



PORTFOLIO SUBMISSION FORM APEL.A

Recent photo (Coloured)

PART 1: PERSONAL DETAILS

Full Name						
Nationality						
NRIC/Passport No.						
Intended Field of Study						
Intended Programme						
Level of Study	<input type="checkbox"/> Certificate	<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master	<input type="checkbox"/> Doctorate	
Reference Number						

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

i) FORMAL LEARNING

Intentional learning/programme of study acquired in a structured context (primary school, secondary school, college or university) that led to a formal recognition/a recognised academic qualification.

NO.	ACADEMIC QUALIFICATION	AWARDING BODY/ INSTITUTION	YEAR AWARDED	COMPETENCY (Please tick ✓) (Please refer to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (Please refer to Appendix 1 for the examples of evidence)	
				1	2	3	4	5	6	7	8	9	10	11		
1.																
2.																
3.																
4.																
5.																

**Note: All evidence must be properly labelled*

3) INFORMAL LEARNING *(start with the most recent)*

Learning that takes place continuously through life and work experiences. 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 to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (Please refer to Appendix 1 for the examples of evidence)	
			FROM	TO		1	2	3	4	5	6	7	8	9	10	11		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		

**Note: All evidence must be properly labelled*

	OTHER LEARNING ACTIVITIES This may include your hobbies/sports/recreations/social activities/community services/training/consultancy services or other activities which might be relevant to the competencies	YEAR	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence)	
			1	2	3	4	5	6	7	8	9	10	11		
1.															
2.															
3.															
4.															

**Note: All evidence must be properly labelled*

3) NON-FORMAL LEARNING *(start with the most recent)*

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

NO.	NAME/TITLE OF TRAINING OR COURSE, etc.	ORGANISER	DATE OF COMPLETION	DURATION (Hours/Days/Months)	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence)	
					1	2	3	4	5	6	7	8	9	10	11		
1.																	
2.																	

NO.	NAME/TITLE OF TRAINING OR COURSE, etc.	ORGANISER	DATE OF COMPLETION	DURATION (Hours/Days/Months)	WHAT I HAVE LEARNT/ACQUIRED (Please tick ✓) (Please refer to Appendix 2 for the list of skills)											EVIDENCE OF LEARNING* (if any) (Please refer to Appendix 1 for the examples of evidence)	
					1	2	3	4	5	6	7	8	9	10	11		
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**

Describe how your prior learning experiences prepare you for the intended level of study (at least 500 words):

Note: not more than 250 words (for APEL T-3 and T-4)

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 to ensure 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: <i>(compulsory)</i>
Email Address		
Relationship		

Name		
Position		
Organisation		
Phone Number	OFFICE: <i>(compulsory)</i>	MOBILE: <i>(compulsory)</i>
Email Address		
Relationship		

PART 4: SELF-DECLARATION

I hereby declare that all 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:

APPENDIX 1

LIST OF EVIDENCE

Evidence that can be provided for application includes:

Direct Evidence	Indirect Evidence
<p>Certificates 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 You can provide copies of:</p> <ul style="list-style-type: none"> ● Diaries ● Records ● Journals ● Articles
<p>Work samples 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>Emails 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 You can provide documents that verify your work activities:</p> <ul style="list-style-type: none"> ● Notes ● Emails ● Completed worksheets ● Workplace agreements ● Contracts 	<p>Supporting letters You can provide letters to verify your claim from:</p> <ul style="list-style-type: none"> ● Employers ● Community groups ● People you have worked with (paid and unpaid work)
<p>Documents You can provide evidence that shows what you have done in your life:</p> <ul style="list-style-type: none"> ● Media articles ● Meritorious awards 	

APPENDIX 2

List of skills on what learners have learnt based on the Malaysian Qualifications Framework Learning Outcomes. Below is a sample of the level of descriptors. Applicable to the appropriate level of Bachelor, Master and Doctorate.

1. 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.

2. Cognitive skills

- This relates to the 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 synthesizing 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.

Functional work skills:

3. Practical work skills

- These are generally work skills and operational skills applicable to a common employment environment, such as planning, organisational skills and 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 specialised 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.

4. 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 organisations, 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 appropriate languages. 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.

5. 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. Within the Malaysian Qualifications Framework levels, this learning outcome may not be specifically mentioned for every level, but it is expected that the requirement of numerical skills as an outcome ought to be indicated for every specific programme. It may include an understanding of basic mathematics, symbols relating to statistical techniques, etc.

6. 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 and resilient, to be a risk taker and to possess other intrapersonal skills including working in and leading teams.

7. 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/determination and drive. The learning outcomes describe incremental development of these skills. The drive to be an entrepreneur is set as personal skills but also requires the requisite of relevant knowledge, cognitive and functional skills.

8. Ethics and professionalism

- Ethics and values are important in personal, organisational, 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.