 17%
Among the reasons students left the HEP as stated by 18% of the respondents as shown in Figure 7 are as follows:

1. Personal problems
2. Family problems
3. Financial problems
4. Exchange workplace
5. Health problem
6. Lose interest in studying
7. Deferment of studies
8. Deceased

2.8. Information of APEL students that enrolled in programmes at in your HEPs.
Figure 8 shows the number of APEL students enrolled in the programme at HEPs by programme level. The percentage by level are as follows:
- Certificate (Level 5, Malaysian Qualifications Framework (MQF)) - 0%
- Diploma (Level 4, MQF) - 5.75%
- Bachelor's Degree / Graduate Diploma (Level 6, MQF) - 82.15%
- Master's Degree (Level 7, MQF) - 12.10%

<table>
<thead>
<tr>
<th>Cumulative Grade Point Average (CGPA)</th>
<th>Total</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.70 – 4.00</td>
<td>85</td>
<td>2.78</td>
</tr>
<tr>
<td>2.50 – 3.69</td>
<td>1192</td>
<td>38.97</td>
</tr>
<tr>
<td>2.00 – 2.49</td>
<td>444</td>
<td>15.51</td>
</tr>
<tr>
<td>&lt; 2.00</td>
<td>401</td>
<td>13.11</td>
</tr>
<tr>
<td>Have yet to sit the examination / no CGPA yet</td>
<td>937</td>
<td>30.62</td>
</tr>
<tr>
<td>Jumlah</td>
<td>3059</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: APEL Student Performance by Cumulative Grade Point Average

Table 2 shows the student exam results based on the Cumulative Grade Point Average (CGPA).

2.9. Comments / Suggestions on APEL implementation

For question number 10, respondents are required to provide comments/suggestions if any. Here are the comments/suggestions received and MQA’s feedback on the suggestions:

<table>
<thead>
<tr>
<th>No.</th>
<th>Suggestions</th>
<th>MQA Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students taking APEL and are given the opportunity to continue their studies to a higher level is a great step to help develop the students’ careers and knowledge.</td>
<td>Noted.</td>
</tr>
<tr>
<td>2.</td>
<td>Access to the programme through APEL needs to be continued.</td>
<td>Noted.</td>
</tr>
<tr>
<td>3.</td>
<td>Leave to university to assess suitability to study.</td>
<td>The receiving HEPs may assess APEL candidates with separate assessment (if necessary) for the purpose of evaluating the suitability of students to</td>
</tr>
<tr>
<td>4.</td>
<td>Students are required to take an entrance test based on the basic knowledge of communication field, which can be obtained from some of the readings and</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Suggestions</td>
<td>MQA Responses</td>
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<tr>
<td>-----</td>
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<tr>
<td></td>
<td>notes that will be provided by HEPs.</td>
<td>continue their studies in a particular programme.</td>
</tr>
<tr>
<td>5.</td>
<td>APEL can be evaluated online.</td>
<td>To facilitate the evaluation process, MQA has appointed several HEPs as <em>Pusat Penilaian APEL</em> (PPA). Two PPAs, Open University Malaysia (OUM) and Wawasan Open University (WOU) have provided an online evaluation system.</td>
</tr>
<tr>
<td>6.</td>
<td>Working students (full time studying) do not have to undergo Industrial Training for a given period (ie 3 months).</td>
<td>Noted.</td>
</tr>
<tr>
<td>7.</td>
<td>Overall, students are able to pursue the programmes, except for a small number of students (less than 5%) who got less satisfactory results.</td>
<td>Noted.</td>
</tr>
</tbody>
</table>

### 3.0 CONCLUSION

Based on the feedback received through this survey, it can be concluded that:

i. There was an increase of student intake through APEL Certificate at the HEPs.

ii. APEL students are able to pursue the studies as normal entry students.

iii. The number of APEL students who left the HEP was at a minimum.

iv. Most of APEL students continue their studies at Bachelor’s Degree / Graduate Diploma (Level 6, MQF).

v. The examination result of the majority of APEL students (38.97%) are between CGPA 2.50 - 3.69.

vi. The HEPs welcome and support the implementation of APEL.
Pendahuluan

Pengakreditan Pembelajaran Berasaskan Pengalaman Terdahulu (Accreditation of Prior Experiential Learning, APEL) bagi tujuan akses telah mula dilaksanakan di Malaysia bermula tahun 2011. Bagi mengetahui keberkesanan pelaksanaannya, Agensi Kelayakan Malaysia (Malaysian Qualifications Agency, MQA) berhasrat menjalankan soal selidik yang bertujuan untuk:

i. mengetahui penerimaan pelaksanaan APEL oleh PPT, dan
ii. menjejaki prestasi pelajar yang menggunakan Sijil APEL sebagai kelayakan masuk ke PPT di Malaysia.

Sehubungan itu, MQA amat berbesar hati jika PPT dapat memberi maklum balas dengan mengisi borang soal selidik ini.

Semua maklum balas yang diterima akan diuruskannya sebagai maklumat sulit. Maklumat yang diberikan sangat berguna kepada MQA untuk menambah baik sistem sedia ada demi meningkatkan kualiti pengendalian APEL di Malaysia bagi melestarikan agenda Pembelajaran Sepanjang Hayat, Kementerian Pendidikan Tinggi.

Arahan


<table>
<thead>
<tr>
<th>A. MAKLUMAT UMUM PPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jenis PPT (pilih salah satu sahaja):</td>
</tr>
<tr>
<td>Awam</td>
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<tr>
<td>2. Klasifikasi PPT (pilih salah satu sahaja):</td>
</tr>
<tr>
<td>Universiti dan Kolej Universiti</td>
</tr>
<tr>
<td>3. Jumlah keseluruhan pelajar yang berdaftar di PPT anda:</td>
</tr>
<tr>
<td>Kurang 3000 orang</td>
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<td>3000 – 6000 orang</td>
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</tbody>
</table>
B. MAKLUM BALAS PELAKSANAAN APEL DI PPT

4. Sejak tahun bila dan bilangan PPT anda telah menerima masuk pelajar yang menggunakan sijil APEL?

<table>
<thead>
<tr>
<th>Tahun</th>
<th>Bilangan</th>
<th>Tahun</th>
<th>Bilangan</th>
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<th>Bilangan</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
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<td>2013</td>
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<td>2015</td>
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<td>2012</td>
<td></td>
<td>2014</td>
<td></td>
<td>2016</td>
<td></td>
</tr>
</tbody>
</table>

5. Adakah pelajar laluan APEL dapat mengikuti pengajian seperti mana pelajar laluan biasa?
   - Ya
   - Tidak

6. Jika tidak, nyatakan masalah yang sering dihadapi oleh pelajar APEL?
   i. 
   ii. 
   iii. 

7. Adakah terdapat pelajar laluan APEL yang meninggalkan PPT setelah mendaftar?
   - Ya
   - Tidak

8. Jika ya, sila senaraikan butiran pelajar berkenaan (boleh disediakan dalam lampiran berasingan):

<table>
<thead>
<tr>
<th>Bil.</th>
<th>Tahun ambilan</th>
<th>Nama pelajar laluan APEL yang mendaftar</th>
<th>Umur semasa mendaftar</th>
<th>Nama program yang didaftar</th>
<th>Tahun meninggalkan PPT</th>
<th>Sebab meninggalkan PPT</th>
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<tbody>
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</table>

9. Mohon lengkapkan jadual di bawah dengan maklumat berkaitan pelajar APEL yang mengikuti program di PPT anda (boleh disediakan dalam lampiran berasingan):

<table>
<thead>
<tr>
<th>Bil.</th>
<th>Tahun ambilan</th>
<th>Nama pelajar laluan APEL yang mengikuti program di PPT anda</th>
<th>Umur semasa pengambilan</th>
<th>Nama program yang diikuti</th>
<th>Pencapaian pelajar sehingga kini (CGPA)</th>
<th>Tahun bergraduat (jika berkenaan)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
10. Ulasan/ Cadangan (jika ada):

Nama :  
Jawatan :  
Nama PPT :  
Telefon :  
E-mel :  