

**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@mqa.gov.my)
 - ii. Puan Norlida Abdul Hamid - 03-79682618 (norlida@mqa.gov.my)

2.0 FINDINGS

2.1 Type of HEPs

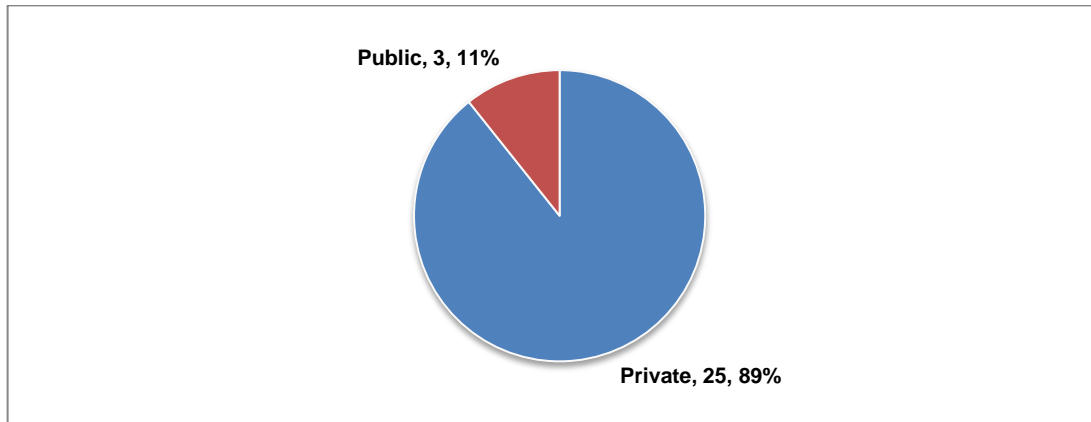


Figure 1 – Percentage based on the Type of HEPs

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

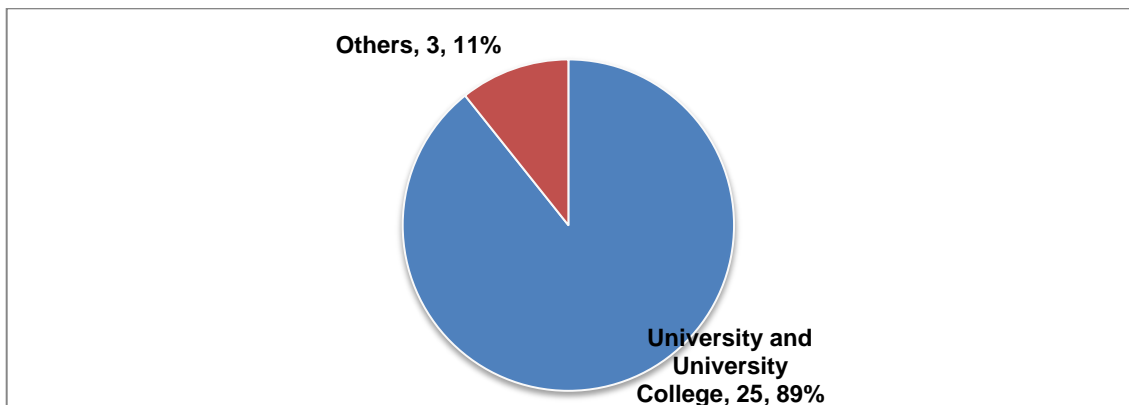


Figure 2 - Percentage based on the Classification of the HEPs

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

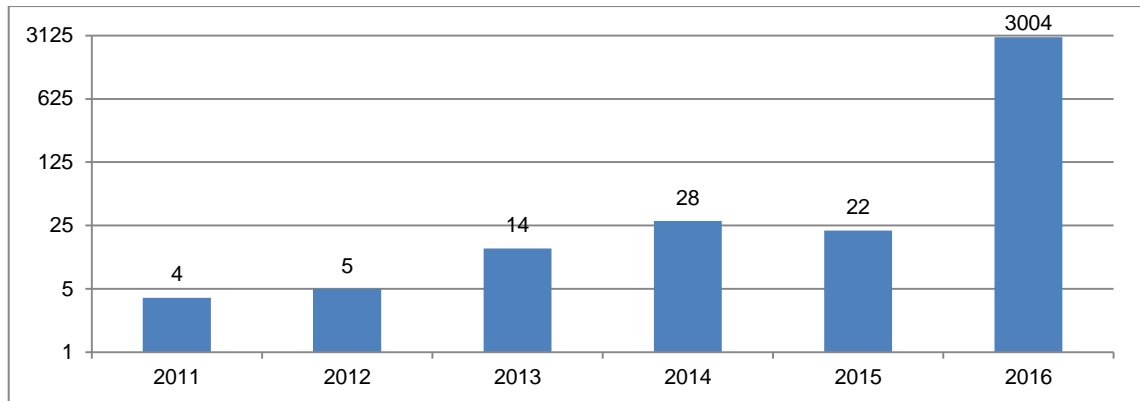


Figure 4 - Year and Number of APEL Students Admission Admitted into HEPs

* 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?

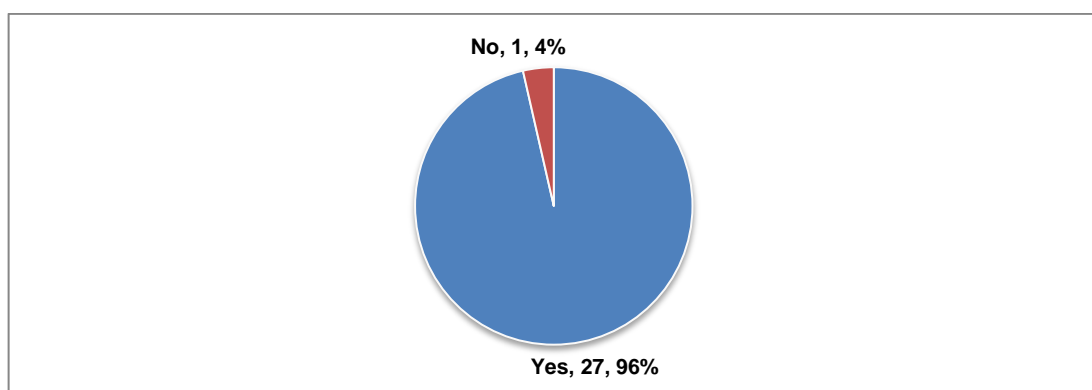


Figure 5 - Percentage of APEL students who are able to follow their studies

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?

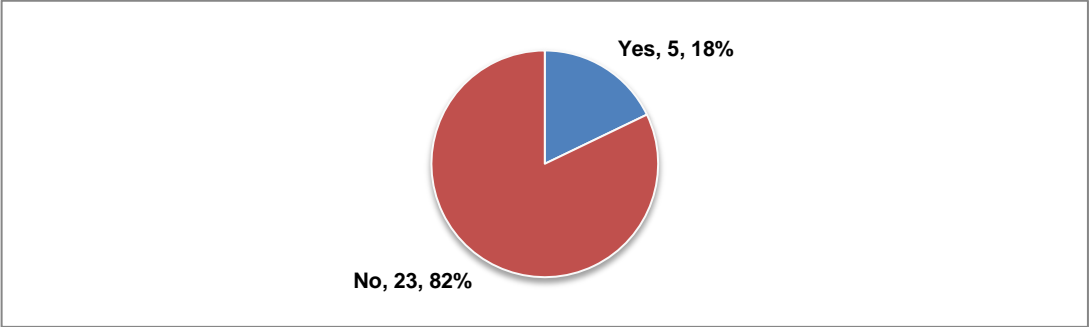


Figure 6 - Percentage of HEPs with APEL students who left the HEP after registering

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.

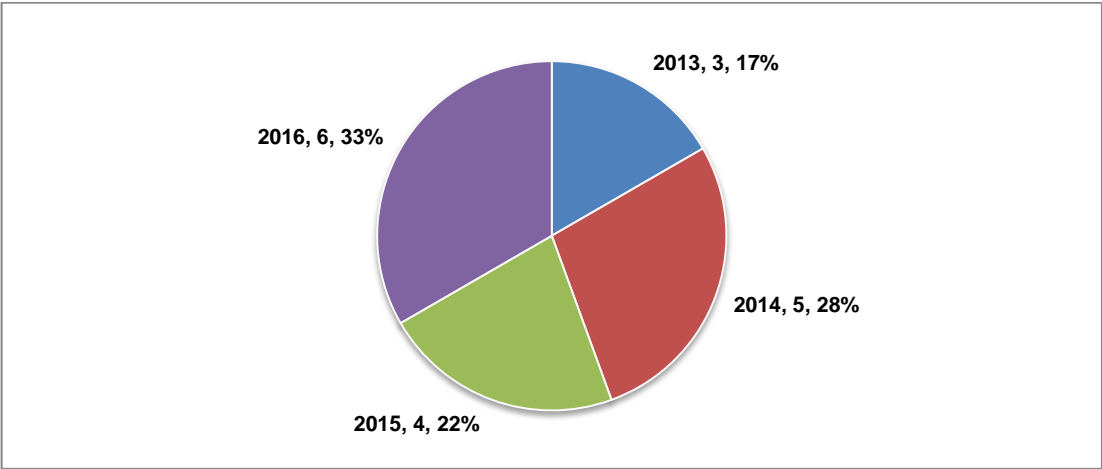


Figure 7 – Percentage of APEL students by year who left the HEPs after registering

Year Leaving HEP	Number of Students	Percentage (%)
2013	3	17
2014	5	28
2015	4	22
2016	6	33
Total	18	100

Table 1: Year and number of APEL students who left the HEPs by Year

Among the reasons students left the HEP as stated by 18% of the respondents as shown in Figure 7 are as follows:

- i. Personal problems
- ii. Family problems
- iii. Financial problems
- iv. Exchange workplace
- v. Health problem
- vi. Lose interest in studying
- vii. Deferment of studies
- viii. Decease

2.8. Information of APEL students that enrolled in programmes at in your HEPs.

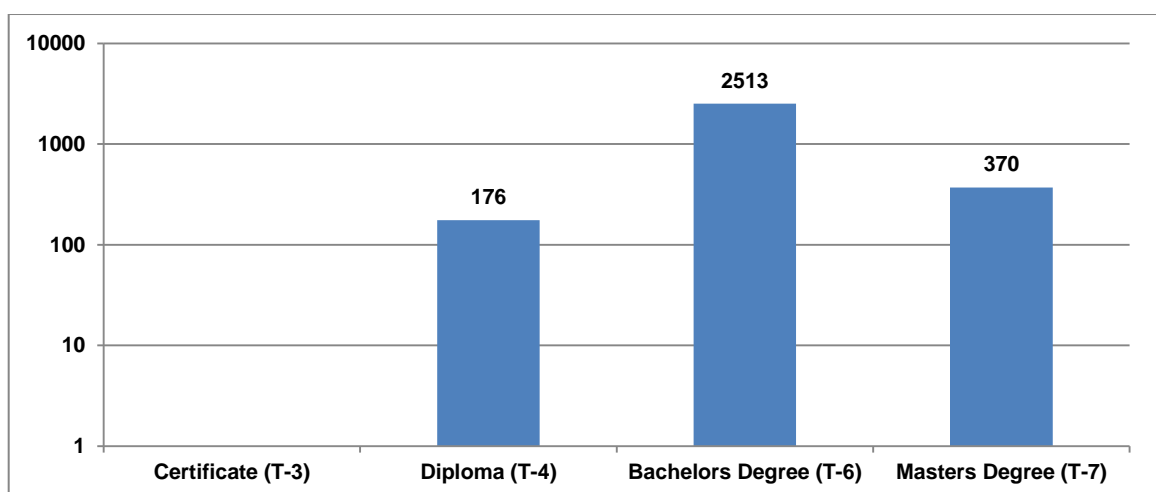


Figure 8 - Number of APEL Students by Programme Level

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%

Cumulative Grade Point Average (CGPA)	Total	Percentage (%)
3.70 – 4.00	85	2.78
2.50 – 3.69	1192	38.97
2.00 – 2.49	444	15.51
< 2.00	401	13.11
Have yet to sit the examination / no CGPA yet	937	30.62
Jumlah	3059	100

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:

No.	Suggestions	MQA Responses
1.	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.	Noted.
2.	Access to the programme through APEL needs to be continued.	Noted.
3.	Leave to university to assess suitability to study.	The receiving HEPs may assess APEL candidates with separate assessment (if necessary) for the purpose of evaluating the suitability of students to
4.	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	

No.	Suggestions	MQA Responses
	notes that will be provided by HEPs.	continue their studies in a particular programme.
5.	APEL can be evaluated online.	To facilitate the evaluation process, MQA has appointed several HEPs as <i>Pusat Penilaian</i> APEL (PPA). Two PPAs, Open University Malaysia (OUM) and Wawasan Open University (WOU) have provided an online evaluation system.
6.	Working students (full time studying) do not have to undergo Industrial Training for a given period (ie 3 months).	Noted.
7.	Overall, students are able to pursue the programmes, except for a small number of students (less than 5%) who got less satisfactory results.	Noted.

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.

**SOAL SELIDIK PENERIMAAN DAN PENCAPAIAN PELAJAR
PENGAKREDITAN PEMBELAJARAN BERASASKAN PENGALAMAN TERDAHULU
(ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING, APEL)
DI PEMBERI PENDIDIKAN TINGGI (PPT)**



Pendahuluan

Pengakreditasi 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 diuruskan 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

Sila isikan borang kajian ini dengan jawapan bertulis atau menandakan ✓ di ruang yang berkenaan. Jika terdapat sebarang pertanyaan sila berhubung dengan Puan Farhanah Mohamad di talian 03 – 7968 2617 atau e-mel: farhanah@mqa.gov.my atau Puan Norlida Abdul Hamid di talian 03 – 7968 2618 atau e-mel: norlida@mqa.gov.my.

A. MAKLUMAT UMUM PPT

1. Jenis PPT (pilih salah satu sahaja):

Awam

Swasta

2. Klasifikasi PPT (pilih salah satu sahaja):

Universiti dan Kolej Universiti

Lain - lain (i.e kolej, institusi)

3. Jumlah keseluruhan pelajar yang berdaftar di PPT anda:

Kurang 3000 orang

6000 – 9000 orang

3000 – 6000 orang

Melebihi 9000 orang

B. MAKLUM BALAS PELAKSANAAN APEL DI PPT

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

Tahun	Bilangan	Tahun	Bilangan	Tahun	Bilangan
2011		2013		2015	
2012		2014		2016	

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):

Bil.	Tahun ambilan	Nama pelajar laluan APEL yang mendaftar	Umur semasa mendaftar	Nama program yang didaftar	Tahun meninggalkan PPT	Sebab meninggalkan PPT

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

Bil.	Tahun ambilan	Nama pelajar laluan APEL yang mengikuti program di PPT anda	Umur semasa pengambilan	Nama program yang diikuti	Pencapaian pelajar sehingga kini (CGPA)	Tahun bergraduat (jika berkenaan)

10. Ulasan/ Cadangan (jika ada):

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