



GUIDELINES TO GOOD PRACTICES: ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

GUIDELINES to
GOOD
practices

**VERSI
BAHASA MELAYU**



GARIS PANDUAN AMALAN BAIK :

**PENGAKREDITAN PEMBELAJARAN
BERASASKAN PENGALAMAN TERDAHULU
(ACCREDITATION OF
PRIOR EXPERIENTIAL LEARNING -MQA)**





GLOSARI

AKREDITASI PEMBELAJARAN BERASASKAN PENGALAMAN TERDAHULU

Satu proses sistematik yang melibatkan identifikasi, dokumentasi dan penilaian terhadap pembelajaran berasaskan pengalaman terdahulu seperti ilmu pengetahuan, kemahiran dan sikap, untuk menentukan tahap seseorang individu mencapai hasil pembelajaran yang diinginkan, bagi mengakses sesuatu program pengajian.

AMALAN BAIK

Amalan baik adalah satu set norma yang diterima pakai di peringkat antarabangsa yang patut dipenuhi bagi mengekalkan kualiti yang tinggi.

KEMASUKAN TERBUKA

Merujuk kepada syarat kemasukan yang relevan kepada golongan dewasa yang mempunyai pengalaman pembelajaran dan boleh dinilai untuk tujuan kemasukan ke sesuatu program pengajian.

KERANGKA KELAYAKAN MALAYSIA

Satu instrumen yang mengklasifikasikan kelayakan berdasarkan satu set kriteria yang diiktiraf di peringkat kebangsaan dan menjadi penanda aras terhadap amalan terbaik di peringkat antarabangsa.

KURSUS

Kursus ialah komponen sesuatu program. Istilah kursus boleh ditukar ganti dengan modul atau unit.

PEMBELAJARAN FORMAL

Pembelajaran yang disengajakan/program pengajian yang disampaikan dalam satu konteks yang terancang dan berstruktur (pra-sekolah, sekolah rendah, sekolah menengah, kolej teknikal dan universiti) yang boleh membawa kepada penganugerahan formal/kelayakan yang diiktiraf.

PEMBELAJARAN BUKAN TERBUKA

Pembelajaran yang selari dengan sistem pendidikan dan latihan arus perdana. Ianya boleh dinilai tetapi lazimnya tidak akan membawa kepada pensijilan yang formal.

PEMBELAJARAN FORMAL

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PEMBELAJARAN TIDAK FORMAL

Pembelajaran secara berterusan sepanjang hidup serta pengalaman kerja (juga dikenali sebagai pembelajaran berasaskan pengalaman). Ia biasanya pembelajaran yang diperolehi secara tidak disengajakan.

PEMBELAJARAN BUKAN FORMAL

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PEMBELAJARAN TERBUKA

Pembelajaran terbuka mewakili pendekatan-pendekatan yang memfokuskan kepada akses terbuka kepada pendidikan dan latihan, membebaskan para pelajar daripada kekangan masa dan tempat, serta menawarkan peluang pembelajaran yang fleksibel kepada individu ataupun kumpulan pelajar.

PROGRAM

Satu set kursus yang dirangka bagi sesuatu tempoh dan jumlah pembelajaran yang spesifik bagi mencapai hasil pembelajaran yang dinyatakan, yang kebiasaannya menjurus kepada pengiktirafan sesuatu kelayakan

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Pengenalan



Suruhanjaya Eropah mendefinisikan pembelajaran sepanjang hayat sebagai 'segala aktiviti pembelajaran sepanjang hayat, dengan matlamat untuk meningkatkan pengetahuan, kemahiran dan kompetensi, dalam lingkungan peribadi, sivik, sosial dan/atau perspektif berkaitan pekerjaan.' Pembelajaran sepanjang hayat adalah berkaitan dengan pemberian peluang kedua bagi mengemaskinikan kemahiran asas dan menawarkan peluang pembelajaran pada peringkat yang lebih tinggi. Semua ini bermaksud bahawa peruntukan sistem formal perlu lebih terbuka dan fleksibel, supaya peluang-peluang tersebut benar-benar boleh dibentuk kepada keperluan pelajar yang berpotensi (EASE, 2007).

Kerajaan Malaysia telah menyedari akan kepentingan pembelajaran sepanjang hayat untuk dilaksanakan sebagai agenda utama dalam mencapai pembangunan sumber manusia negara. Pembelajaran sepanjang hayat merupakan salah satu matlamat terpenting yang perlu dicapai dalam RMK 9 dan RMK 10 untuk membangunkan masyarakat berilmu bagi mencapai matlamat sebagai negara membangun menjelang tahun 2020. Oleh itu, sudah tiba masanya untuk aktiviti pembelajaran sepanjang hayat diiktiraf sebagai sebahagian daripada arus perdana sistem pendidikan bagi memacu pembangunan sumber manusia kita.

Berlandaskan kepada agenda negara, pada tahun 2007, Kementerian Pengajian Tinggi telah melancarkan Pelan Strategik Pengajian Tinggi Nasional yang menyatakan visi untuk mentransformasikan pengajian tinggi di Malaysia mulai sekarang sehingga 2020 dan seterusnya. Transformasi pendidikan ini bermatlamat terutamanya kepada pembangunan sumber manusia secara holistik untuk melahirkan warga Malaysia yang inteleknya aktif, kreatif dan inovatif, beretika dan bermoral tinggi, mampu beradaptasi dan berkeupayaan dalam berfikir kritis.

Tujuh teras strategik telah digariskan dalam Pelan tersebut. Secara khususnya, Teras ke-6: Membudayakan Pembelajaran Sepanjang Hayat bertujuan untuk mencapai empat matlamat, antaranya pengiktirafan pembelajaran sepanjang hayat melalui Kerangka Kelayakan Malaysia (*Malaysian Qualifications Framework - MQF*). Salah satu elemen utama yang diperlukan ialah pengiktirafan pembelajaran bukan formal dan tidak formal melalui Pengakreditasi Pembelajaran Berasaskan Pengalaman Terdahulu (APEL).

Peruntukan untuk APEL seperti yang dinyatakan dalam MQF akan membolehkan para pelajar mencapai kemajuan dalam konteks pembelajaran sepanjang hayat bagi memperluaskan penyertaan pelajar dewasa dan mobiliti para pelajar. APEL berfungsi sebagai satu jalan kemasukan 'alternatif' dan cara untuk memperoleh kredit dalam program pengajian, mengekalkan MQF terbuka kepada pengiktirafan terhadap nilai pembelajaran yang diperoleh di luar sistem pendidikan formal. Ianya adalah kritikal kepada pembangunan pendidikan tinggi yang bersifat terbuka, inklusif, mudah akses serta berintegrasi dalam konteks Malaysia, bagi membenarkan para pelajar mendapatkan pembelajaran formal, bukan formal dan tidak formal untuk dinilai berpandukan hasil pembelajaran dan penghuraian tahap MQF.

APEL menggalakkan para pelajar untuk meningkatkan kemahiran dan pengetahuan secara berterusan melalui pendidikan dan latihan yang berstruktur, menjurus ke arah kelayakan formal dan hasil pekerjaan yang lebih baik.

Sejarah Sistem Kemasukan Terbuka di Malaysia

Amalan kemasukan terbuka bukan suatu fenomena baru di Malaysia kerana beberapa institusi konvensional telah menyediakan laluan kemasukan alternatif kepada pelajar-pelajar bukan tradisional untuk memasuki program pengajian mereka. Laluan alternatif ini kebiasaannya adalah untuk pelajar matang yang mungkin tidak memenuhi keperluan kemasukan tetapi mempunyai pengalaman yang berkaitan, untuk memasuki program pengajian. Jenis kemasukan ini memperlihatkan sedikit persamaan dengan amalan terkini kemasukan terbuka yang diperkenalkan oleh Kementerian Pengajian Tinggi (KPT) pada 2006.

Kementerian telah meluluskan penubuhan tiga universiti terbuka; Universiti Terbuka Malaysia (OUM), Universiti Tun Abdul Razak (UniRAZAK) dan Universiti Terbuka Wawasan (WOU) untuk mempraktikkan sistem kemasukan terbuka, bagi mempromosikan pembelajaran terbuka secara lebih agresif dan berkesan. Sistem berkenaan membolehkan amalan kemasukan yang lebih fleksibel oleh institusi-institusi dalam menyediakan pendidikan tinggi kepada para pelajar dewasa yang mungkin dinafikan peluang-peluang berkenaan menerusi laluan konvensional. Universiti-universiti ini bertindak sebagai pengamal yang mempelopori pembelajaran terbuka dalam negara dan memperlihatkan pembangunan yang signifikan dalam pendemokrasian dan perluasan pendidikan tinggi.

Lembaga Akreditasi Negara kemudiannya menerbitkan Kod Amalan Penjaminan Kualiti dalam Sistem Kemasukan Terbuka pada Mei 2006, bagi membimbing institusi membangunkan kriteria dan prosedur mereka untuk memastikan bahawa pemilihan para pelajar dalam sistem kemasukan terbuka memenuhi keperluan yang berkualiti.

Memandangkan potensi perkembangan dalam pembelajaran terbuka, pihak Kementerian seterusnya meluluskan penubuhan tiga lagi institusi pada 2008, iaitu, Asia e University (AeU), Pusat Pendidikan Kewangan Islam Antarabangsa (INCEIF) dan Universiti Antarabangsa Al-Madinah (MEDIU), bagi melaksanakan kemasukan secara terbuka.

Pada masa sekarang, pembelajaran sepanjang hayat dilaksanakan secara meluas merentasi pelbagai peringkat di Malaysia. Terdapat pelbagai pihak yang terlibat dalam peruntukan untuk program pembelajaran sepanjang hayat di peringkat formal dan bukan formal, seperti universiti awam, institusi pasca menengah, institusi terbuka dan pengajian jarak jauh (ODL), MARA dan juga beberapa kementerian yang berkaitan. Sehingga Februari 2009, seramai 7,870 pelajar telah mendaftar dalam program separuh masa pada peringkat Diploma dan Sijil di Politeknik, manakala sehingga Jun 2009, seramai 56,056 pelajar telah mendaftar dalam kursus jangka pendek di Kolej Komuniti, 8,000 pelajar mendaftar dalam beberapa program di UniRAZAK, 2,336 di WOU dan 81 di AeU, (KPT, 2010). Pada tahun 2008, dianggarkan lebih daripada 50,000 pelajar mendaftar dalam program pendidikan separuh masa dan jarak jauh di pelbagai IPTA. Sehingga Mei 2010, sejumlah 66,252 pelajar telah mendaftar di OUM.

Penerimaan aktiviti sepanjang hayat telah membuka laluan kepada amalan APEL di negara ini di mana para pelajar boleh dianugerahkan kemasukan dengan pengiktirafan pembelajaran tanpa mengambil kira bagaimana dan di mana ianya diperoleh. Oleh yang demikian, adalah diharapkan agar Garis Panduan ini akan menyediakan hala tuju dan menggalakkan operasi APEL yang efektif.

1.1 Definisi APEL

Secara umumnya, istilah yang berbeza telah diguna pakai di pelbagai negara untuk menjelaskan aktiviti berkaitan akreditasi/pengiktirafan terhadap pembelajaran terdahulu, berdasarkan konteks. Sebagai contoh, *Accreditation of Prior Learning* (United Kingdom); *Recognition of Prior Learning* (Australia, Afrika Selatan, Scotland dan Ireland); *Recognition of Current Competency* (New Zealand); *Prior Learning Assessment and Recognition* (Kanada); dan *Prior Learning Assessment* (Amerika Syarikat). Kesemua istilah melibatkan tanggapan utama bahawa pembelajaran terdahulu harus diiktiraf tanpa mengira bagaimana dan di mana ianya diperoleh, asalkan pembelajaran adalah relevan kepada hasil pembelajaran atau kompetensi dalam sesuatu subjek atau program pengajian.

Dalam Akta Agensi Kelayakan Malaysia 2007 (Akta 679), pembelajaran terdahulu bermaksud ilmu pengetahuan, kemahiran atau sikap yang diperoleh sebelumnya dan mencakupi pengalaman terdahulu. APEL didefinisikan dalam MQF sebagai proses

verifikasi pencapaian seseorang individu bagi satu set hasil pembelajaran yang diperoleh melalui pembelajaran formal, bukan formal dan tidak formal tanpa mengambil kira masa dan tempat.

Dalam Garis Panduan ini, APEL didefinisikan sebagai satu proses sistematik yang melibatkan identifikasi, dokumentasi dan penilaian pembelajaran berasaskan pengalaman terdahulu, seperti ilmu pengetahuan, kemahiran, dan sikap bagi menentukan tahap di mana seseorang individu telah mencapai hasil pembelajaran yang diinginkan, sebagai akses kepada sesuatu program pengajian dan/atau penganugerahan kredit. Secara umumnya, proses APEL melibatkan penilaian pembelajaran berasaskan pengalaman, termasuk mana-mana yang masih belum dinilai atau dianugerahkan kredit sebelumnya.

Pembelajaran ini berkemungkinan diperoleh melalui kaedah formal, bukan formal dan tidak formal, termasuk persekolahan yang formal, pengalaman hidup dan pekerjaan, latihan, pengajian bebas, kerja sukarela, hobi dan pengalaman keluarga.

Antara contoh-contoh pembelajaran berasaskan pengalaman terdahulu termasuk ilmu pengetahuan, kemahiran dan sikap yang relevan yang diperoleh melalui:

- pengalaman kerja: sepenuh masa, separuh masa ataupun sambilan;
- kerja sukarela dan kemasyarakatan;
- tanggungjawab keluarga;
- hobi atau kegiatan waktu lapang;
- melatih dan membimbing orang lain;
- menghadiri dan menyertai seminar, persidangan dan bengkel;
- menghadiri kursus jangka pendek;
- kefasihan dalam bahasa-bahasa lain;
- pengajian persendirian dan penyelidikan; dan
- sebarang pengalaman hidup yang lain.

Garis Panduan ini menerima terma APEL untuk merangkumkan senarai aktiviti dan pendekatan yang diguna pakai secara formal bagi memperakui dan membuktikan secara umum, bahawa sewajarnya beberapa elemen pembelajaran yang teguh dan signifikan telah berlaku. Terma pembelajaran berasaskan pengalaman terdahulu seperti yang diguna pakai dalam Garis Panduan ini merangkumi pembelajaran formal, bukan formal dan tidak formal.

1.2 Tujuan Garis Panduan

Memperakui pentingnya peranan APEL dalam membudayakan pembelajaran sepanjang hayat, pihak MQA telah mengambil inisiatif untuk membangunkan Garis Panduan Amalan Baik: Akreditasi Pembelajaran Berasaskan Pengalaman Terdahulu. Inisiatif ini menandakan komitmen pihak MQA dalam menyokong pelaksanaan APEL sebagai satu elemen penting dalam sektor pendidikan tinggi dan latihan.

Tujuan Garis Panduan ini ialah untuk:

- menyokong amalan APEL sebagai sebahagian daripada agenda pendidikan sepanjang hayat di Malaysia, di samping mempromosikan kesedaran dan pemahaman awam tentang APEL;
- menyokong pelaksanaan peruntukan di bawah Seksyen 74-77, Akta Agensi Kelayakan Malaysia 2007 dan Peraturan Agensi Kelayakan Malaysia 2009 (Pembelajaran Terdahulu dan Pemindahan Kredit) yang dicadangkan; dan
- menyediakan satu set prinsip teras bagi menjamin ketekalan dalam pendekatan untuk akreditasi pembelajaran berasaskan pengalaman terdahulu.

Secara umumnya, Garis Panduan ini bertujuan menyediakan panduan atau sumber maklumat kepada:

- penyelaras, penasihat, penilai, moderator dan pemeriksa luaran yang terlibat dalam proses APEL;
- badan professional dan para majikan; dan
- pelajar sebagai bantuan yang berguna untuk mencari maklumat berkenaan dasar dan amalan APEL di institusi.

Diwujudkan hasil daripada perundingan intensif dengan pihak berkepentingan, garis panduan ini pada dasarnya bertujuan untuk mewujudkan keseragaman amalan menerusi perkongsian amalan baik merentasi pelbagai sektor pendidikan. Walau bagaimanapun, garis panduan ini tidak bersifat preskriptif bagi memberi ruang kepada kepelbagaian amalan dan polisi APEL.

Garis Panduan ini harus dibaca bersama-sama dengan penerbitan-penerbitan berikut dan mana-mana penerbitan yang berkaitan pada masa akan datang:

- i. Kerangka Kelayakan Malaysia, Agensi Kelayakan Malaysia, 2007;
- ii. Kod Amalan Akreditasi Program, Agensi Kelayakan Malaysia, 2008; dan
- iii. Kod Amalan Audit Institusi, Edisi ke-2, Agensi Kelayakan Malaysia, 2009.

PRINSIP- PRINSIP TERAS APEL



Pelbagai pendekatan berbeza bagi akreditasi pembelajaran berasaskan pengalaman terdahulu (APEL) boleh dibangunkan dan digunakan oleh institusi-institusi bagi memenuhi keperluan serta matlamat para pelajar merentasi sektor yang berbeza. Tidak ada satu model APEL yang bersesuaian bagi kesemua kelayakan dan situasi.

Matlamat prinsip-prinsip teras APEL adalah bagi memastikan amalan yang berkesan dan kualiti yang terjamin untuk membolehkan semua pengguna Garis Panduan ini mempunyai keyakinan terhadap hasil APEL. Dengan mengenal pasti prinsip teras sebagai kayu ukur dalam lingkungan di mana semua peruntukan APEL harus beroperasi, maka ketekalan lebih berkemungkinan dapat dicapai.

Semua peruntukan APEL perlu disokong oleh prinsip-prinsip teras yang berikut:

- Pembelajaran berasaskan pengalaman terdahulu perlu diiktiraf tanpa mengambil kira bagaimana dan di mana ianya diperolehi, asalkan pembelajaran tersebut adalah berkaitan dengan hasil pembelajaran atau kompetensi;
- Penilaian harus berdasarkan bukti, sama rata, tiada prasangka, adil, fleksibel, sah dan boleh dipercayai;
- Penilaian perlu dijalankan oleh pakar/pengamal bagi isi kandungan subjek atau bidang kemahiran, dasar-dasar dan prosedur-prosedur;
- Kaedah penilaian perlu mengandungi tahap literasi serta pengalaman para pelajar, justeru itu menyediakan cara-cara untuk pelajar menunjukkan hasil yang diperlukan.
- Keputusan perlu dipertanggungjawabkan, telus, serta tertakluk kepada rayuan dan ulasan;
- Maklumat dan perkhidmatan sokongan perlu dipromosikan secara aktif, mudah difahami dan mengenalpasti kepelbagaian para pelajar; dan
- Mekanisme penjaminan kualiti perlu jelas dan telus bagi memastikan keyakinan dalam keputusan.

APEL telah dikenal pasti sebagai alat yang berpengaruh untuk membawa orang ramai ke dalam sistem pembelajaran – ia menjamin mereka bahawa mereka tidak perlu bermula tanpa sebarang asas dan kemahiran yang telah mereka miliki adalah berharga. Hasil Penyelidikan telah membuktikan bahawa APEL mempunyai banyak faedah kepada pelbagai pihak yang berkepentingan, iaitu para pelajar, institusi, pihak majikan serta negara.

3.1 Faedah kepada Pelajar

APEL membantu pelajar untuk:

- meningkatkan keyakinan diri dan menambahkan motivasi untuk menyambung pengajian;
- mendapatkan akses dan pengiktirafan bagi kelayakan yang lebih tinggi; mendokumenkan ilmu pengetahuan, kemahiran, serta pengalaman dengan lebih baik
- menerusi penyediaan portfolio bukti;
- merancang untuk meneruskan pengajian dan pembangunan kerjaya peribadi;
- memetakan pembelajaran terdahulu dengan MQF bagi mengenal pasti tahap pencapaian;
- membangunkan kemahiran analitikal serta kemahiran belajar melalui proses pengambilan APEL itu sendiri;
- meningkatkan mobiliti serta keboleh pasaran; dan
- mengurangkan masa serta kos.

3.2 Faedah kepada Institusi

APEL boleh membantu institusi pendidikan untuk:

- meningkatkan akses dan meluaskan penyertaan para pelajar yang bukan konvensional;
- menyokong pembangunan kurikulum; dan
- memperkayakan pengalaman pengajaran dan pembelajaran dengan kehadiran pelajar bukan konvensional.

3.3 Faedah kepada Majikan

APEL mengiktiraf pembelajaran di tempat kerja untuk faedah kepada kedua-dua pihak iaitu majikan dan juga pekerja. Ia menyokong pembangunan staf. Majikan menggalakkan APEL kerana ia membantu organisasi berkenaan untuk:

- meningkatkan motivasi dan minat di tempat kerja di pihak pekerja;
- mengurangkan jumlah masa yang diperlukan untuk mendapatkan sesuatu kelayakan dan oleh itu, pekerja memperuntukkan masa yang kurang berada di luar tempat kerja;
- menjana idea-idea baru bagi pembangunan di tempat kerja hasil daripada proses refleksi terhadap amalan semasa pekerja; dan
- meningkatkan pengekalan pekerja, serta mengurangkan kos pengambilan pekerja baru dan latihan.

3.4 Faedah kepada Negara

APEL membawa pelbagai manfaat kepada negara iaitu melalui:

- pembudayaan pembelajaran sepanjang hayat bagi tujuan peningkatan tenaga kerja dan sejajar dengan aliran k-ekonomi global (ekonomi berasaskan pengetahuan);
- peningkatan produktiviti melalui perolehan kemahiran serta ilmu pengetahuan tenaga kerja; dan
- melonjakkan daya saing negara di peringkat serantau serta global.

4.1 Kriteria Kemasukan

Pemohon hendaklah mematuhi kriteria kemasukan yang ditetapkan oleh Kementerian Pengajian Tinggi (KPT) seperti yang berikut:

Program di Peringkat Sijil

Calon hendaklah berumur 19 tahun ke atas pada tahun permohonan dibuat serta memiliki pengalaman kerja yang berkaitan.

Program di Peringkat Diploma

Calon hendaklah berumur 20 tahun ke atas pada tahun permohonan dibuat serta memiliki pengalaman kerja yang berkaitan.

Program di Peringkat Ijazah Pertama

Calon hendaklah berumur 21 tahun ke atas pada tahun permohonan dibuat serta memiliki pengalaman kerja yang berkaitan.

Program di Peringkat Ijazah Sarjana

Calon hendaklah berumur 30 tahun ke atas pada tahun permohonan dibuat, memiliki sekurang-kurangnya STPM / diploma / setara (sebagai contoh, asasi) dengan pengalaman kerja yang berkaitan.

Program di Peringkat Kedoktoran

Calon hendaklah berumur 35 tahun ke atas pada tahun permohonan dibuat, memiliki sekurang-kurangnya Ijazah Pertama dalam bidang yang berkaitan atau setara, dengan 5 tahun pengalaman kerja yang berkaitan.

Semua pemohon adalah tertakluk kepada penilaian APEL yang dijalankan oleh MQA yang akan membawa kepada pemberian akses kepada program. Penilaian APEL yang berjaya, kemudiannya akan membenarkan pelajar untuk memohon bagi mengakses ke program pengajian di mana-mana institusi. Peruntukan APEL hanya akan dilaksanakan kepada warganegara Malaysia yang mencari pengiktirafan terhadap pembelajaran mereka yang terdahulu dan bukan satu peruntukan kepada bukan warganegara Malaysia. Kelayakan bagi memohon akses ke sesuatu program menggunakan APEL tidak menjamin kemasukan. Bagi program profesional, keperluan kemasukan mesti mematuhi keperluan yang ditetapkan oleh badan profesional yang berkenaan.

4.2 MQA Sebagai Pusat Penilaian Utama APEL

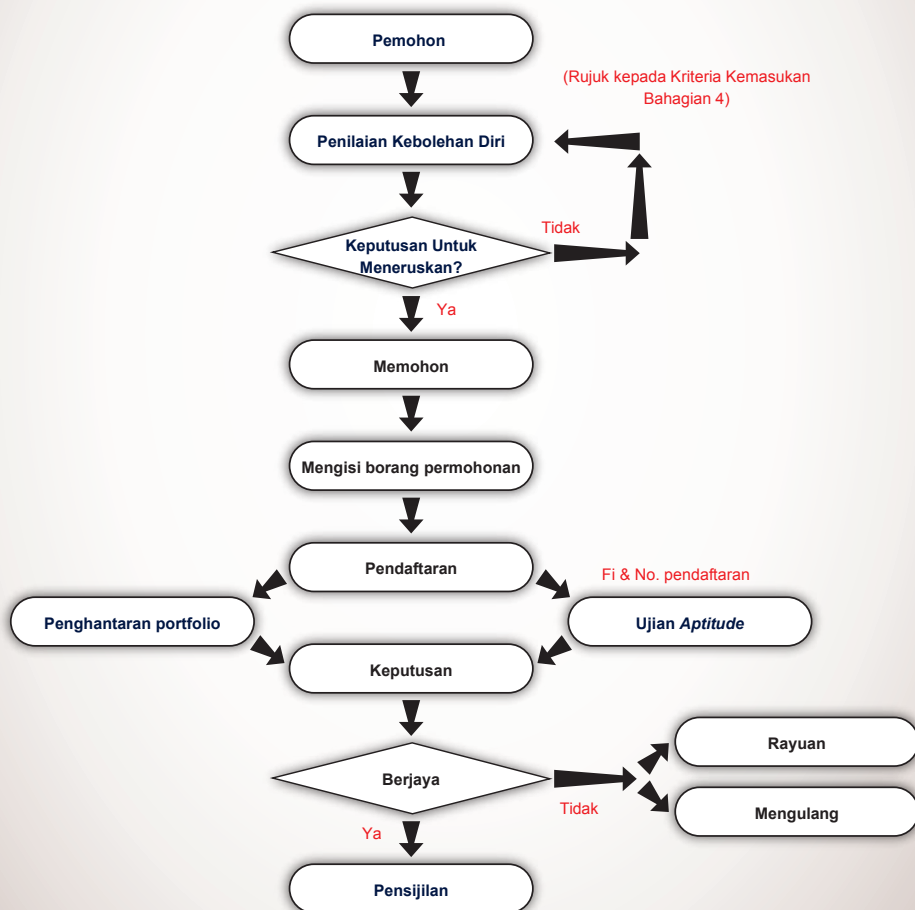
Pihak MQA akan bertindak sebagai pusat penilaian utama bagi APEL. Peranan MQA sebagai pengendali APEL adalah seperti yang tertakluk di dalam Seksyen 74-77 (Bahagian VIII – Perkara 7) di dalam Akta Agensi Kelayakan Malaysia 2007.

4.3 Kuota bagi Pengambilan Pelajar APEL

5% kuota, daripada jumlah populasi pelajar dalam sesuatu masa, akan dikenakan kepada institusi kerana mereka dibangunkan khususnya bagi memenuhi keperluan pelajar tradisional.

LAMPIRAN

CARTA ALIR BAGI PROSES PENILAIAN APEL YANG GENERIK



NB: Tempoh masa untuk suatu penilaian akan bergantung kepada tahap kesukaran bagi memproses sesuatu permohonan.

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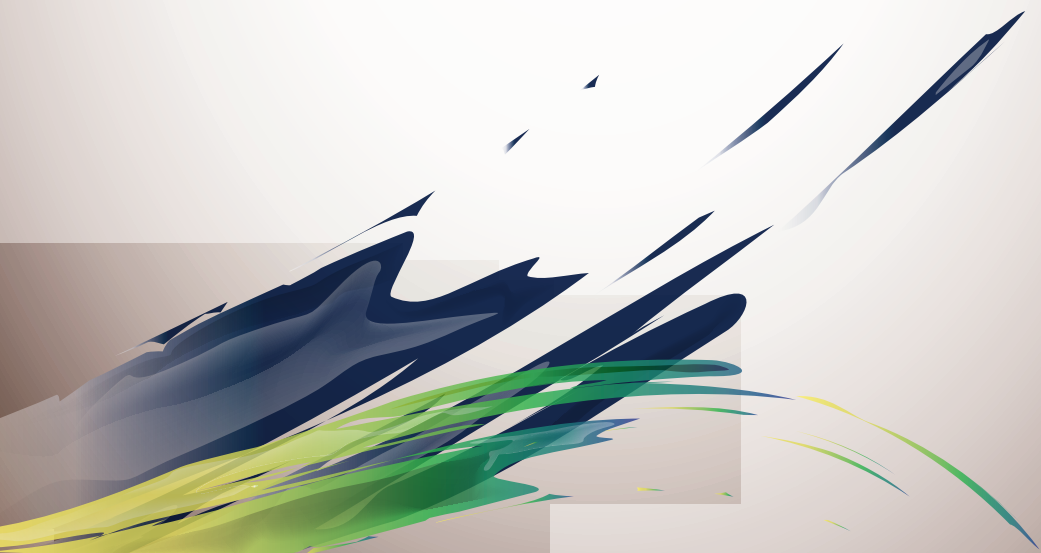
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ENGLISH VERSION



GUIDELINE TO GOOD PRACTICES :

**ACCREDITATION OF
PRIOR EXPERIENTIAL LEARNING**





GLOSSARY

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING

A systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study.

COURSE

Course is a component of a programme. The term course is used interchangeably with module or unit.

FORMAL LEARNING

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

GOOD PRACTICES

Good practices are a set of internationally accepted norms which are expected to be fulfilled to maintain high quality.

INFORMAL LEARNING

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

MALAYSIAN QUALIFICATIONS FRAMEWORK

An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices.

NON-FORMAL LEARNING

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

OPEN ENTRY

Open entry refers to entry requirements, applicable to adults who possess the learning experiences which can be assessed and matched against the normal requirements to enter into a programme of study.

OPEN LEARNING

Open learning represents approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners.

PROGRAMME

A set of subjects that are structured for a specified duration and learning volume to achieve the stated learning outcomes, which usually leads to an award of a qualification.

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INTRODUCTION

The European Commission defines lifelong learning as 'all learning activities throughout life, with the aims of improving knowledge, skills and competence, within a personal, civic, social and or employment-related perspectives'. Lifelong learning is about providing a second chance to update basics skills and offering learning opportunities at more advanced levels. All this means that formal systems of provision need to be more open and flexible, so that such opportunities can be truly tailored to the needs of potential learners (ESAE, 2007).

The Malaysian Government has realised the importance of lifelong learning to be adopted as the main agenda in achieving the nation's human capital development. Lifelong learning is one of the important targets to be achieved in the Ninth Malaysia Plan (9MP) and the Tenth Malaysia Plan (10MP) for developing a knowledge society to achieve its goal of becoming a developed nation by the year 2020. Therefore, it is timely for lifelong learning activities to be recognised as part of the mainstream education system to drive our human capital development.

In line with the national agenda, in the year 2007, the Ministry of Higher Education launched the National Higher Education Strategic Plan which articulates its vision for the transformation of higher education in Malaysia from now to 2020 and beyond. The transformation of education aims primarily on holistic human capital development, to produce Malaysians who are intellectually active, creative and innovative, ethically and morally upright, adaptable and capable of critical thinking. Seven strategic thrusts have been outlined in the Plan. Specifically, Thrust 6: Enculturation of Lifelong Learning aims to achieve four targets, namely recognition of lifelong learning through the Malaysian Qualifications Framework (MQF). One of the key elements required is the recognition of non-formal and informal learning through the Accreditation of Prior Experiential Learning (APEL). Provision for APEL as prescribed in the MQF will provide learners to progress in the context of lifelong learning to widen participation of adult learners and learners' mobility.

APEL serves as an 'alternative' entry route and a means of gaining credit within formal programmes of study, keeping the MQF open to recognition of the value of learning gained outside the formal education system. It is critical to the development of an open, inclusive, accessible and integrated tertiary education in Malaysian context, to allow learners to have their formal, non-formal and informal learning to be assessed against learning outcomes and MQF level descriptors.

APEL seeks to remove the need for duplication of learning. APEL encourages learners to continue upgrading their skills and knowledge through structured education and training, leading towards formal qualifications and better employment outcomes.

The History of The Open Entry System in Malaysia

The practice of open entry is not a new phenomenon in Malaysia because some conventional institutions had provided an alternative entry route to non-traditional learners to enroll in their programmes of study. The alternative route is normally for mature students who may not meet the entrance requirements but possess relevant experience, to enroll in a programme of study. This type of entrance shows slight resemblance to the current practice of open entry introduced by the Ministry of Higher Education (MOHE) in 2006.

The Ministry has approved the establishment of three open universities: Open University Malaysia (OUM), Universiti Tun Abdul Razak (UniRAZAK) and Wawasan Open University (WOU) to practise the open entry system, in order to promote open learning more aggressively and effectively. Such system allows for a more flexible admission practice by institutions in providing higher education to adult learners who would otherwise be denied such opportunities via the conventional route. These universities serve as pioneer practitioners in open learning in the country and mark a significant development in the democratisation and massification of higher education.

The National Accreditation Board has then published the Code of Practice for Quality Assurance in the Open Entry Admission System in May 2006, to guide the institutions to establish their criteria and procedures to ensure that student selection in the open entry system meets quality requirements.

In the light of the potential growth in open learning, the Ministry further approved the establishment of three more institutions in 2008, i.e., Asia e University (AeU), International Centre for Education in Islamic Finance (INCEIF) and Al-Madinah International University (MEDIU), to exercise open admission.

At present, lifelong learning is widely practiced across many different levels in Malaysia. There are many different parties involved in the provision of lifelong learning programmes at formal and non-formal levels, such as public universities, post secondary institutions, open and distance learning (ODL) institutions, MARA as well as certain relevant ministries. As of February 2009, there were 7,870 learners enrolled in part-time programmes at Diploma and Certificate levels at the Polytechnics, while as at June 2009, there were 56,056 learners enrolled in short term courses at Community Colleges, 8,000 learners enrolled in programmes at UniRAZAK, 2,336 at WOU and 81 at AeU (MOHE, 2010). In 2008, it is estimated that more than 50,000 learners have enrolled in the part-time and distance education programmes at various IPTAs. As at May 2010, a total of 66,252 learners have enrolled at OUM.

The acceptance of lifelong activities has paved the way for APEL practices in the country where learners may be granted entry and credits for a programme, with the recognition of learning regardless of how and where it was acquired. Therefore, it is hoped that this Guideline will provide direction and encourage for the effective operation of APEL by others.

1.1 DEFINITION OF APEL

Generally, different terms have been used in various countries to describe the activities related to accreditation/recognition of prior learning, according to context. For instance, accreditation of prior learning (United Kingdom); recognition of prior learning (Australia, South Africa, Scotland and Ireland); recognition of current competency (New Zealand); prior learning assessment and recognition (Canada); and prior learning assessment (United States). All the terms include the key notion that prior learning should be recognised regardless of how and where it was acquired, provided that learning is relevant to the learning or competency outcomes in a subject or programme of study.

In the Malaysian Qualifications Agency Act 2007 (Act 679), prior learning means knowledge, skills or attitudes previously acquired and includes prior experience. APEL is defined in the MQF as a verification process of an individual's achievement of a set of learning outcomes acquired through formal, non-formal or informal learning irrespective of time and place.

In this Guideline, APEL is defined as a systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or award of credits. APEL process generally involves the assessment of experiential learning, including those which have not previously been assessed or credit rated.

This learning may be acquired through formal, non-formal and informal means, including formal schooling, work and life experiences, training, independent study, voluntary work, hobbies and family experiences.

Examples of prior experiential learning include the relevant knowledge, skills and attitudes gained through:

- 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; and
- any other life experiences.

This Guideline adopted the term APEL to encapsulate the range of activities and approaches used formally to acknowledge and establish publicly that some reasonably substantial and significant element of learning has taken place. The term prior experiential learning as used in this Guideline encompasses formal, non-formal and informal learning.

1.2 PURPOSE OF THE GUIDELINE

In acknowledging the vital roles of APEL in the enculturation of lifelong learning, the MQA has taken the initiative to develop this Guideline to Good Practices: Accreditation of Prior Experiential Learning. This initiative signifies the MQA's commitment to support the implementation of APEL as an important element in our higher education and training sectors.

The purpose of the Guideline is to:

- support the practices of APEL as part of lifelong learning agenda in Malaysia, besides promoting public awareness and understanding of APEL;
- support the implementation of provisions under Sections 74-77, Malaysian Qualifications Agency Act 2007 and the proposed Malaysian Qualifications Agency (Prior Learning and Credit Transfer) Regulations 2009; and
- provide a set of core principles to ensure consistency in approaches to accrediting prior experiential learning.

In general, the Guideline intends to provide a guide or source of information for:

- coordinators, advisers, assessors, moderators and external examiners involved in the APEL process;
- professional bodies and employers; and
- learners as a useful aid to seek information about institutional APEL policies and practices.

Derived from intensive consultations with all the stakeholders and interested parties, the Guideline seeks to encourage national consistency through sharing and facilitating good practices across various sectors in education. They are not prescriptive in intent but, acknowledging the wide diversity of APEL policy and practice.

This Guideline should be read in conjunction with the following publications and any other related future publications:

- i. The Malaysian Qualifications Framework, Malaysian Qualifications Agency, 2007;
- ii. Code of Practice for Programme Accreditation, Malaysian Qualifications Agency, 2008; and
- iii. Code of Practice for Institutional Audit, 2nd edition, Malaysian Qualifications Agency, 2009.

CORE PRINCIPLES OF APEL



A variety of different approaches to accreditation of prior experiential learning (APEL) can be developed and used by institutions to meet the needs and goals of learners across the different sectors. There is no one APEL model that is suitable for all qualifications and situations.

The aim of the core principles of APEL is to ensure effective and quality-assured practice that will enable all users of the Guideline to have confidence in the outcome of APEL. By identifying the core principles as the parameters within which all APEL provisions should operate, consistency will be more feasibly achieved.

All APEL provisions should be underpinned by the following core principles:

- Prior experiential learning should be recognised regardless of how and where it was acquired, provided that the learning is relevant to the learning or competency outcomes;
- Assessment should be evidence based, equitable, unbiased, fair, flexible, valid and reliable;
- Assessment should be undertaken by experts/practitioners in the subject content or skills area, policies and procedures;
- Assessment methods should accommodate the literacy levels and experiences of students, hence providing ways for students to demonstrate the required outcomes;
- Decision should be accountable, transparent and subject to appeal and review;
- Information and support services should be actively promoted, easy to understand and recognise the diversity of learners; and
- Quality assurance mechanisms should be clear and transparent to ensure confidence in the decisions.



BENEFITS OF APEL

APEL has been identified as a powerful tool for bringing people into the learning system — it reassures them that they do not have to start from scratch and that the skills they already have are valuable. The growing body of research on the subject has revealed evidence that APEL has many benefits to various stakeholders, i.e., learners, institutions, employers and the nation.

3.1 BENEFITS FOR LEARNERS

Learners seek APEL because it can help them:

- increase self confidence and enhance the motivation to continue learning;
- get access and recognition to higher qualifications;
- document knowledge, skills and experience better through the preparation of portfolio of evidence;
- plan for further learning and personal career development;
- map prior learning onto the MQF to identify a notional level;
- develop analytical and learning skills through the process of undertaking APEL itself;
- increase mobility and employability; and
- reduce time and cost.

3.2 BENEFITS FOR INSTITUTIONS

APEL can help education institutions to:

- increase access and widen participation for non-conventional learners;
- support the development of curriculum; and
- enrich the teaching-learning experience with the presence of non-conventional learners.

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3.3 BENEFITS FOR EMPLOYERS

APEL acknowledges workplace learning for the benefit of both the employers and employees. It supports training and staff development strategies. Employers encourage APEL because it helps the organisation to:

- increase motivation and interest in workplace practice on the part of the employees;
- reduce the amount of time needed to complete a qualification and therefore, requiring less time away from the workplace;
- generate new ideas and development in the workplace as a result of process of reflection on practice by employees; and
- improve employee retention, and reduce recruitment and training cost.

3.4 BENEFITS FOR THE NATION

APEL may bring various benefits to our nation by:

- promoting lifelong learning culture as a means of upgrading its workforce in response to global k-economy (knowledge economy) trend;
- enhancing productivity through the acquisition of skills and knowledge among its workforce; and
- boosting the nation's competitiveness at the regional and global levels.

4.1 ADMISSION CRITERIA

Applicants should comply with the admission criteria set by the Ministry of Higher Education (MOHE) as follows:

Programme at the Certificate level

The candidate should be more than 19 years of age in the year of application and possess relevant work experience.

Programme at the Diploma level

The candidate should be more than 20 years of age in the year of application and possess relevant work experience.

Programme at the Bachelor's level

The candidate should be more than 21 years of age in the year of application and possess relevant work experience.

Programme at the Master's level

The candidate should be more than 30 years of age in the year of application, possess at least STPM / diploma / equivalent (e.g., foundation), with relevant work experience.

Programme at the Doctoral level

The candidate should be more than 35 years of age in the year of application, possess at least a Bachelor's degree in relevant field or equivalent, with 5 years of relevant work experience.

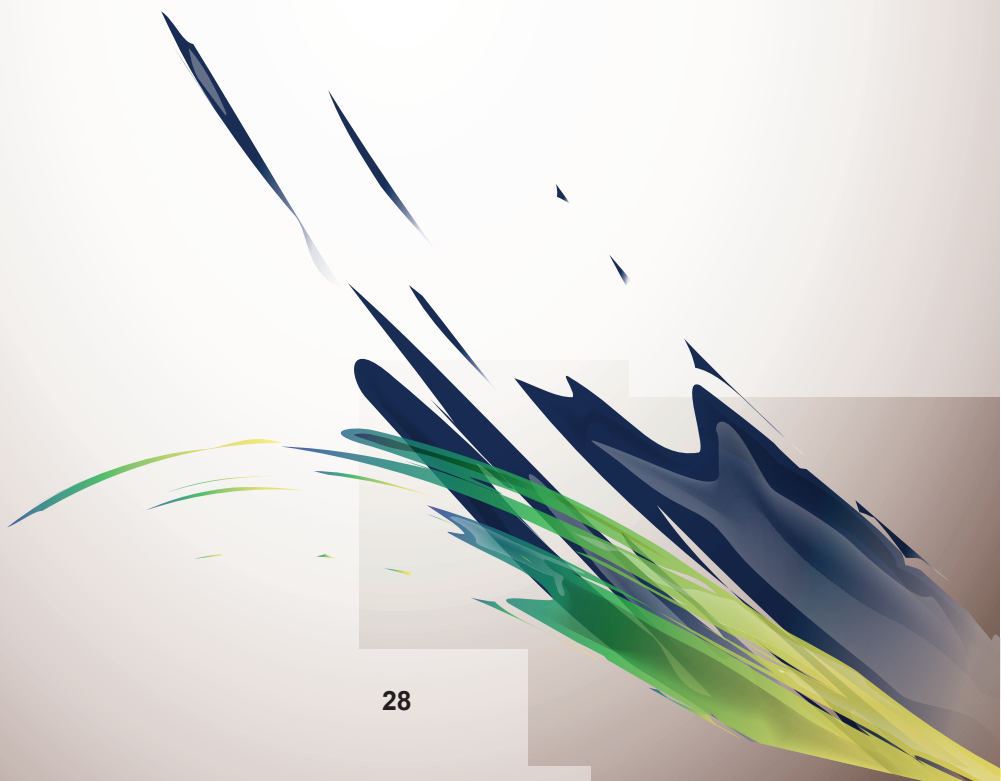
All applicants are subjected to appropriate APEL assessments conducted by MQA. This may lead to the granting of access to a programme. A successful APEL application may then allow a student to apply for enrolment in any institution. The APEL provision is only to be applied to Malaysian nationals seeking recognition for their prior learning and is not a provision for non Malaysians. Eligibility to apply APEL on a programme does not guarantee admission. On the other hand, for professional programmes, the entry requirements must abide by the requirements set by the respective professional bodies.

4.2 MQA AS APEL ASSESSMENT CENTRE

The MQA will act as the key assessment centre of APEL. The roles of the MQA in APEL are as provided in Sections 74-77 (Part VIII - Chapter 7) of the Malaysian Qualifications Agency Act 2007.

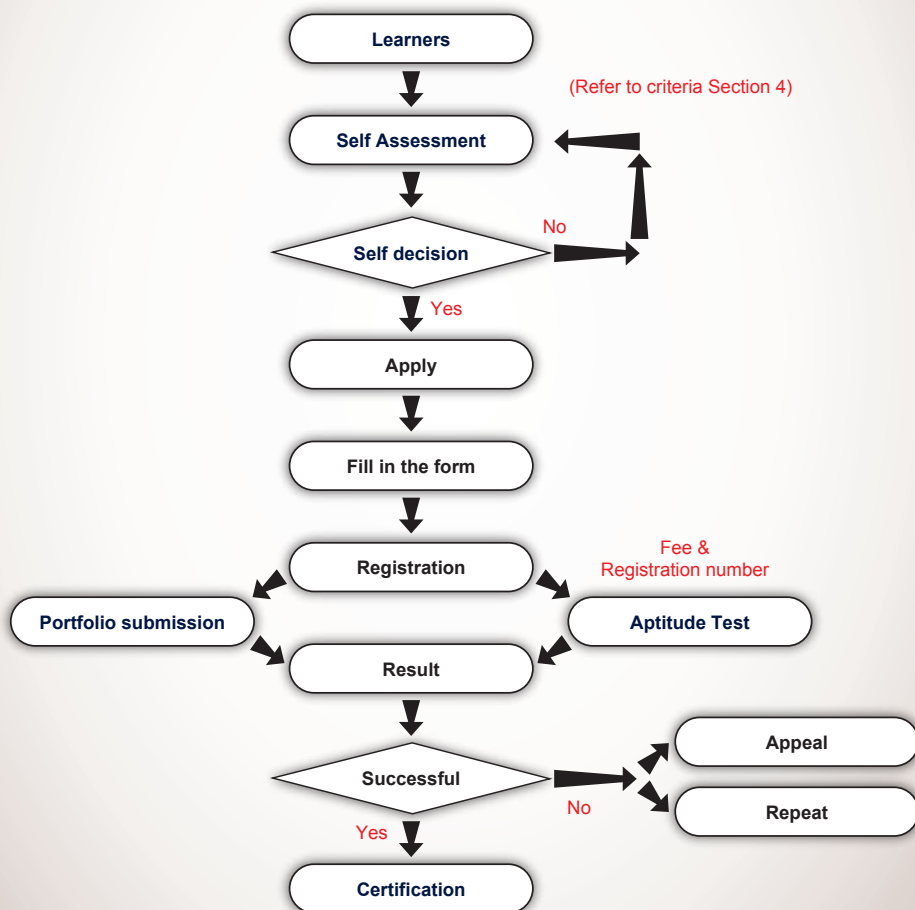
4.3 QUOTA ON RECRUITMENT OF APEL LEARNERS

A 5% quota, based on total student population at any point in time, will be imposed on institutions as they are set up to cater mainly to the needs of traditional students.



APPENDIX

FLOW CHART FOR A GENERIC APEL ASSESSMENT PROCESS



NB : Timescale for an assessment will depend on the complexity of the application.



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