

Accreditation of Prior Experiential Learning (APEL) and its implications for the professional development of ESL teachers

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Accreditation of Prior Experiential Learning (APEL) and Its implications for the Professional Development of ESL Teachers

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Background

- Enculturation of Lifelong Learning Plan 2011-2015 aims to increase the number of lifelong learners in Malaysia by up to 22.6 million in 2020 or 65.9% of the total population (Ministry of Higher Education Malaysia, 2011).
- Promote lifelong learning through ODL, the MOE and MQA initiated APEL as an alternative entry route to gain formal qualification
- APEL allows learners to leverage on their working experience to enrol into institutions of higher learning to pursue a formal qualification.
- Only selected HEI have been granted approval by MQA to be APEL Assessment Centres: WOU, OUM, UUM.

Research Questions

This paper aims to answer the following questions:

- How is APEL implemented?
- What is the difference between APEL (A) and APEL (C)?
- What are the implications of APEL for the Professional Development of ESL Teachers?

Literature Review

- MQA established the Malaysian Qualifications Framework (MQF) in 2006 as a form of instrument to classify national academic qualifications criteria benchmarked against international practices.

Literature Review (Cont)

- Therefore, to successfully implement the APEL system, a lot of consultation, networking and exchange of ideas and experiences from among APEL stakeholders and experts from both national and international institutions are needed (Van Kleef, 2010, Dharam Singh & Jailani Md Yassin, 2009).

APEL Assessment Theories

Takes into account changes that occur when learning happens, particularly in terms of psychology (behavioural and cognitive), anthropology and linguistics. (Aptitude Test)

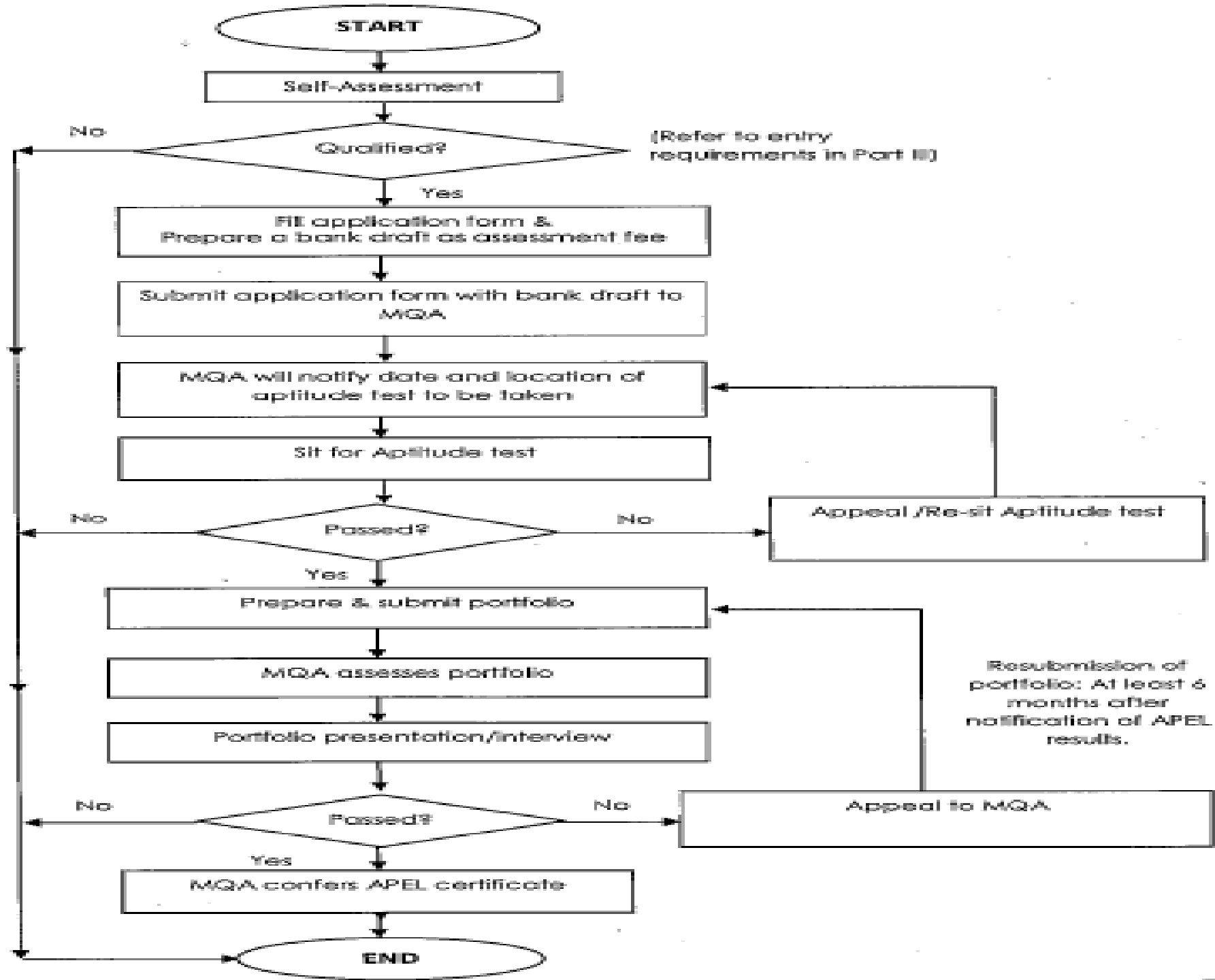
Knowles' Adult Learning Theory

Looks at candidates' affective aspects of learning including behaviours, cooperation, empathy, personal development and other soft skills. (Interview)

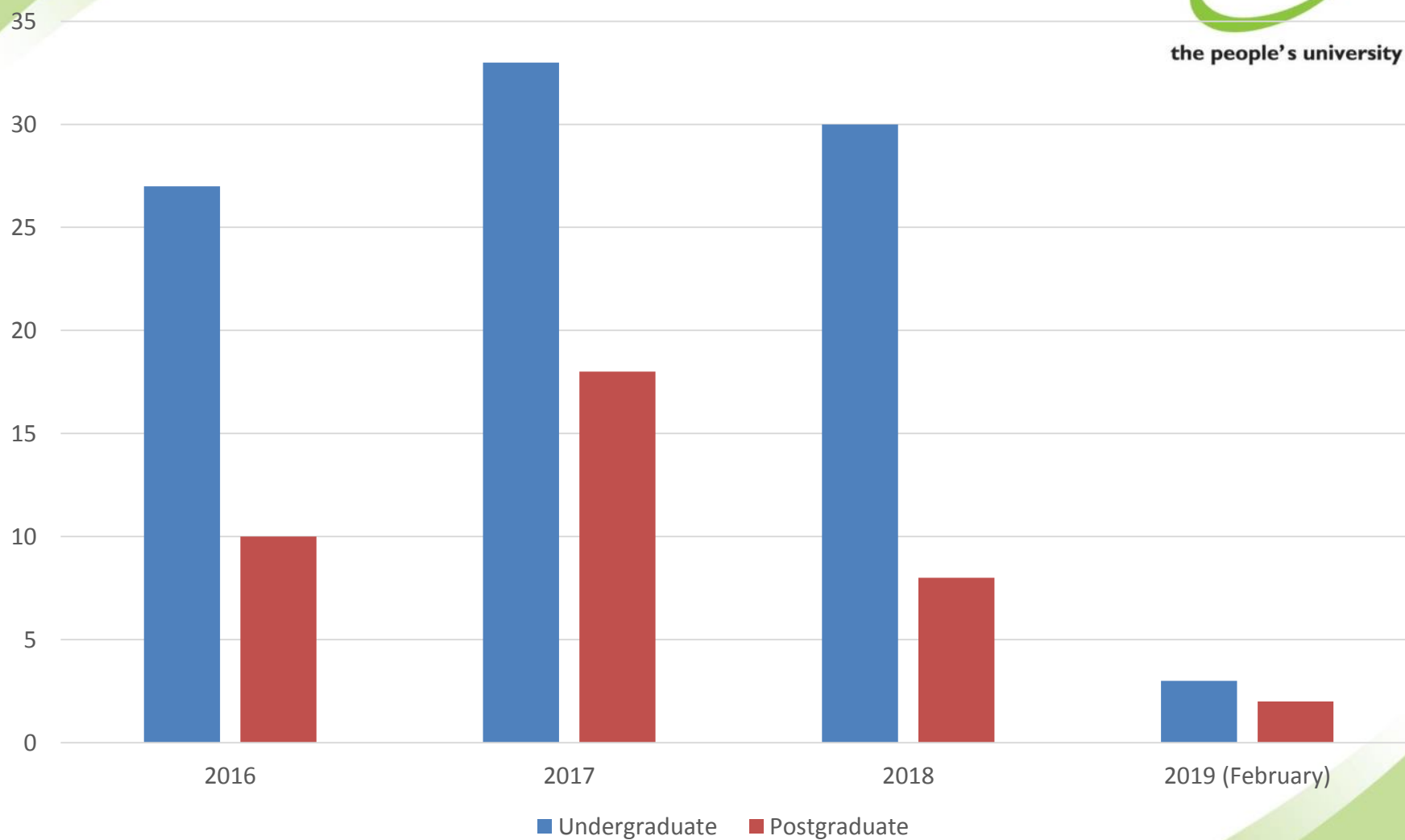
The Johari Window Concept

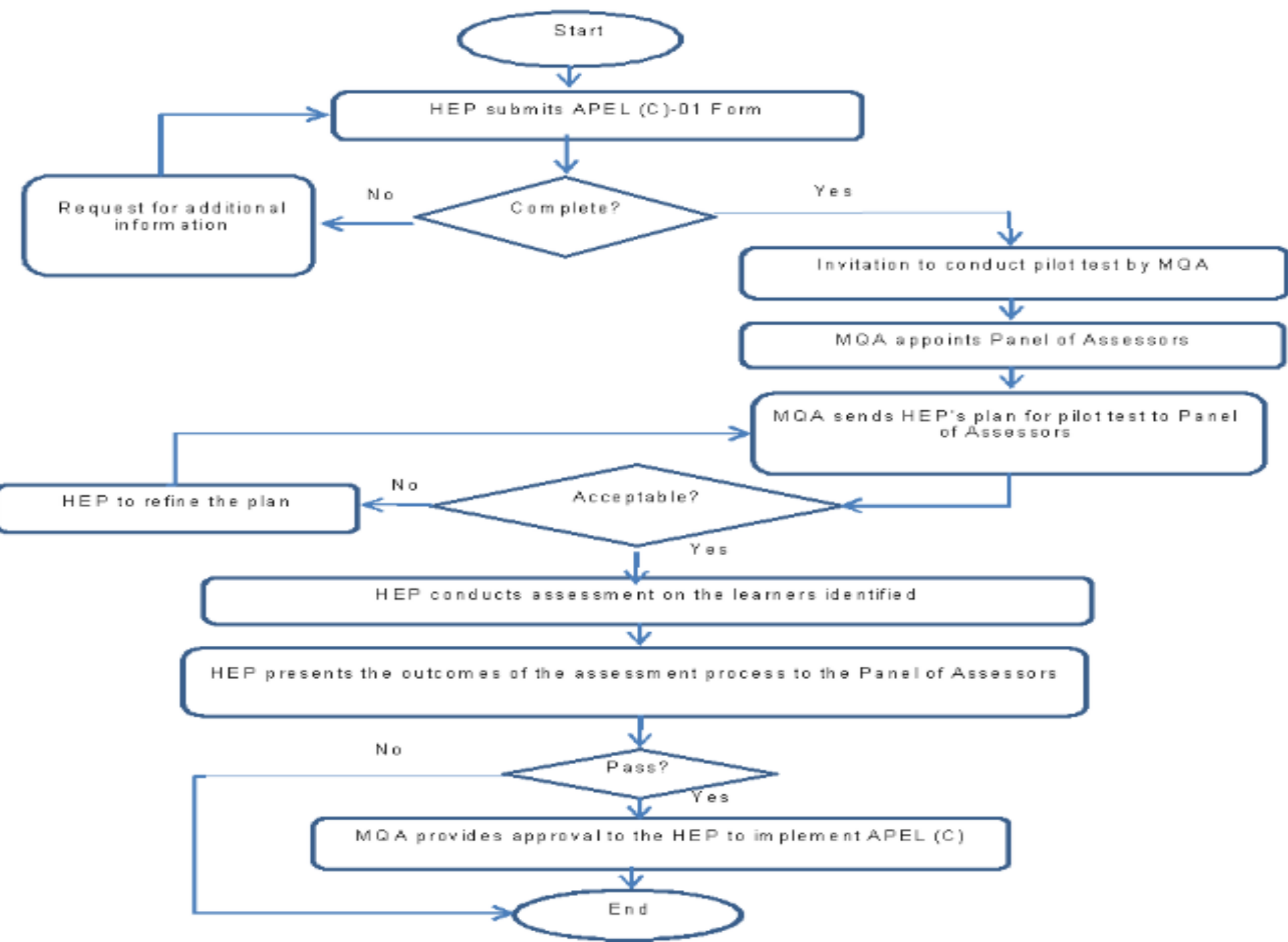
Combines experience, perception, cognition and behaviour which have become the methodological hallmarks of recognition of prior learning. (Portfolio)

Kolb's Experiential Learning Theory



Number of students who entered via APEL(A)





APEL (A) vs APEL (C)



ITEM	APEL (A)	APEL (C)
Purpose	Recognise the learning regardless of how and where it was acquired for the PURPOSE OF ACCESS TO A PROGRAMME.	Recognise the learning regardless of how and where it was acquired for the PURPOSE OF COURSE CREDIT AWARD in an academic programme pursued.
Appointment of HEPs	HEPs ARE NOT REQUIRED TO APPLY FOR APPROVAL to accept APEL(A) students.	HEPs ARE REQUIRED TO APPLY FOR MQA APPROVAL to conduct APEL(C). PILOT HEPs: i. WOU ii. OUM iii. UiTM iv. INTI International University
Fees Paid by Students	FEES charged to students for APEL(A) assessment are STIPULATED by MQA: Certificate/Diploma: RM155 Bachelor's Degree: RM250 Master's Degree: RM370	FEES for assessment charged to students for APEL(C) are STIPULATED by HEPs.

ITEM	APEL (A)	APEL (C)
Application for APEL Assessment	Candidates are required to SUBMIT the application for APEL(A) certification to MQA or PUSAT PENILAIAN APEL	Students are required to SUBMIT the application for APEL(C) assessment to the HEPs
Assessment Instrument	ASSESSMENT INSTRUMENT OF APEL(A) is standardized and administered nationwide.	ASSESSMENT INSTRUMENTS OF APEL(C) OF THE HEPs ARE VARIED depending on the nature of the course and students'/HEPs' preference.
Period of Appointment/ Approval	OPEN-ENDED	5 years
Basic Requirements	<ol style="list-style-type: none"> ONLY APPLICABLE TO MALAYSIAN Pass the Aptitude Test and Portfolio MINIMUM AGE REQUIREMENTS: <ol style="list-style-type: none"> Certificate – 19 years of age Diploma – 20 years of age Bachelor's Degree – 21 years of age Master's Degree – 30 years of age Doctoral Degree – 35 years of age 	<ol style="list-style-type: none"> OPEN TO ALL Pass APEL(C) assessment NO MINIMUM AGE REQUIREMENTS <p>Source: http://www2.mqa.gov.my/APEL/pdf/APEL(A)%20vs%20APEL(C)_en.pdf</p>

Implications of APEL for the Professional Development of ESL Teachers?



There are 95941 non-graduate and 2232 untrained teachers in the education field in Malaysia (Ministry of Education Malaysia, 2017).

Based on Garnett & Cavaye (2015):

- Enable many unqualified but experienced English teachers to gain their qualifications.
- Allows English teachers to take higher level qualifications based on the number of years of working experience.
- Encourage professional development through lifelong learning
- Improve quality of human capital.

CONCLUSION

- ESL practitioners should be aware of APEL's presence and take full advantage of it for professional development.
- Through APEL, ESL practitioners would be able to progress vertically in their career.
- ESL practitioners can enroll in these programmes on a part-time basis and not give up their career.

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Thank You

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