



Universiti Malaysia
KELANTAN

FINAL YEAR PROJECT GUIDELINE

**FACULTY OF EARTH SCIENCE
EDITION 2016**



FINAL YEAR PROJECT GUIDELINE

Faculty of Earth Science

Edition 2016
(Amendment 2024)

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PREFACE

This document is prepared as a guideline for the writing of the Final Year Project Proposal and Project Report which will be conducted by the students in Semester 6 and Semester 7 for traditional programs and semester 7 and semester 8 for 3+1 programs. in fulfilment of the requirements for the Bachelor of Applied Science (Hons.). There are two types of final year project report writings to be covered in this guideline, namely project proposal and project report. Therefore, it is hoped that students and supervisors would give attention to and write according to this guideline. Please take note that the assessment of this course is not based merely upon the writing of the project paper. Other aspects relating to the student's commitment are also assessed by the supervisors.

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CHAPTER 1

INTRODUCTION

1.1 FINAL YEAR PROJECT GUIDELINE

The final year project (FYP) guideline is designed to guide the undergraduate student in conducting their final year research project before submitting to Faculty of Earth Science, Universiti Malaysia Kelantan (UMK). The FYP report is a partial requirement in awarding the Bachelor of Applied Science (Hons.). This guideline is intended to help student to produce a good research proposal and report writing within the standard and requirement which had been practiced by local universities.

The FYP is conducted in semester 6 (FYP I) and semester 7 (FYP II) for traditional programs and semester 7 (FYP I) and semester 8 (FYP II) for 3+1 programs. The students are expected to finish their research proposal and Chapter 1, 2 and 3 at the end of semester 6 for traditional programs and at the end of semester 7 for 3+1 programs. They must frequently meet their supervisors to discuss the research topics and clarify the problem statement, scope of research and past literature review.

In semester 7 for traditional programs and semester 8 for 3+1 programs, students will be focusing on experimental works, field works and data collection. Later, students should analyse the data obtained and prepare the final version of the project report. Finally, students need to present their findings to two examiners. This is to train the students in expounding statements of facts and defend such statement in front of audiences.

Towards the end of Final Year Project I, students should be able to:

- Apply the acquired knowledge and understanding for research purposes.
- Show a good effort and initiative in learning new knowledge.
- Identify the method used for research purposes and its preliminary results.
- Present theory, concept and research methodology in proposal presentation.

While for Final Year Project II, students should be able to:

- Carefully organize and conduct their research work based on research proposal that have been presented in the FYP I.
- Conduct research project with enthusiasm and full of determination.
- Explain the relevance of the data obtained in research with the theory and reference materials.
- Propose recommendations for any problem encountered in the research for future improvement.

The activities, duration, credit hours and mode of assessment in implementing FYP courses are as shown in Table 1.1.

Table 1.1 Activities of Final Year Project (FYP)

Activities	Duration	Credit Hours	Mode of Assessment	Evaluator
Final Year Project I (FYP I)				
<ul style="list-style-type: none">Writing research proposal	6 Months	3	<ul style="list-style-type: none">Proposal and presentation	<ul style="list-style-type: none">Two examiners
<ul style="list-style-type: none">Writing Chapter 1, 2 and 3			<ul style="list-style-type: none">Evaluation of Chapter 1, 2 and 3	<ul style="list-style-type: none">Two examiners and main supervisor
Final Year Project II (FYP II)				
<ul style="list-style-type: none">Data analysis and result interpretation	6 Months	3	<ul style="list-style-type: none">Oral presentation	<ul style="list-style-type: none">Two examiners
<ul style="list-style-type: none">Final Report writing (complete chapters)			<ul style="list-style-type: none">Final report	<ul style="list-style-type: none">Two examiners and main supervisor

1.2 OVERALL PERFORMANCE

The grading system for FYP is as shown in the Table 1.2.

Table 1.2 Grading system for FYP

Mark	Grade	Description
90 – 100	A+	Pass
80 – 89	A	
75 – 79	A-	
70 – 74	B+	
65 – 69	B	
60 – 64	B-	
55 – 59	C+	
50 – 54	C	
45 – 49	C-	
40 – 44	D	
0 – 39	F	Fail

1.2.1 Pass

- A report is passed if no substantive changes are required.
- A report is passed if it is acceptable in its present form or pending minor revisions.
- Changes in the form of corrections include:
 - a. Grammatical errors
 - b. Minor modifications to the thesis
 - c. Editorial revisions

1.2.2 Fail

- A report is failed if it is unacceptable to the discipline even with substantive revisions.
- Fail to fulfil the supervisor-student meeting requirement.
- Fail to give own input for the project.
- Fail to perform all require presentations and report submissions (Table 1.1).

1.3 PLAGIARISM

1.3.1 Definition

The act of taking someone else's work or ideas and passing them off as one's own.

1.3.2 Highlighted Issue

- Plagiarism is a serious academic offence and can result in penalties, including dismissal from the university.
- To avoid it, use quotations and paraphrases with proper referencing. When you are reading, keep careful notes of your sources, including all the bibliographic information that you need to write a full reference for the sources.

1.3.3 Types of Plagiarism

- a. Word-by-word plagiarism – copying exactly from someone else's text.
- b. Section-by-section plagiarism – lifting phrases from someone else's text.
- c. Select-term plagiarism – lifting a special term from a text not one's own.
- d. Paraphrasing – using someone else's ideas as if they were one's own thoughts.
- e. Borrowing facts, statistics or illustrative material – borrowing all listed information without acknowledging the author unless the information is common knowledge.

1.3.4 Steps to Avoid Plagiarism

- a. Make notes - while reading, keep careful notes of your sources, including all the bibliographic information that you need to write a full reference for the sources and include some terms that are used in the quoted source as they are technical terms.
- b. It is alright as long as you incorporated them within your own writing style.
- c. Acknowledge the author/reference - gives credit to the original author whose idea, opinion or theory, any pieces of information – that are not common knowledge (facts, statistics, graphs, drawings) you have used (it is known as documentation).

- d. Paraphrasing – is an organized, systematic way of acknowledging sources of information, ideas, another person's actual spoken or written words and paraphrase of another person's spoken or written words within your own work.
- e. Paraphrasing means putting author's ideas or information into your own words.

Examples:

Original: This has led to the conclusion that out of the US population at large, 90% watch television to excess (Wu, 1994).

Paraphrased: In contradiction to Suzuki's claim, Wu (1994) argues that 90% of Americans watch too much television.

(Avoid using Wu's exact words)

- f. Also with paraphrasing, it is easier to comment on the work you are referring to (eg. Here it is compared to Suzuki's).
- g. You should be careful to indicate which are your ideas and which are the author's by carefully use of references and by where and how you break sentences.

1.3.5 Turnitin software

Turnitin is a coursework submission system, available that has main function of checking submitted work for plagiarism. The final similarity result should be below **20%**.

a) Plagiarism Checking

- Turnitin compares submitted assignments to material held in the Turnitin database, allowing staff and students to check that their work is properly referenced. The software itself makes no decisions as to whether or not the work has been plagiarised, but highlights sections of text, and returns an overall percentage of material that has been found in other sources.
- Turnitin compares the assignment with current and archived web pages, a database of previously submitted student work, about 4000 electronic journal titles, and about 5000 copyright-free books.
- FYP supervisor can check that the matching work has been referenced fully and decide if work has been plagiarised. The option also exists to allow students to see their originality reports and to submit their work multiple times until the due date for the assignment, and if necessary take corrective action thus avoiding accidental plagiarism.
- Availability of electronic material on the internet has allowed uses of the material that couldn't have been envisaged when the majority of material was paper based.
- Allowing students to take an active part in discovering what academic honesty means will be more successful than a lone statement at the start of students' courses and modules that they must not use the materials of others and claim them to be their own.

1.3.5.1 What Turnitin Can Do

- Quickly identify sources of plagiarised material.
- Encourage students to think about their referencing and citation skills.
- Help to prevent against accidental plagiarism (when used as part of the development of academic writing skills).
- Act as a deterrent against plagiarism.
- Work as a positive aid to marking by highlighting where students have referenced correctly and used the work of others well.

CHAPTER 2

ROLES, RESPONSIBILITIES AND TIMELINES

2.1 RESPONSIBILITIES OF STUDENT

Student responsibilities are as listed below:

- a. Decide a research topic, preferably based on area of student's interest. Student is encouraged to propose a research topic to potential supervisor.
- b. Plan the work properly and prepare work schedule for one year with the guidance of the supervisor.
- c. Follow strictly the timeline to ensure the project can be completed within provided time frame.
- d. Student will be given a Progress Report link to keep track of academic discussion progress with the supervisor. The Progress Report link will be used as a monitoring tool by the supervisor and coordinator. The Progress Report will be also used as a supportive document for show cause letters for instance of missing in-action students.
- e. Student need to fill out the Progress Report for every meeting or discussion. Ensure the supervisor approves the report link.
- f. Student is encouraged to conduct a weekly meeting with his/her supervisor so that the progress of their work can be monitored closely. Discussion can be through various communication channels.
- g. If necessary, student may apply for a supervisor change no later than week 4 of FYP 1 **UMK/FSB/FYP-F2 (EDITION 2017)** Appendix F). The application will be processed by the coordinator, and student will be informed of the outcome within 14 days from the date of application.
- h. Prepare and submit a research proposal, Chapters 1, 2 and 3 and Final Report according to the timeline. Students are also required to prepare proposal and final report presentations.
- i. Student is encouraged to complete their experimental and field work during the semester break to prevent any issues towards the end of the semester.
- j. For the laboratory utilisation:
 - Student must register for the use of laboratory equipment by completing Form **UMK/A08/07/2023** and return the form prior to final report submission.
 - Student is mandatory to complete and pass the Good Laboratory Practice (GLP) test administered by the laboratory management.
 - Student is also responsible to check the availability of the required equipment, apparatus, and other materials to the laboratory management to ensure smooth laboratory operations.
 - Student is mandatory to comply with the laboratory procedures.

- k. For the fieldwork execution:
 - Student is required to comply with the *Garis Panduan Kerja Lapangan Fakulti Sains Bumi*.
- l. For data acquisition from external agencies:
 - Must be made with the faculty's permission and the process will be coordinated by the assigned coordinator and supervisor.
 - Student is not allowed to obtain data from other agencies in any way (email, call, message, face-to-face) either in hard copy or soft copy without the permission of the supervisor.
 - All applications for permits need to be discussed with the supervisor before the data collection is started.
 - Refer to *Garis Panduan Kerja Lapangan Fakulti Sains Bumi*.
- m. Ensure no grammatical errors and minimal plagiarism on the reports prior to submission to the coordinator. Please note that marks will be deducted for late submissions, with a penalty of one mark for each day of delay. Failure to submit within 7 days after the specified deadline will result in the reports being rejected, and the student will be barred from Proposal Defence and Viva.
- n. Following the presentation student is required to make the necessary corrections before submitting the hardbound copy to the faculty. As per current practice, submission involves both:
 - I. a softcopy to the faculty
 - II. a hardcopy to the supervisor
 - III. a hardcopy to the agency (if necessary)

Student must submit the hardbound copy to the coordinator, who will be responsible for distributing it to the respective supervisor. The submission must be completed on or before the designated deadline. Faculty have the right to reject late submission and not follow the hardbound format. The faculty reserves the right to impose appropriate penalties depending on the decision of the faculty's FYP Committee Meeting.
- o. Failure to adhere to the specified requirements may result in the imposition of penalties:
 - Fail to submit the Proposal Report (FYP1) or Final Report (FYP2) by the scheduled deadline will not be permitted to proceed with his/her proposal defence or viva voce presentation.
 - In a case of student that pass FYP1 but fail FYP2 has the option to either continue with the same FYP1 project under his/her current supervisor or select a new project under a different supervisor. If a student opts for a new project, his/her is required to present a new research proposal by the fourth week.
 - Any student found to have forged or falsified their supervisor's signature on submitted forms will have the forms declared invalid. If proven guilty, the student may face disciplinary actions, including the possibility of failing the course.
 - Student is considered fail if he/she fail to follow all the requirements of FYP.

2.2 RESPONSIBILITIES OF SUPERVISOR

The faculty members who are going to supervise FYP students must at least graduate with Master Degree to qualify he/she to become a main supervisor. The role and responsibilities of supervisors are as listed below:

- a. Submit sufficient project topics and scope of research to FYP Coordinator according to the specified schedule set by faculty. The scope of research must comply with undergraduate level.
- b. Explain the objectives and scope of project to the students and set regular meeting with them.
- c. Remind students on the issues of plagiarism and its consequences. Originality of the work and report should be stressed out at the beginning of semester.
- d. Guide, supervise, encourage, and motivate the student from commencing until the end of FYP. Supervisors are encouraged to build a good relationship with their students without any prejudice.
- e. Monitor the student's progress using the Progress Report link provided by the coordinator. Should a student fail to respond or demonstrate progress by Week 7, promptly notify the coordinator to facilitate the issuance of a warning letter.
- f. Keep and endorse students' Progress Report link and ensure they follow the timeline closely.
- g. Guide students in preparing research proposal, chapter 1, 2, 3 and final report.
- h. Evaluate student's and submit the evaluation forms to FYP Coordinator according to the timeline:
 - Chapter 1, 2, 3 based on criteria listed in Rubrics Form **UMK/FSB/FYP-R-B1-CHAP1.2.3-SV (EDITION 2019)** (Appendix A)
 - Final report based on criteria listed in Rubrics Form **UMK/FSB/FYP-R-C1-SV (EDITION 2019)** (Appendix B, Appendix B2 (SEG))
- i. In the case of late report submissions (FYP II), the supervisor is responsible for imposing a penalty of one mark for each day the reports are submitted beyond the specified deadline. Reports submitted more than 7 days after the deadline will be rejected, and the student will be barred from Viva.
- j. Work closely with the laboratory staffs in purchasing the consumable items and using the lab's apparatus and equipment for field work.
- k. Consult FYP coordinator for any issues related to students under supervision.
- l. Write a letter of recommendation for student's application to extend the proposal or final report submission date (if applicable).
- m. For the fieldwork execution/ data acquisition from external agencies, supervisor is responsible to:
 - Obtain a formal letter from the Faculty to be sent to related agencies involved.
 - Apply for a permit from relevant agency pertaining to the proposed study.
 - Ensure compliance with the Non-Disclosure Agreement (NDA) (if necessary) executed by the authorised signatory.

2.3 RESPONSIBILITIES OF EXAMINER

- a. Examiners are appointed by the FYP Coordinator according to their area of specialization.
- b. Their duties are:
 - Evaluate student's proposal report and presentation based on criteria listed in Rubrics Form **UMK/FSB/FYP-R-A-EX (EDITION 2018)** (Appendix C).
 - Evaluate student's final report based on criteria listed in Rubrics Form **UMK/FSB/FYP-R-C1-EX (EDITION 2019)** (Appendix D, Appendix D2 (SEG)).
 - Attend project presentation or find a representative if examiner is not available during the time of presentation.
 - Submit all students' presentation marks after presentation to FYP Coordinator and report marks according to timeline.

2.4 RESPONSIBILITIES OF FYP COORDINATOR

FYP coordinator is appointed by the Dean with the following responsibilities:

- a. Acquire the student list according to the Bachelor of Applied Science program and distribute number of students to each supervisor.
- b. Collect research field and project titles from supervisors.
- c. Display the research field of potential supervisors for students to choose based on their area of interest.
- d. Collect list of students from their supervisors including title of research project.
- e. Vetting of FYP titles with head of program and supervisors using **UMK/FSB/FYP-F1 (EDITION 2017)** (Appendix E).
- f. Release the final FYP titles to students.
- g. Organize a workshop in the beginning of FYP I to brief the final year students on the implementation of FYP. **UMK/FSB/FYP-R-B1-COOR (EDITION 2018)** (Appendix G)
- h. Appoint two examiners for each student. One of the examiners should be in the same area of specialization.
- i. Issue appointment letters for supervisors, co-supervisors and examiners.
- j. Distribute Progress Report link to supervisors to facilitate the monitoring of their respective students' progress.
- k. Manage warning letters to students using the Final Year Project Complaint form **UMK/FSB/FYP-F5 (EDITION 2024)** (Appendix J)
- l. Prepare a schedule for proposal (FYP I) and final defend (FYP II) presentation.
- m. Collect and distribute the Proposal Report, Chapter 1, 2, 3 and Final Report to supervisors and examiners.
- n. In the case of a late report submission (FYP I), the coordinator is responsible for imposing a penalty of one mark for each day the report is submitted past the specified deadline. Reports submitted more than 7 days after the deadline will be rejected, and the student will be prohibited from participating in the Proposal Defence.

- o. Compile student evaluation forms from supervisors and examiners and fill in the marks in the system for grading purposes.
- p. Relay any information or news regarding FYP to supervisors, examiners, and students from time to time.
- q. Organize meetings with students, if needed, to clarify any problems during the duration of FYP.
- r. For any special cases that need further attention, coordinator needs to refer to the faculty's FYP Coordinator, Program Coordinator, Head of Department, Deputy Dean (Academic), and Dean before making any final decisions

2.5 LABORATORY STAFF

Laboratory staffs are responsible to:

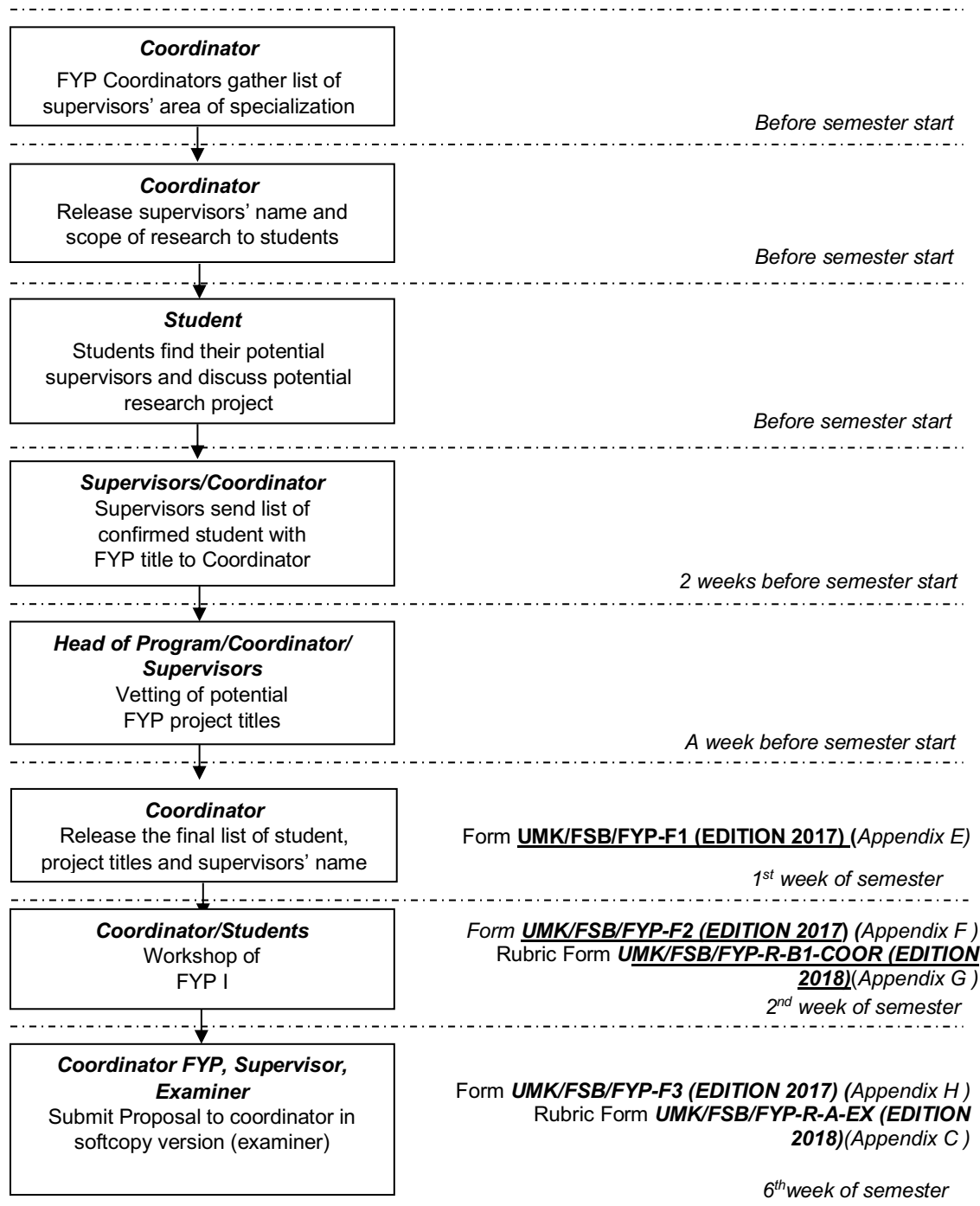
- a. Assist the students in conducting experimental work in the laboratory and field.
- b. Advice and assist the students in operating machines, testing equipments, calibrating instruments and related facilities.
- c. Guide student to handle consumable/usable materials.

2.6 ADMINISTRATIVE STAFF

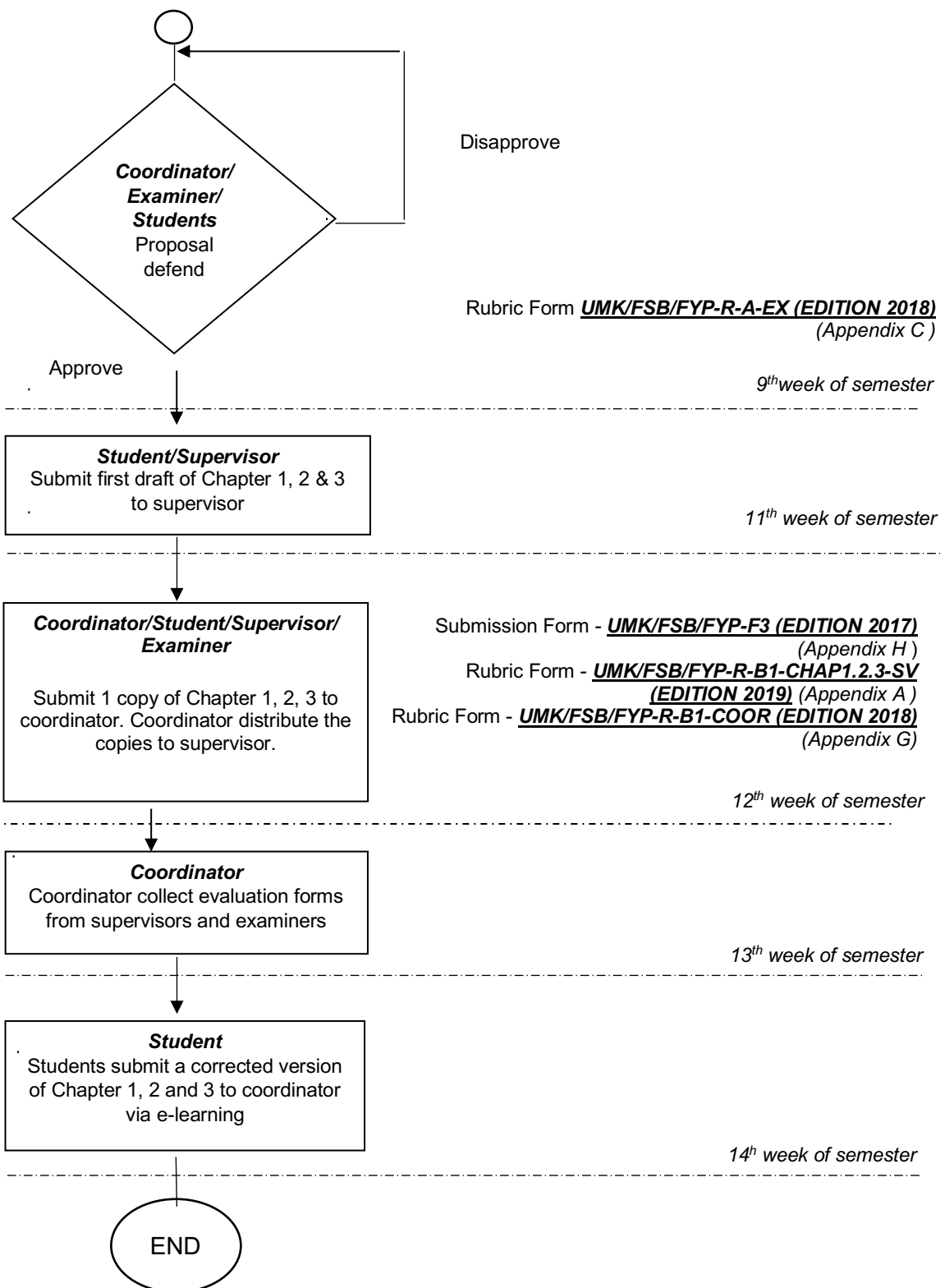
The administrative/ supporting staffs of the faculty are headed by an Assistant Registrar. Their duties are:

- a. Assist FYP Coordinator in maintaining FYP database.
- b. Perform some clerical works related to FYP.

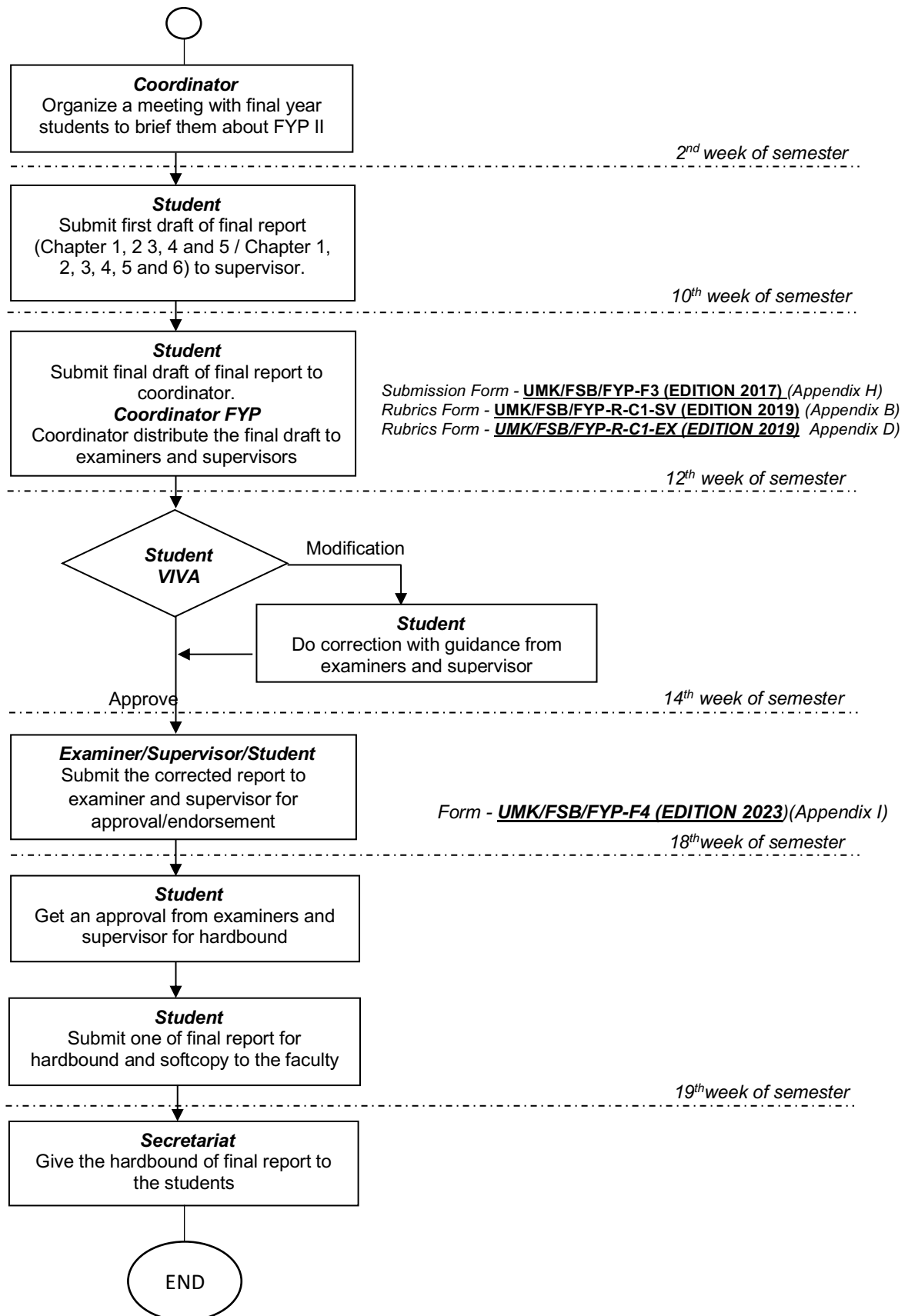
2.7 WORKFLOW FOR FINAL YEAR PROJECT I



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2.8 WORKFLOW FOR FINAL YEAR PROJECT II



2.9 TIMELINE FOR FINAL YEAR PROJECT I

* Academic Week	Student	Supervisor	Examiner	FYP Coordinator
Before semester start	<ul style="list-style-type: none"> Approach potential SV based on their expertise Discuss the potential FYP title. 	<ul style="list-style-type: none"> Select student according to the allocated quota. Submit the FYP titles to the coordinator. 	-	<ul style="list-style-type: none"> Set a quota of students for each SV. Receive a list of potential examiners for each project from supervisors. Set up vetting of potential FYP titles with Program Coordinator and Head of Department. Release the final titles & student's name to the coordinator and all students UMK/FSB/FYP-F1 (EDITION 2017)
Week 1	Discussion with SV.	Discussion with students.	-	Release the final project titles to students.
Week 2	<ul style="list-style-type: none"> Attend the Final Year Project Workshop. Submit UMK/FSB/FYP- F2 (EDITION 2017) to Coordinator (if necessary). Produce a draft of the research proposal. 	-	-	<ul style="list-style-type: none"> Organize Fin Year Project Workshop Receive UMK/FSB/FYP-F2 (EDITION 2017) from student. Evaluate participation & commitment using UMK/FSB/FYP-R-B1-COOR (EDITION 2018).

<p>Week 6</p>	<p>Submit to Coordinator:</p> <ul style="list-style-type: none"> Research Proposal (softcopy) UMK/FSB/ FYP-F3 (EDITION 2017) form signed by supervisor <p>*Marks will be deducted for late submission (1 day = 1 mark).</p> <p>Failure to submit within 7 days after the due date will result in the Research Proposal being rejected, and student will be barred from Proposal Defence.</p>	<p>Receive 1 softcopy of the Research Proposal from the Coordinator</p>	<p>Receive from Coordinator:</p> <ul style="list-style-type: none"> 1 softcopy of the Research Proposal UMK/FSB/ FYP-F3 (EDITION 2017) form UMK/FSB/FYP-R A EX (EDITION 2018) rubric form 	<p>Receive from students:</p> <ul style="list-style-type: none"> 1 softcopy of the Research Proposal & distribute the proposal to supervisors & examiners 1 softcopy of the UMK/FSB/FYP-F3 (EDITION 2017) form & distribute the forms to examiners Distribute UMK/FSB/FYP-R-A- EX (EDITION 2018) rubric form to examiners Set the date, time & place for the Research Proposal Defence.
<p>Week 7</p>	<p>-</p>	<p>-</p>	<p>Evaluate the Research Proposal (softcopy)</p>	<ul style="list-style-type: none"> Distribute the timetable to the examiners and students. Arrangement for the Research Proposal presentation (venue and technical).

Week 9	<ul style="list-style-type: none"> Students present & defend their Research Proposal. Receive their Research Proposal comments from examiners after presentation. <p>*Students who do not submit a research proposal, are prohibited from attending the presentation session</p>	Attend student's proposal presentation (if available).	<ul style="list-style-type: none"> Give the Research Proposal to the students after the presentation. Submit UMK/FSB/FYP-R-A- EX (EDITION 2018) rubric form to Coordinator. 	<ul style="list-style-type: none"> Collect two UMK/FSB/FYP-R-A- EX (EDITION 2018) rubric forms from examiners. Organize the proposal defence and ensure everything runs as scheduled.
Week 10	Submit the research ethics form	Review the research ethics form before submitting it to the coordinator	-	Receive research ethics form
Week 11	Submit one copy of draft Chapter 1,2,3 to the supervisor.	Receive one copy of draft Chapter 1,2,3 from the student	-	-
Week 12	Submit to Coordinator: <ul style="list-style-type: none"> 1 softcopy of Chapter 1,2,3. 1 softcopy of UMK/FSB/FYP-F3 (EDITION 2017) form signed by 	Receive from Coordinator: <ul style="list-style-type: none"> 1 softcopy of Chapter 1,2,3 UMK/FSB/FYP-R-B1-SV (EDITION 	-	Receive from students: <ul style="list-style-type: none"> 1 softcopy of Chapter 1,2,3 & distribute the report to supervisor 1 softcopy of UMK/FSB/FYP-F3 (EDITION 2017)

	<p>supervisor.</p> <p>*Marks will be deducted for late submission (1 day = 1 mark)</p>	<p>2018) rubric form.</p> <ul style="list-style-type: none"> Evaluate Chapter 1,2,3. Submit UMK/FSB/FYP-R-B1-SV (EDITION 2018) rubric form to the coordinator when done evaluating the report. 		<ul style="list-style-type: none"> Collect UMK/FSB/FYP-R-B1-SV (EDITION 2018) rubric from the supervisor Evaluate participation & commitment using UMK/FSB/FYP-R-B1-COOR (EDITION 2018)
Week 14	<ul style="list-style-type: none"> Do correction & submit the corrected version to supervisor for correction approval (UMK/FSB/FYP- F3 (EDITION 2017) form. Submit corrected version of Chapter 1,2,3 to coordinator via e-learning. 	<p>Receive UMK/FSB/FYP-F3 (EDITION 2018) form.</p>	-	<ul style="list-style-type: none"> Collect UMK/FSB/FYP-F3 (EDITION 2018) form. Receive corrected version of Chapter 1,2,3 from students via e-learning. Evaluate participation & commitment using UMK/FSB/FYP-R-B1-COOR (EDITION 2018).
	Study Week			
	Examination Week			
	Semester Break			

****Subject to changes according to the academic calendar***

2.10 TIMELINE FOR FINAL YEAR PROJECT II

* Academic Week	Student	Supervisor	Examiner	FYP Coordinator
Week 2	-	-	-	Organize a meeting/workshop with final year students to brief them about FYP II
Week 10	Submit the first draft to the supervisor.	Evaluate the first draft and the correction version of the FYP Report.	-	-
Week 12	<p>Submit to the coordinator:</p> <ul style="list-style-type: none"> • Softcopy of Final report • UMK/FSB/FYP-F3 (EDITION 2017) form (signed by supervisor) <p>*Marks will be deducted for late submission (1 day = 1 mark).</p> <p>Failure to submit within 7 days after the</p>	<ul style="list-style-type: none"> • Sign the UMK/FSB/FYP-F3 (EDITION 2017) form • Receive: - FYP final report UMK/FSB/FYP-R-C1-SV (EDITION 2019) 	<p>Receive:</p> <ul style="list-style-type: none"> • FYP final report • UMK/FSB/FYP-F3 (EDITION 2017) • UMK/FSB/FYP-R-C1-EX (EDITION 2019) 	<ul style="list-style-type: none"> • Make sure all examiners receive their FYP final report. • Set the date, time & place for Viva.

	due date will result in the Final Report being rejected, and student will be barred from Viva.			
Week 13	-	Evaluate the FYP Final report.	Evaluate the FYP Final report.	<ul style="list-style-type: none"> Distribute timetable to the examiners and students. Arrangement for the Viva (venue and technical).
Week 14	<ul style="list-style-type: none"> Attend Presentation Viva Receive their final report from examiners after presentation <p>*Students who do not submit a final report, are prohibited from attending the presentation session</p>	<ul style="list-style-type: none"> Submit UMK/FSB/FYP-R-C1-SV (EDITION 2019) to FYP coordinator 	Submit to FYP Coordinator: <ul style="list-style-type: none"> FYP Final report (on the day of presentation) UMK/FSB/FYP-R-C1-EX (EDITION 2019) UMK/FSB/FYP-F3 (EDITION 2017) form 	Collect: <ul style="list-style-type: none"> FYP final report (on the day of presentation) UMK/FSB/FYP-R-C1-SV (EDITION 2019) UMK/FSB/FYP-R-C1-EX (EDITION 2019) UMK/FSB/FYP-F3 (EDITION 2017) form
	Study Week			
	Examination Week			
Week 18	<ul style="list-style-type: none"> Submit corrected version to supervisor for correction approval (UMK/FSB/FYP-F4) 	Receive UMK/FSB/FYP-F4 (EDITION 2023) form	-	Compile all the marks from supervisor and examiner

	<p><i>(EDITION 2023)</i> form</p> <ul style="list-style-type: none"> • Proceed with hardbound 			
Week 19	<ul style="list-style-type: none"> • Submit 1 hardbound copy and 1 softcopy (provided platform) • Submit <i>UMK/FSB/FYP-F4 (EDITION 2023)</i> form. • Upload postage proof and tracking number. 	-	-	<p>Receive and distribute hardbound, <i>UMK/FSB/FYP-F4 (EDITION 2023)</i> form and postage proof and tracking numbers from students.</p>

****Subject to changes according to the academic calendar***

CHAPTER 3

FORMAT

3.1 REPORT FORMAT

3.1.1 Language and Report Length

The final year report should be in ENGLISH. Maximum pages are as followed:

Research Proposal	2000 – 4000 words (excluding the references and appendices) (10 - 15 pages)
Chapter 1,2 & 3	6000 – 10000 words (excluding the references and appendices) (40 - 50 pages)
Final Year Report	Not more than 18000 words (excluding the references and appendices) (70 - 90 pages)

3.1.2 Printing

- Microsoft Word format should be used. All final copies of the report should be printed using laser printer to ensure good quality of the printing. White A4 paper (210 mm x 297 mm) of 80 grams weight should be used. If paper of larger size is used (e.g. schematics, drawings, etc.), they must be folded into A4 size. Printing is on one side of the paper only. When binding, these printed pages must be in the right hand side. The use of colour in the report is advisable.

3.1.3 Font Size

- The body text size is 12 point for “Times New Roman” (TNR). Text should not be scripted or italicized except for:
 - a. scientific names
 - b. terms in a different language
 - c. quotations
- Footnotes, caption and content of tables and figures should be 10 point TNR font size.

3.1.4 Headings and Subheadings

- These should be in **bold** print in 12 point TNR font size. Chapters must be numbered without any decimals.
- Headings within chapters must be numbered according to the format Chapter i.e. CHAPTER 1, CHAPTER 2, CHAPTER 3.
- The title of a chapter should be typed using CAPITAL LETTERS and centred. A new chapter must start on a new page. Chapters and their sub-headings must be given titles. The title of sub-heading should be Capitalized Each Word. The titles should be typed using **bold** letters and should not be underlined.

- 4 line spacing should be used between Chapter and Title of the Chapter; last paragraph of Sub-heading and Sub-sub-heading; last paragraph of sub-sub-heading and a new sub-sub-heading. However, 6 line spacing should be used between Title of the Chapter and Sub-heading.
- Sub-headings with a decimal indicating the depth level. A depth level of not more than three (3) is recommended (2 decimals) levels as follows:
1.1 Second level (Title of the sub-heading)
1.1.1 Third level (Title of the sub-sub-heading)
- If the length of a title of a chapter or any level is more than one line, same line spacing as in the text should be used. Examples are shown in Appendices K.

3.1.5 Margins

- Margin specifications are meant to facilitate binding and trimming. The stipulated margins for the general text (body of report) are as follows:
Top edge : 2.5 cm
Right side : 2.5 cm
Left side : 4.0 cm
Bottom edge : 2.5 cm
- All information including text headings, footnotes and illustrations should be within these margins.

3.1.6 Paragraphs

- A new paragraph at bottom of a page must have at least two full lines of text. Otherwise, it should begin in the next page.
- Paragraphs must be indented with not more than one (1) tab-key spacing.
- Double line spacing is required between paragraphs and captions; between paragraphs and floats.
- Double line spacing in between lines.
- Single line spacing should only be used for Abstract and References.
- Paragraphs must be left-aligned and justified.
- The following spacing should be followed for the report document:

SPACING	PART
1.0 spacing	Title page
	Abstract/ Abstrak
	References
1.5 spacing	Declaration
	Acknowledgement
	Table of contents
	List of tables
	List of figures

	List of abbreviations
	List of symbols
	Appendices
2.0 spacing	Chapter 1 - 6

3.1.7 Pagination

- Every sheet of paper in the manuscript except the title page and student declaration must be numbered. Begin numbering with acknowledgments, table of contents, list of tables, list of figures, list of abbreviations and list of symbols (optional) and abstract using lower case Roman numeral (ii,iii, iv...).
- The main text pages are to be numbered in Arabic numerals (1, 2, 3 ...).
- The page number must be centred from the bottom of the page. Page numbers must be in TNR 12 point font size. They should NOT be in italic or bold font.
- They must also appear by themselves and are not to be enclosed in parentheses, hyphens or any other decorative fonts. Special characters should not be included with the page number.
- Page number must be printed 1.25 cm from the bottom of the page (in the footer section).
- The following pagination should be followed for the report document:

PAGINATION	PART
None	Title page
Starting with 'i' at the bottom centre	Declaration
	Acknowledgement
	Abstract
	Abstrak
	Table of contents
	List of tables
	List of figures
	List of abbreviations
	List of symbols
Starting with '1' at the bottom centre	Chapter 1 - 6
	References
	Appendices

3.1.8 Equations

Equation can be inserted in Microsoft Word using Equation tool. The equation must be numbered in Arabic numerals (TNR 12 point) enclosed in parentheses on the right hand margin. The setting should be Chapter followed by number (Chapter, number). They should be cited in the text, for example, Eq. (3.1) – (3.2). Equations start from the left.

Double spacing is used between equation and paragraphs. Punctuate equations with commas or periods when they are part of the sentence. For example,

$$A = \pi r^2 \quad (3.1)$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad (3.2)$$

3.1.9 Tables

- Tables must be centred and top of the page within the prescribed margins. Each table must have a reference number (in Arabic numeral) and a caption. The captions should be in sentence case (for e.g., Proximate analysis for bottom portion). It may be useful to group tables in each chapter together and to number them in sequence. For example, tables found in Chapter 1 should be numbered Table 1.1, Table 1.2, Table 1.3, and so on. Refer to Appendix L.
- Bold the word Table and its number. The caption (TNR 10 point) must appear above the table. If any table continues to the following or subsequent pages, the top line of the page reads. For example: **Table 1.1** (Continued). The caption is not repeated. If a table is taken from another source, the reference must be cited at the bottom of the table (TNR 10 point). Double spacing is used between table titles and paragraphs.

3.1.10 Figures

Figures may be illustrations, graphs, maps, charts, and diagrams and anything that is neither script nor table. Bold the word Figure and its number (in Arabic numeral). The caption (TNR 10 point) should be placed below the figure. The figure label should not extend beyond one page. However, if it does, the same guidelines for tables should be followed. Figures should be grouped and numbered in sequence. For example, Figure 3.1 should be located in Chapter 3. If a figure is taken from another source, the reference must be cited at the bottom of the figure (TNR 10 point). Refer to Appendix M.

3.1.11 Binding

The first submission of the final year project report manuscript for evaluation and examination purposes should be in comb binding. The final submission of the FYP report must be in hardbound. Information printed on the cover and the spine must be with gold-colored. The colour of the cover should follow the official faculty colour. The material for the cover is the Buckram.

3.2 ARRANGEMENT AND CONTENTS

3.2.1 Research Proposal

The contents should be arranged in the following order:

- a. TITLE**
- b. INTRODUCTION**
 - i. Background of Study
 - ii. Problem Statement
 - iii. Objectives
 - iv. Expected Outcomes
 - v. Scope of Study
 - vi. Significance of Study
 - vii. Study Area (if applicable)
- c. LITERATURE REVIEW**
- d. MATERIALS AND METHODS**
 - i. Study area
 - ii. Data collection
 - iii. Data analysis
- e. RESEARCH FLOW CHART**
- f. GANTT CHART & MILESTONES**
 - i. Gantt Chart
 - ii. Milestones
- g. REFERENCES**

Content Details for research proposal are as follows:

- a. Title**
 - Report title should be short and precise.
 - The length of the title that is allowed is within 10 – 20 words.
 - Species names should be written according to the international code of nomenclature (ICZN, ICBN).

- b. Introduction**

The main intention here is to get the readers' interest. The introduction often contains general statements about the need for the research study. It sets the stage to proceed and elaborate on the subject.

- i. Background of Study**

Background of the study is the part of any research where the particular topic is placed. This may contain the general description, and may include the broader description of the topic. Other includes a brief preview of the topic to discuss.

ii. Problem Statement

- A problem statement is a clear description of the issue(s), it includes a vision, issue statement, and method used to solve the problem.
- The 5 'W's can be used to spark the discussion about the problem.
- A problem statement expresses the words that will be used to keep the effort focused and it should represent a solvable problem.

iii. Objectives

- The objective of the study is what researchers intend to accomplish in their study. Researchers need to tell the audience their goal to achieve in solving the problem.
- Research objectives should be expressed in measurable words and reflect expected results
- Research objectives should be started with high impact, result oriented verbs.
- Example: To investigate, To recognize, To ascertain, To develop, To determine

iv. Expected outcome

This section should give a good indication of what you expect to get out of the research. It should join the possible outcomes to the theory and questions that you have raised. It will be a good place to summarize the significance of the work.

v. Scope of Study

- Scope of study is a statement that describes the specific area of study, method or tools to be used in the research.
- Scope of study is actually limiting the amount of work that you intend to do to achieve your work.
- Clearly state parameters will help the reader/examiner not to be left in any doubts as to what you are covering in terms of the scale of research.
- It sets the limits to the areas of interest, time and materials involved.

vi. Significance of Study

- Significance of study discusses the methodological, substantive, and/or theoretical contribution.
- The practical and/or theoretical importance of the problem and/or objectives of your study should be stated here.
- Significance of study explains the usefulness or benefits of the study to both the outside world and the research community.

vii. Study Area (if applicable)

- A study area is geography for which data is analyzed in a report and/or map. There are two ways to define study areas; site based study area and geographical unit based study area
- Study area should clearly describe the geographic location(s), cultural resources, site numbers, etc. Maps and/or geographic

***Note: Number of objectives require for: B. Sc: 2 – 3**

c. Literature Review

Research background should comprise a literature review which can show clearly the following information:

- i. The history of the subject and its latest development.
- ii. The rationales of conducting the research.
- iii. The uniqueness of the research as compared to previous studies on almost similar titles or field of study
- iv. Main and prominent publications on the subject, which cannot be neglected or omitted, for whatever reasons.
- v. A list of references quoted.

d. Materials and Methods

This section should make clear to the reader the way that you intend to approach the research question, techniques and logic that you will use to address it.

i. Study Area (if any)

- A brief explanation of study area;
- The location of your study area
- A complete base map (containing longitude, latitude, road, drainage, contour, village, etc.)
- A general account about topography and geomorphology

ii. Data Collection

- This might include the field site description, a description of the instruments used, and the data collected. You may need to comment on site and resource accessibility, time frame and budget availability.
- You should emphasise in this section specifically what data you will be using in your study. It is to detect flaws in the plan before they become problems in the research.

iii. Data Analysis

- This should explain in some detail how you will manipulate the data that you assembled to get at the information that you will use to answer your question.
- It will include the statistical or other techniques and tools that you will use in processing data. It probably should also include an indication of the range of outcomes that you could reasonably expect from your observations.

e. Research Flow Chart

- It can be constructed at many levels and for a variety of reasons. At the simplest level, it is about retrieving already existing knowledge and at a more complex level, it is about discovering new knowledge which can move away from a simple 'common sense' of understanding or uninformed expression of opinion.
- Your proposal needs to show detailed planning of the process you intend to follow to complete your project.
- Please refer to Appendix N as an example.

f. Gantt Chart & Milestones

i. Gantt Chart

- A Gantt chart is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.
- Each activity is represented by a bar/arrow; the position and length of the bar reflects the start date, duration and end date of the activity.
- This allows you to see at a glance:
 - What are the various activities?
 - When does each activity begin and ends?
 - How long is each activity scheduled to last?
 - Where activities overlap with other activities, and by how much?
 - The start and end date of the whole project?
- Please refer to Appendix O as an example.

ii. Milestones

- A research milestone is the measure that tells you, as a researcher, that your work is progressing.
- Each milestone should be constructed to include the goals and timeline for completion (usually at the end of each semester).
- Note that not all of your activities generate milestones.
- Milestones are NOT a list of tasks to be completed; they are goals to be achieved.

- Please refer to Appendix P as an example.

g. References

All used references should be cited and all cited references should be listed in the references list. Please refer to Chapter 4 of this book for detailed reference format.

3.2.2 Chapter 1, 2 & 3 / Chapter 1, 2, 3 & 4

- The contents should be arranged in the following order:
 - TITLE PAGE
 - TABLE OF CONTENTS
 - LIST OF TABLES
 - LIST OF FIGURES
 - LIST OF ABBREVIATIONS (optional)
 - LIST OF SYMBOLS (optional)
 - MAIN TEXT (CHAPTER 1 – 3/4)
 - REFERENCES
 - APPENDICES (optional)

3.2.3 Final Year Report

- The contents should be arranged in the following order:
 - TITLE PAGE
 - DECLARATION
 - ACKNOWLEDGEMENT
 - ABSTRACT
 - ABSTRAK
 - TABLE OF CONTENTS
 - LIST OF TABLES
 - LIST OF FIGURES
 - LIST OF ABBREVIATIONS (optional)
 - LIST OF SYMBOLS (optional)
 - MAIN TEXT (CHAPTER 1 – 5 or 6)
 - REFERENCES
 - APPENDICES (optional)

3.2.4 Cover and Spine (hardbound)

a) Cover

- The information printed on the cover page should include in the given order (refer to Appendix Q)
 - FULL TITLE
 - FULL NAME (as in identity card or passport for international student)

- iii. FACULTY OF EARTH SCIENCE and UNIVERSITI MALAYSIA KELANTAN
- iv. Year (Publication year)

b) Spine

- Information printed on the spine must be gold-coloured letters, TNR, and must be in the following order (refer to Appendix R):
 - i. NAME
 - ii. FULL NAME OF THE BACHELOR DEGREE PROGRAM
 - iii. Year (publication year)

3.2.5 Title Page

- The information printed on the title page should include the following information exactly in the given order (refer to Appendix S):
 - i. UMK logo
 - ii. FULL TITLE
 - iii. FULL NAME (as in identity card or passport for international student)
 - iv. Statement of award for the thesis
 - v. FACULTY OF EARTH SCIENCE and UNIVERSITI MALAYSIA KELANTAN
 - vi. Year (publication year)

3.2.6 Student Declaration

- Declaration should be placed after the first page of the title page of the report.
- The word DECLARATION is stated in the centre at the top of body text.
- 6 line spacing should be used between the word DECLARATION and text (Appendix T).

3.2.7 Acknowledgement

- Acknowledgement should include a brief statement of thanks in recognition of special assistance and guidance given by individuals, institutions or government bodies.
- It should only be one page length.
- The word ACKNOWLEDGEMENT is stated in the centre at the top of body text.
- 4.5 line spacing should be used between the word DECLARATION and text (Appendix U).

3.2.8 Abstract/ Abstrak

a) Abstract

- An abstract in English version.
- The abstract is a summary of the entire report. It should briefly cover introduction, problems statement (justification) or significance of the study, objectives, materials and methods and the findings in the context of the field of study.
- The word ABSTRACT is stated in the centre at top of the body text.
- Body text is in one paragraph only (not more than 300 words).

- 2 line spacing should be used between the title and the word ABSTRACT and 1 line spacing between the word ABSTRACT and the text (Appendix V).

b) Abstrak

- *Abstrak* is an abstract in Bahasa Melayu version translated from English version.
- The word ABSTRAK is stated in the centre at top of the body text (Appendix W).

3.2.9 Table of Contents

- The title of chapters, headings and subheadings along with the page numbers on which they appear must be listed in the table of contents.
- The word TABLE OF CONTENTS should be written centred at the top of the page.
- The title of chapters, headings and subheadings should be exactly the same as in the body text.
- Report with many subheadings must use a hierarchical numbering system for headings and sub-headings (Appendix X).

3.2.10 List of Tables

- This list of tables contains all the titles of the tables in the report, along with the page numbers on which it appears.
- All tables must be numbered consecutively throughout the text according to the chapters.
- The word LIST OF TABLES is stated in the centre at the top of body text.
- Tables appearing on the list should be precise and concise (Appendix Y).

3.2.11 List of Figures

- The list of figures includes all the title of charts, graphs, illustrations, diagrams, maps, pictures, photographs and other similar non-text items in the report.
- The word LIST OF FIGURES is stated in the centre at the top of body text.
- Figures must include numbering and the pages on which they appear.
- Figures should be numbered consecutively throughout the text according to the chapters.
- Figures appearing on the list should be precise and concise (Appendix Z).

3.2.12 List of Abbreviations

- This page defines all abbreviations used in the report.
- This list is optional depending on the subject of the report.
- Actual word represented by the abbreviation should be accurate.
- The word LIST OF ABBREVIATIONS is stated in the centre at the top of body text (Appendix AA).

3.2.13 List of Symbols

- This page defines all symbols used in the report.

- This list is optional depending on the subject of the report.
- All scientific symbols must be presented with units that follow the standard SI system.
- The word LIST OF SYMBOLS is stated in the centre at the top of body text (Appendix AB).

3.2.14 Main Text (Final year report)

- The main body of the report is usually arranged into consecutively numbered chapters or sections. The internal organization of the report is the responsibility of the candidates in consultation with their supervisor(s). The organization will partly depend on the field of study, but the responsibility is on the candidate to provide a systematic and well-organized report.
- A report will often include the following chapters:
 - a. Chapter 1 : Introduction
This chapter shall highlight the background of the study, problem statement, justification, objectives, scope of study and significance of the study.
 - b. Chapter 2 : Literature Review
Reviews from the previous study literature related to the research are discussed and gaps identified as the basis of the research.
 - c. Chapter 3 : Materials and Methods
All relevant experimental, descriptive, theoretical and analytical techniques used in the research should be outlined, such that another researcher could repeat the study. Reference of methods to other research should be made where appropriate.
 - d. Chapter 4 : Results and Discussions /General Geology (if related)
 - *Results and Discussions*
This chapter includes the analysis and presentation of data. The results should be interpreted and summarized. If necessary this chapter can be divided into two (2) separated chapters
 - *General Geology (if related)*
***Refer to supporting materials*
 - e. Chapter 5 : Conclusion and Recommendations/Specification (if related)

Conclusion and Recommendations
Provides the context in which to interpret the results of the study, stressing the significance, implications and limitations of the findings. This chapter should relate to the initially set out objectives spelled out at the beginning of the report

Specification (if related)
This chapter includes the analysis and presentation of data of your main specification (e.g. slope stability analysis, facies analysis, geoheritage, etc.). The results should be interpreted and summarized.
 - f. Chapter 6 : Conclusion and Recommendations (if related)

3.2.15 References

- References are detailed description of items from which information were obtained in preparing the thesis. All references must be listed at the end of the text. They should be arranged using one of the methods discussed in Chapter 4 of this book.

3.2.16 Appendices

- This section is optional and will depend on the individual report content. It contains supplementary illustrative material, original data and quotations, too long for inclusion and not immediately essential to the understanding of the subject.
- Appendices allow author to include all the materials or illustrations without influence the reader concentration. These include tables, charts and etc.
- Appendices are identified separately using capital letters (A, B, C, etc.) and written as, for example APPENDIX A.
 - All pages in the appendices including those with diagrams, tables, images, etc. must have a page number. The pagination of the page must be continuing after references.
 - Attention should be paid on the issues as a write-up does not necessary to have appendix. If applicable, research data, tables, sample of questionnaire, maps, photos and others material which are too lengthy to be included in the main text, can be attached as APPENDIX. Supplementary materials can also be included in this section.

CHAPTER 4

REFERENCE

4.1 INTRODUCTION

A list of references should be provided when the thesis contains information from other sources, either in direct quotation or by reference. All references that appear in the text of the thesis must be listed on the **REFERENCES** page in alphabetically order, and any item appearing on the **REFERENCES** list should be cited in the thesis. The details of the references cited in the text and on the **REFERENCES** page should be presented according to the American Psychological Association's (APA) Referencing and Citing Manual standard.

4.2 LIST OF REFERENCES

All references cited should be listed in the **REFERENCES** at the end of the last chapter. List the references alphabetically. If more than one published materials by the same author are cited, these materials should be listed chronologically as stated in section 4.3.3 (c).

4.2.1 Title

The title **REFERENCES** should be located at the top centre of pages and its using capital letters.

4.2.2 Font

The references must be written in **12 pt Times New Roman** font. Candidates should take note that **APA style** requires certain fields within a reference to be *italic*.

4.2.3 APA (American Psychology Association) Reference Format

Bibliography using APA style should include this following information:

- a. Authors or writers full name and a full stop (.)
- b. Year published in bracket and a full stop (.)
- c. Article; title of article and end with a full stop (.) There is no need for quotation sign "" or "".
- d. Book or periodical publication; the title is in *italic* and ends with a full stop (.)
- e. Number of edition/printing and a full stop (.)
- f. Name of translator, if the material is translated, and a full stop (.)
- g. Place of Publication and a full stop (.)
- h. Publisher name and a full stop (.)

4.2.4 List of references style

- a. Entries must be in alphabetical order (A – Z). The first line of a reference should be flushed with the left margin.
- b. Each additional line must be indented once (usually accomplished by using the TAB key).
- c. Only one space after any form of punctuation is required.
- d. Each reference and the space between references shall be single spaced (1.0 spacing).

4.3 WRITING STYLE FOR AUTHORS' NAMES IN THE TEXTS

4.3.1 Text: Author / Authors and Year

APA utilizes a system of brief referencing in the text of a paper, whether one is paraphrasing or providing a direct quotation from another author's work. Citations in the text usually consist of the name of the author(s) and the year of publication.

4.3.2 Quotation with Parenthetical Citation

- a. Single Author: Bracket the name of the author / authors, put comma (,) and the year of publication.

Example (single author):

(Name of the Author, Year)

Example: (Ballantyne, 1986)

Most documented landslides in Scotland belong to one of four categories: non rock slope failures, rotational rock slope failures, shallow debris flows and debris slides developed in superficial deposits (Ballantyne, 1986).

- b. Two Authors: Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use "&" in the parentheses.

Example (two authors):

(Name of the First Author & Name of the Second Author, Year)

Example: (Cruden & Varnes, 1996).

Debris slides have typical length-to-width ratios of between 5:1 and 10:1 or more (Cruden & Varnes, 1996).

According to Cruden and Varnes (1996), debris slides have typical length-to-width ratios of between 5:1 and 10:1 or more.

- c. Three to Five Authors: For the first citation in the text, state the entire author's name and use either word "and" in the text or symbol "&" in the parentheses before the name of last author.

Example (five authors):

(First Author, Second Author, Third Author, Fourth Author, & Fifth Author, Year)

Example: (Muhammad Iqbal Ahmad, Zainal, Mazlan, Mustafa Al Bakri, & Salim, 2013)

For the subsequent citations in the text, state the first author's name followed by et al.

(Name of the First Author et al., Year)

Example: (Muhammad Iqbal Ahmad et al., 2013)

- d. Six or more Authors: Use the first author's name followed by et al. in the signal phrase or in parentheses.

Example (more than 6 authors):

(Name of the First Author et al., Year)

Example: (Merckx et al., 2015)

4.3.3 Citing in the text

The references cited in the text should be indicated using the name of the author and the date of publication. Examples are as follow:

- a. If the name of an author is written as part of a sentence, the year published should be written in parentheses.

Example: "Works by Yao (1993) have shown that in order to maintain the behavioural link between the off springs and their parents, the use of cross over operator should be avoided."

- b. If the name of an author is not written as part of a sentence, both the name and year published should be written in parentheses.

Example: "ANN offers useful properties and capabilities such as non-linearity, input and output mapping, adaptability and fault tolerance among others (Haykin, 1999)."

- c. If more than one reference materials by the same author in a same year are cited, use small letter alphabets (a, b, c, and so on) to distinguish them.

Example: "Some of the basic principles widely used by many researchers are Lagrange-Euler (LE) equations (Uicker, 1965; Bejczy and Paul, 1981), Newton-Euler (NE) equations (Luh et al., 1980a) and d'Alembert (GD) equations (Lee et al., 1983)."

"Luh et al. (1980b) presented an example of an acceleration control of robot arm/manipulator."

- d. Cross referencing in not allowed in a thesis. Only primary sources should be used.

4.4 WRITING STYLE FOR AUTHORS' NAMES IN THE LIST OF REFERENCES

Frequently, different types of publication materials are cited in a thesis. The style of writing details on cited publication in the list of **REFERENCES** should be as stated in section 4.4.1 to 4.4.4.

Generally authors' names are listed using surname followed by their initials. The followings are examples of writing format according to the name of the author:

- a. Western Name – write the family name first and followed by other name.

Example:

Name : Barack Obama

Is written as : Obama, B.

- b. Malay Name – follow the author name

Example:

Name : Wani Sofia Udin

Is written as : Wani Sofia Udin

- c. Sabahan or Sarawakian Name – follow the author name

Example 1:

Name : Elvaene James

Is written as : Elvaene James

Example 2:

Name : Eli Anak James

Is written as : Eli James

- d. Arab Name – either use his family name (Example 1) or use the author name if his family name is not available (Example 2).

Example 1:

Name : Syed Muhammad Hamzah Al-Ibn

Is written as : Al-Ibn, Muhammad Hamzah, Syed

Example 2:

Name : Malik Ibn Anas

Is written as : Malik Ibn Anas

- e. Chinese Name – Author name is the family name. The family name or surname is placed first.

Example:

Full Name : Lim Juk Eng

Is written as : Lim, J. E.

- f. Indian Name - use the author's name (Example 1 and Example 2) or reverse the order if there is abbreviation in the name (Example 3).

Example 1:

Name : Rajeevan a/l Balakumar

Is written as : Rajeevan Balakumar

Example 2:

Name : Nivaarani Arumugam

Is written as : Nivaarani, A.

Example 3:

Name : B. Rathinee

Is written as : Rathinee, B.

- g. Punjabi Name – use the author name

Example:

Name : Viki Singh

Is written as : Viki Singh

4.4.1 Articles in Periodicals

- a. Basic Form

APA style dictates that authors are named with last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized.

Author, A. A., Author, B. B., & Author, C. C. (Year). *Title of the article. Title of Periodical*, volume number (issue number), pages.

If the work has more than six authors, list the first six authors and then use ellipses after the sixth author's name to indicate the rest of the authors. Then, state the final author's name.

Example: Merckx, V. S. F. T., Hendriks, K. P., Beentjes, K. K., Mennes, C. B., Becking, L. E., Peijnenburg, K. T. C. A. . . . Schilthuisen, M. (2015). Evolution of endemism on a young tropical mountain. *Nature*, 524, 347-350.

- b. Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Example:

Harlow, H. F. (1983). Fundamentals for Preparing Psychology Journal Articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

c. Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Example:

Scruton, R. (1996). The Eclipse of Listening. *The New Criterion*, 15(30), 5-13.

d. Article in Magazine

Example:

Henry, W. A., III. (1990, April 9). Making the Grade in Today's Schools. *Time*, 135, 28-31.

e. Article in a Newspaper

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Example:

Schultz, S. (2005, December 28). Calls Made To Strengthen State Energy Policies. *The Country Today*, pp. 1A, 2A.

f. Letter to the Editor

Example:

Moller, G. (2002, August). Ripples Versus Rumbles [Letter to the editor]. *Scientific American*, 287(2), 12.

4.4.2 Books

a. Basic Format for Books

Author, A. A. (Year of publication). *Title of work*: Capital letter also for subtitle. Location: Publisher.

***Note:** For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Example:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Shotton, M. A. (1989). *Computer Addiction? A Study of Computer Dependency*. London, England: Taylor and Francis.

b. Edited Book, Without Author

Example:

Duncan, G.J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences Of Growing Up Poor*. New York: Russell Sage Foundation.

c. Edited Book with an Author or Authors

Example:

Plath, S. (2000). *The Unabridged Journals*(K.V. Kukil, Ed.). New York: Anchor.

d. A Translation

Example:

Laplace, P. S. (1951). *A Philosophical Essay on Probabilities*(F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814)

***Note:** When you cite a republished work, like the one above, work in your text, it should appear with both dates: Laplace (1814/1951).

e. Edition Other Than the First

Example:

Helfer, M.E., Keme, R.S., & Drugman, R.D. (1997). *The battered child* (5th ed.). Chicago: University of Chicago Press.

f. Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of Chapter. In A.A. Editor & B.B. Editor (Eds.), *Title of Book*(pages of chapter). Location: Publisher.

***Note:** When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

Example:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

g. Multivolume Work

Example:

Wiener, P. (Ed.). (1973). *Dictionary of the History of Ideas* (Vols. 1-4). New York: Scribner's.

4.4.3 Print Sources

a. An Entry in an Encyclopedia

Example:

Bergmann, P. G. (1993). *Relativity*. In *The New Encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

b. Work Discussed in a Secondary Source

List the source the work was discussed in:

Example:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

***Note:** Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source.

For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993),.....

c. Dissertation Abstract

Example:

Yoshida, Y. (2001). *Essays In Urban Transportation* (Doctoral dissertation, Boston College, 2001). Dissertation Abstracts International, 62, 7741A.

d. Government Document

Example:

National Institute of Mental Health. (1990). *Clinical Training in Serious Mental Illness (DHHS Publication No. ADM 90-1679)*. Washington, DC: U.S. Government Printing Office.

e. Report from a Private Organization

Example:

American Psychiatric Association. (2000). *Practice Guidelines For The Treatment Of Patients With Eating Disorders* (2nd ed.). Washington, D.C.: Author.

f. Conference Proceedings

Example:

Schnase, J.L., & Cunnius, E.L. (Eds.). (1995). *Proceedings from CSCL '95: The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

4.4.4 Electronic Sources

a. Article from an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of online periodical, volume number (issue number if available). Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Example:

Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites, 149. Retrieved May 2, 2006 from <http://www.alistapart.com/articles/writeliving>

b. Online Scholarly Journal Article

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of journal, volume number*. Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Example:

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved February 20, 2001, from <http://www.cac.psu.edu/jbe/twocont.html>

If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the articles title.

Example:

Whitmeyer, J.M. (2000). Power Through Appointment [Electronic version]. *Social Science Research*, 29, 535-555.

c. Article from a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval and the proper name of the database. This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required.

Example:

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A Study of Enjoyment Of Peas. *Journal of Abnormal Eating*, 8(3). Retrieved February 20, 2003, from PsycARTICLES database.

d. Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy).

- If there is a page like <http://www.somesite.com/somepage.htm> , and somepage.htm doesn't have the information you're looking for, move up the URL to <http://www.somesite.com/>):
- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved month, date, year, from <http://Web address>.

***Note:** When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

e. Chapter or Section of a Web Document

Author, A. A., & Author, B. B. (Date of publication). Title of article. In Title of book or larger document (chapter or section number). Retrieved month day, year from <http://www.someaddress.com/full/url/>.

Example:

Engelshcall, R. S. (1997). Module mod_rewrite: URL Rewriting Engine. In Apache HTTP Server Version 1.3 Documentation (Apache modules.) Retrieved March 10, 2006 from http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html

***Note:** Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

f. Personal Communication

E-mails, interviews, letters and all person-to-person communications are not included in the list of references, though you parenthetically cite them in your main text:

Example:

E. Robbins, personal communication, January 4, 2001

g. Online Forum or Discussion Board Posting

Message posted to an online newsgroup, forum, or discussion group. Include the title of the message, and the URL of the newsgroup or discussion board.

Example:

Frook, B. D. (1999, July 23). New Inventions In The Cyberworld Of Toylandia[Msg 25]. Message posted to <http://groups.earthlink.com/forum/messages/00025.html>

***Note:** If only the screen name is available for the author, then use the screen name; however, if the author provides a real name, use their real name instead. Be sure to provide the exact date of the posting. Follow the date with the subject line, the thread of the message (not in italics). Provide any identifiers in brackets after the title, as in other types of references.

APPENDICES

APPENDIX A: UMK/FSB/FYP-R-B1-SV (EDITION 2019)

Rubric form of Final Year Project Report Chapter 1, 2 & 3 (Supervisor)

APPENDIX B: UMK/FSB/FYP-R-C1-SV (EDITION 2019)

Rubric form of Final Report of Final Year Project (Supervisor)

APPENDIX B2: UMK/FSB/FYP-R-C1-SV (EDITION 2019)

Rubric form of Final Report of Final Year Project (Supervisor)

APPENDIX C: UMK/FSB/FYP-R-A-EX (EDITION 2018)

Rubric form of Proposal and Presentation of Final Year Project (Examiner)

APPENDIX D: UMK/FSB/FYP-R-C1-EX (EDITION 2019)

Rubric form of Final Report of Final Year Project (Examiner)

APPENDIX D2: UMK/FSB/FYP-R-C2-EX (EDITION 2019)

Rubric form of Final Report of Final Year Project (Examiner)

APPENDIX E: UMK/FSB/FYP-F1 (EDITION 2017)

Form of Titles of Final Year Project

APPENDIX F: UMK/FSB/FYP-F2 (EDITION 2017)

Final Year Project Changes Application Form

APPENDIX G: UMK/FSB/FYP-R-B1-COOR (EDITION 2018)

Rubric form of Final Year Project I (Coordinator)

APPENDIX H: UMK/FSB/FYP-F3 (EDITION 2017)

Submission form of Proposal / Report of Final Year Project for Evaluation / Re-Evaluation

APPENDIX I: UMK/FSB/FYP-F4 (EDITION 2023)

Checklist of Submission of Final Year Project

APPENDIX J: UMK/FSB/FYP-F5 (EDITION 2024)

Form of Final Year Project Complaint Form

APPENDIX K

Sample of numbering a chapter and sub-heading in a chapter

APPENDIX L

Sample of a table in the text

APPENDIX M

Sample of an illustration or a figure

APPENDIX N

Sample of research flow

APPENDIX O

Sample of Gantt Chart

APPENDIX P

Sample of Milestone

APPENDIX Q

Sample of a thesis front cover

APPENDIX R

Sample of a thesis spine

APPENDIX S

Example of a title page

APPENDIX T

Sample of a declaration page

APPENDIX U

Example of acknowledgement page

APPENDIX V

Example of an Abstract in English

APPENDIX W

Example of Abstrak in Bahasa Melayu

APPENDIX X

Sample of a Table of Contents page

APPENDIX Y

Example of a List of Tables

APPENDIX Z

Example of a List of Figures

APPENDIX AA

Example of List of Abbreviations

APPENDIX AB

Example of a List of Symbols


APPENDIX AC

Guideline for Full Report of the Final Year Geoscience Project 2024

APPENDIX A

Rubric form for Final Year Project Report Chapter 1, 2 & 3 (Supervisor)

UMK/FSB/FYP-R-B1-SV (EDITION 2019)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	LAPORAN PROJEK PENYELIDIKAN TAHUN AKHIR BAB 1,2&3 (PENYELIA) FINAL YEAR PROJECT REPORT CHAPTER 1,2&3 (SUPERVISOR)
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Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A (FINAL REPORT): 35% - CLO 3

a) TITLE

CRITERIA	RATING	WEIGHTAGE	SCORE
Informative, concise & clearly expressed.	Excellent (5)	0.5	
Relevant, concise & clearly expressed.	Good (4)		
Relevant but not concise & good expression	Moderate (3)		
Vague, not concise & poorly expressed.	Weak (2)		
Irrelevant & poorly expressed.	Very Weak (1)		
Omitted.	Poor (0)		

b) INTRODUCTION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined. <input type="checkbox"/> Scope of study satisfy the objectives and is clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described.	Excellent (5)	2.0	
<input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and	Good (4)		

adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused.			
<input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant to the problem.	Moderate (3)		
<input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit.	Weak (2)		
<input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant.	Very Weak (1)		
<input type="checkbox"/> Research background, problem statement, scope of the study, and objectives are omitted.	Poor (0)		

c) LITERATURE REVIEW

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	2.0	
<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Sources are properly cited. <input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.	Good (4)		
<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research question. <input type="checkbox"/> Selected literature are from unreliable sources. Literally supports are vague and ambiguous.	Moderate (3)		

<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature are missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

d) MATERIALS AND METHODS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail. <input type="checkbox"/> The context population and sampling strategy are fully described (quantitative and qualitative). <input type="checkbox"/> Instruments and observation protocols are clearly described in detail relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) are fully identified and described. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) are sufficiently specific, clear and appropriate.	Excellent (5)	2.0	
<input type="checkbox"/> Valid and appropriate methods but with limited justifications. <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described. <input type="checkbox"/> Instruments and observation protocols are clearly identified and described. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) are identified and described. <input type="checkbox"/> Descriptive and inferential methods are identified. Level of significance is stated.	Good (4)		
<input type="checkbox"/> Valid and appropriate methods and without justifications. <input type="checkbox"/> Research methodology is not clearly described or incomplete. <input type="checkbox"/> The context, population or sampling strategy was	Moderate (3)		

<p>confusing, little relevance to the research objective, incomplete or not identified.</p> <p><input type="checkbox"/> Instruments or observation protocols description is incomplete or of little relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity.</p> <p><input type="checkbox"/> Descriptive or inferential methods are confusing, incomplete or lacked relevance to the research objectives.</p>			
<p><input type="checkbox"/> Valid but inappropriate methods without justifications.</p> <p><input type="checkbox"/> The research methodology is not identified nor described.</p> <p><input type="checkbox"/> The context, population or sampling strategy was poorly described.</p> <p><input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.</p>	Weak (2)		
<p><input type="checkbox"/> Invalid and inappropriate methods and justifications.</p> <p><input type="checkbox"/> Wrong methodology.</p> <p><input type="checkbox"/> The context, population or sample was not identified or described</p> <p><input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described.</p> <p><input type="checkbox"/> Procedures for treatments and gathering data were omitted</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) are missing/not implemented.</p>	Very Weak (1)		
<p><input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives and the scope of the study in the thesis are omitted.</p>	Poor (0)		

e) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	0.5	
<input type="checkbox"/> Most of the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Good (4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow	Weak (2)		

recommended style.			
<input type="checkbox"/> Most of the sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references.	Poor (0)		

PART B (TECHNICAL FORMAT): 10% - CLO 2

a) FORMAT, STRUCTURE AND GRAMMAR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Well organized, demonstrates logical sequencing and structure. <input type="checkbox"/> All paragraphs within a section flow well from one to the next. <input type="checkbox"/> Consistently complied with UMK-FSB guidelines. <input type="checkbox"/> No grammatical, spelling or punctuation errors.	Excellent (5)	1.0	
<input type="checkbox"/> Organized and demonstrates logical sequencing and structure. <input type="checkbox"/> Paragraphs within a section generally flow well from one to the next. <input type="checkbox"/> Mostly complied with UMK-FSB guidelines. <input type="checkbox"/> Very little grammatical, spelling or punctuation errors.	Good (4)		
<input type="checkbox"/> Organized but demonstrates illogical sequencing or structure. <input type="checkbox"/> Paragraphs within a section flow somewhat from one to the next. <input type="checkbox"/> Sparingly complied with UMK-FSB guidelines. <input type="checkbox"/> Few grammatical, spelling or punctuation errors.	Moderate (3)		
<input type="checkbox"/> Weakly organized with no logical sequencing or structure. <input type="checkbox"/> Paragraph within a section were disconnected. <input type="checkbox"/> Mostly does not comply with the UMK-FSB guidelines. <input type="checkbox"/> Many grammatical, spelling or punctuation errors.	Weak (2)		
<input type="checkbox"/> No organization, sequencing or structure. <input type="checkbox"/> Paragraphs within a section are not clear. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling or punctuation errors.	Very Weak (1)		
<input type="checkbox"/> No paragraphs within a section. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling or punctuation errors.	Poor (0)		

b) CLARITY AND CONTINUITY IN WRITING

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to write very well, concisely and clearly. <input type="checkbox"/> Elegantly organized with respect to both the whole thesis and the coherence and continuity of paragraphs. <input type="checkbox"/> Accommodates the complexity of the argument imaginatively.	Excellent (5)	1.0	
<input type="checkbox"/> Able to write well and clearly. <input type="checkbox"/> Well organized throughout but without elegance	Good (4)		

and complexity. <input type="checkbox"/> Accommodates the argument satisfactorily.			
<input type="checkbox"/> Able to write clearly but require some improvements. <input type="checkbox"/> well organized on the whole but occasionally needing work on individual paragraph coherence or continuity. <input type="checkbox"/> Accommodates the argument moderately.	Moderate (3)		
<input type="checkbox"/> Writing is not clear and requires further improvements. <input type="checkbox"/> Organization is haphazard and the argument is difficult to follow. <input type="checkbox"/> Paragraph coherence and continuity need work.	Weak (2)		
<input type="checkbox"/> Writing is not clear and requires a lot of improvements. <input type="checkbox"/> No continuity in writing.	Very Weak (1)		
<input type="checkbox"/> Unable to write ideas and no continuity in writing.	Poor (0)		

PART C (SUPERVISION): 15% - CLO 4

a) WORK RESPONSIBILITY

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Completes work on time and is punctual. <input type="checkbox"/> When asking for advice to supervisor, states what already has been tried. <input type="checkbox"/> Carry out the task given beyond the scope of work set and beyond expectations.	Excellent (5)	1.0	
<input type="checkbox"/> Regularly work on time and is punctual. <input type="checkbox"/> Regularly asks for advice when needed. <input type="checkbox"/> Carry out the task given beyond the scope of work beyond expectations.	Good (4)		
<input type="checkbox"/> Regularly takes actions, always uses his or her time wisely. <input type="checkbox"/> Sometimes knows when advice is needed and asks. <input type="checkbox"/> Carry out the tasks given in accordance with the scope of work and meet expectations.	Moderate (3)		
<input type="checkbox"/> Displays lack of interest or pride in their work. Does not always manage time wisely. <input type="checkbox"/> Do not know when advice is needed and do not asks. <input type="checkbox"/> Carry out the tasks assigned in accordance with scope of work with supervision.	Weak (2)		
<input type="checkbox"/> Rarely manages time wisely. <input type="checkbox"/> Does not ask for or accept advice. <input type="checkbox"/> Do not perform the task given even with supervision.	Very Weak (1)		
<input type="checkbox"/> Fails to manage time wisely. <input type="checkbox"/> Never ask for or accept advice.	Poor (0)		

b) ACADEMIC DISCUSSION WITH SUPERVISOR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Discusses progress with their supervisor more than 10 times through various communication channels supported by Progress Report link.	Excellent (5)	1.0	

<input type="checkbox"/> Discusses progress with their supervisor at least 10 times through various communication channels supported by Progress Report link.	Good (4)		
<input type="checkbox"/> Discusses progress with their supervisor at least 7 times through various communication channels supported by Progress Report link.	Moderate (3)		
<input type="checkbox"/> Discusses progress with their supervisor at least 5 times through various communication channels supported by Progress Report link.	Weak (2)		
<input type="checkbox"/> Discusses progress with their supervisor less than 5 times through various communication channels supported by Progress Report link.	Very Weak (1)		
<input type="checkbox"/> Never discusses progress with their supervisor. <input type="checkbox"/> Students never do anything as constructed by supervisor.	Poor (0)		

c) MORAL

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Student always practices good values and behave decently with supervisor in any situation.	Excellent (5)	1.0	
<input type="checkbox"/> Student practices good values and behave decently with supervisor in most situations.	Good (4)		
<input type="checkbox"/> Student practices good values and behave decently with supervisor in many situations.	Moderate (3)		
<input type="checkbox"/> Student practices good values or behave decently with supervisor only in some situations.	Weak (2)		
<input type="checkbox"/> Student has once behaved nicely with supervisor.	Very Weak (1)		
<input type="checkbox"/> Student doesn't practice good values or does not behave decently with supervisor in any situation as it should be.	Poor (0)		

Comments and Recommendations:

Signature : _____

Name : _____

Date : _____


TOTAL MARKS: _____

60

APPENDIX B

Rubric form for Final Report of Final Year Project (Supervisor)

UMK/FSB/FYP-R-C1-SV (EDITION 2019)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	LAPORAN AKHIR PROJEK PENYELIDIKAN TAHUN AKHIR (PENYELIA) FINAL REPORT OF FINAL YEAR PROJECT (SUPERVISOR)
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Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A (FINAL REPORT): 30% – CLO 1

(a) TITLE & ABSTRACT

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Informative, concise & clearly expressed. <input type="checkbox"/> Detail and specific description on the issues, variables, context and methods of study. <input type="checkbox"/> Provide relevant and specific results and conclusions.	Excellent (5)	0.5	
<input type="checkbox"/> Relevant, concise & clearly expressed. <input type="checkbox"/> Detail description of the issues, variables, context, and methods of study. <input type="checkbox"/> Provide relevant results and conclusions.	Good (4)		
<input type="checkbox"/> Relevant but not concise & good expression <input type="checkbox"/> Sketchy description of issues, variables, context and methods of study. <input type="checkbox"/> Provide results and conclusions.	Moderate (3)		
<input type="checkbox"/> Vague, not concise & poorly expressed. <input type="checkbox"/> Inappropriate problem, research questions and method of the study. <input type="checkbox"/> Provide insufficient results and conclusions.	Weak (2)		
<input type="checkbox"/> Irrelevant & poorly expressed. <input type="checkbox"/> Includes a summary of the problem, research questions and method of the study. <input type="checkbox"/> Not provide results and conclusions.	Very Weak (1)		
<input type="checkbox"/> Omitted.	Poor (0)		

(b) INTRODUCTION

CRITERIA	RATING	WEIGHTAGE	SCORE
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<input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined. <input type="checkbox"/> Scope of study satisfy the objectives and is clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described.	Excellent (5)	0.5	
<input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused.	Good (4)		
<input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant to the problem.	Moderate (3)		
<input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit.	Weak (2)		
<input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant.	Very Weak (1)		
<input type="checkbox"/> Research background, problem statement, scope of the study, and objectives are omitted.	Poor (0)		

(c) LITERATURE REVIEW

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	0.5	
<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Sources are properly cited. <input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.	Good (4)		

<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research question. <input type="checkbox"/> Selected literature was from unreliable sources. Literally supports were vague and ambiguous.	Moderate (3)		
<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature was missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

(d) MATERIALS AND METHODS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail. <input type="checkbox"/> The context population and sampling strategy were fully described (quantitative and qualitative). <input type="checkbox"/> Instruments and observation protocols were clearly identified and described in detail relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were fully identified and described. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were sufficiently specific, clear and appropriate.	Excellent (5)	1.0	
<input type="checkbox"/> Valid and appropriate methods but with limited justifications. <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described. <input type="checkbox"/> Instruments and observation protocols were	Good (4)		

<p>clearly identified and described relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described.</p> <p><input type="checkbox"/> Descriptive and inferential methods were identified.</p>			
<p><input type="checkbox"/> Valid and appropriate methods and without justifications.</p> <p><input type="checkbox"/> Research methodology is not clearly described or incomplete.</p> <p><input type="checkbox"/> The context, population or sampling strategy was confusing, little relevance to the research objective, incomplete or not identified.</p> <p><input type="checkbox"/> Instruments or observation protocols description was incomplete or of little relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity.</p> <p><input type="checkbox"/> Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research objectives.</p>	Moderate (3)		
<p><input type="checkbox"/> Valid but inappropriate methods without justifications.</p> <p><input type="checkbox"/> The research methodology is not identified nor described.</p> <p><input type="checkbox"/> The context, population or sampling strategy was poorly described.</p> <p><input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.</p>	Weak (2)		
<p><input type="checkbox"/> Invalid and inappropriate methods and justifications.</p> <p><input type="checkbox"/> Wrong methodology.</p> <p><input type="checkbox"/> The context, population or sample was not identified or described</p> <p><input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described.</p> <p><input type="checkbox"/> Procedures for treatments and gathering data were omitted</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were missing/not implemented.</p>	Very Weak (1)		
<p><input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives and scope of the study in the thesis are omitted.</p>	Poor (0)		

(e) RESULTS AND DISCUSSIONS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent presentation, explanation and evaluation of results. <input type="checkbox"/> Have a very good quality and trustworthy data, with excellent presentation. <input type="checkbox"/> Excellent discussions on findings and data interpretations.	Excellent (5)	2.0	
<input type="checkbox"/> Good presentation, explanation and evaluation of results. <input type="checkbox"/> Have good quality and mostly trustworthy data, with good presentation. <input type="checkbox"/> Good discussions on findings and data interpretations.	Good (4)		
<input type="checkbox"/> Sufficient quality of presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and slightly doubtful data, with moderate presentation. <input type="checkbox"/> Sufficient discussions on findings and data interpretations.	Moderate (3)		
<input type="checkbox"/> Moderate presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and mostly doubtful data with poor presentation. <input type="checkbox"/> Moderate discussions on findings and data interpretations.	Weak (2)		
<input type="checkbox"/> Poor presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and non- trustworthy data, with inappropriate presentation. <input type="checkbox"/> Poor discussions on findings and data interpretations.	Very Weak (1)		
<input type="checkbox"/> No explanation or evaluation of the results. <input type="checkbox"/> No worthy data, and bad presentation <input type="checkbox"/> No discussion on findings and very poor data interpretation.	Poor (0)		

(f) CONCLUSION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, and presented concisely in logical sequence.	Excellent (5)	0.5	
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, but not presented in logical sequence.	Good (4)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were mostly concise but with some vagueness in wording.	Moderate (3)		

<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Some conclusions are not supported by results or merely repeat results	Weak (2)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions merely repeat the results.	Very Weak (1)		
<input type="checkbox"/> Conclusion was omitted.	Poor (0)		

(g) RECOMMENDATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Recommendations are to the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.	Excellent (5)	0.5	
<input type="checkbox"/> Recommendations are to-the point, well-linked to the conclusions and original.	Good (4)		
<input type="checkbox"/> Recommendations are well-linked to the conclusions	Moderate (3)		
<input type="checkbox"/> Some recommendations are given, but the link to the conclusions is unclear.	Weak (2)		
<input type="checkbox"/> Recommendations are trivial.	Very Weak (1)		
<input type="checkbox"/> No Recommendations.	Poor (0)		

(h) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	0.5	
<input type="checkbox"/> Most of the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Good (4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow recommended style.	Weak (2)		
<input type="checkbox"/> Most of the sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references.	Poor (0)		

PART B (TECHINICAL FORMAT): 5% – CLO 3

a) FORMAT STRUCTURE AND GRAMMAR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Well organized, demonstrates logical sequencing and structure. <input type="checkbox"/> All paragraphs within a section flow well from one to the next.	Excellent (5)	0.5	

<input type="checkbox"/> Consistently complied with UMK-FSB guidelines. <input type="checkbox"/> No grammatical, spelling or punctuation errors.			
<input type="checkbox"/> Organized and demonstrates logical sequencing and structure. <input type="checkbox"/> Paragraphs within a section generally flow well from one to the next. <input type="checkbox"/> Mostly complied with UMK-FSB guidelines. <input type="checkbox"/> Very little grammatical, spelling or punctuation errors.	Good (4)		
<input type="checkbox"/> Organized but demonstrates illogical sequencing or structure. <input type="checkbox"/> Paragraphs within a section flow somewhat from one to the next. <input type="checkbox"/> Sparingly complied with UMK-FSB guidelines. <input type="checkbox"/> Few grammatical, spelling or punctuation errors	Moderate (3)		
<input type="checkbox"/> Weakly organized with no logical sequencing or structure. <input type="checkbox"/> Paragraph within a section were disconnected. <input type="checkbox"/> Mostly does not comply with the UMK- FSB guidelines. <input type="checkbox"/> Many grammatical, spelling, or punctuation errors.	Weak (2)		
<input type="checkbox"/> No organization, sequencing, or structure. <input type="checkbox"/> Paragraphs within a section do not clear. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling, or punctuation errors.	Very Weak (1)		
<input type="checkbox"/> No paragraphs within a section. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling, or punctuation errors.	Poor (0)		

b) CLARITY AND CONTINUITY IN WRITING

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to write very well, concisely and clearly. <input type="checkbox"/> Elegantly organized with respect to both the whole thesis and the coherence and continuity of paragraphs. <input type="checkbox"/> Accommodates the complexity of the argument imaginatively.	Excellent (5)	0.5	
<input type="checkbox"/> Able to write well and clearly. <input type="checkbox"/> Well organized throughout but without elegance and complexity. <input type="checkbox"/> Accommodates the argument satisfactorily.	Good (4)		
<input type="checkbox"/> Able to write clearly but require some improvements. <input type="checkbox"/> Well organized on the whole but occasionally needing work on individual paragraph coherence or continuity. <input type="checkbox"/> Accommodates the argument moderately.	Moderate (3)		
<input type="checkbox"/> Writing is not clear and requires further improvements. <input type="checkbox"/> Organization is haphazard and the argument is	Weak (2)		

difficult to follow. <input type="checkbox"/> Paragraph coherence and continuity need work.			
<input type="checkbox"/> Writing is not clear and requires a lot of improvements. <input type="checkbox"/> No continuity in writing.	Very Weak (1)		
<input type="checkbox"/> Unable to write ideas and no continuity in writing.	Poor (0)		

PART C (SUPERVISION): 15% – CLO 4

a) WORK RESPONSIBILITY

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Completes work on time and is punctual. <input type="checkbox"/> When asking for advice to supervisor, states what already has been tried. <input type="checkbox"/> Carry out the task given beyond the scope of work set and beyond expectations.	Excellent (5)	1.0	
<input type="checkbox"/> Regularly work on time and is punctual. <input type="checkbox"/> Regularly asks for advice when needed. <input type="checkbox"/> Carry out the tasks given in the scope of work beyond expectations.	Good (4)		
<input type="checkbox"/> Regularly takes actions, always uses his or her time wisely. <input type="checkbox"/> Sometimes knows when advice is needed and asks. <input type="checkbox"/> Carry out the tasks given in accordance with the scope of work and meet expectations.	Moderate (3)		
<input type="checkbox"/> Displays lack of interest or pride in their work. Does not always manage time wisely. <input type="checkbox"/> Do not know when advice is needed and do not ask. <input type="checkbox"/> Carry out tasks assigned in accordance with scope of work with supervision.	Weak (2)		
<input type="checkbox"/> Rarely manages time wisely. <input type="checkbox"/> Does not ask for or accept advice. <input type="checkbox"/> Do not perform the task given even with supervision.	Very Weak (1)		
<input type="checkbox"/> Fails to manage time wisely. <input type="checkbox"/> Never ask for or accept advice	Poor (0)		

b) ACADEMIC DISCUSSION WITH SUPERVISOR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Discusses progress with their supervisor more than 10 times through various communication channels supported by progress report link.	Excellent (5)	1.0	
<input type="checkbox"/> Discusses progress with their supervisor at least 10 times through various communication channels supported by progress report link.	Good (4)		
<input type="checkbox"/> Discusses progress with their supervisor at least 7 times through various communication channels supported by progress report link.	Moderate (3)		

<input type="checkbox"/> Discusses progress with their supervisor at least 5 times through various communication channels supported by progress report link.	Weak (2)		
<input type="checkbox"/> Discusses progress with their supervisor less than 5 times through various communication channels supported by progress report link.	Very Weak (1)		
<input type="checkbox"/> Never discusses progress with their supervisor. <input type="checkbox"/> Students never do anything as constructed by supervisor.	Poor (0)		

c) MORAL AND ETHICS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Student always practices good values and behave decently with supervisor in any situation.	Excellent (5)	1.0	
<input type="checkbox"/> Student practices good values and behave decently with supervisor in most situations.	Good (4)		
<input type="checkbox"/> Student practices good values and behave decently with supervisor in many situations	Moderate (3)		
<input type="checkbox"/> Student practices good values or behave decently with supervisor only in some situation	Weak (2)		
<input type="checkbox"/> Student has once behaved nicely with supervisor	Very Weak (1)		
<input type="checkbox"/> Student does not practice good values or does not behave decently with supervisor in any situation as it should be	Poor (0)		

PART D (LAB WORK CONDUCT / FIELDWORK CONDUCT):10%

a) METHODS /MATERIALS HANDLING

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Has the ability to use the techniques, skills and tools without assistance confidently at laboratory or/and fieldwork. <input type="checkbox"/> Utilize the experimental apparatus/equipment creatively and innovatively.	Excellent (5)	1.0	
<input type="checkbox"/> Has the ability to use the techniques, skills and tools without assistance confidently at laboratory or/and fieldwork	Good (4)		
<input type="checkbox"/> Understand the apparatus' or equipment's method principle but lack of techniques and skills at laboratory or/and fieldwork.	Moderate (3)		
<input type="checkbox"/> Not confident in utilizing the apparatus/equipment but can perform the experiments on their own at laboratory or/and fieldwork. Need some assistance.	Weak (2)		
<input type="checkbox"/> Not confident at all in utilizing the apparatus/equipment. Need assistance continuously	Very Weak (1)		
<input type="checkbox"/> Unable to use any apparatus/equipment at laboratory or/and fieldwork	Poor (0)		

b) SAFETY WORK PROCEDURE

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input type="checkbox"/> Always follow the dress code.	Excellent (5)	1.0	
<input type="checkbox"/> Good in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input type="checkbox"/> Always follow the dress code.	Good (4)		
<input type="checkbox"/> Moderate skill in organizing and perform experiment, follow correct safety procedure it lab. <input type="checkbox"/> Do not follow the dress code.	Moderate (3)		
<input type="checkbox"/> Weak in organizing and perform experiment, follow correct safety procedure in lab. <input type="checkbox"/> Do not follow the dress code.	Weak (2)		
<input type="checkbox"/> Poor in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input checked="" type="checkbox"/> Do not follow the dress code. Do not plan work effectively	Very Weak (1)		
<input type="checkbox"/> Need fully supervision. Unsafe work procedure. Fail to identify the important information in laboratory or/and fieldwork. <input checked="" type="checkbox"/> Do not follow the dress code of workplace.	Poor (0)		

Comments and Recommendations :

Signature : _____

Name : _____

Date : _____


TOTAL MARKS: _____

60

APPENDIX B2

Rubric form of Final Report of Final Year Project (Supervisor)

UMK/FSB/FYP-R-C2-SV (EDITION 2019)

 <div style="display: inline-block; text-align: left; vertical-align: middle;"> Universiti Malaysia KELANTAN </div>	LAPORAN AKHIR PROJEK PENYELIDIKAN TAHUN AKHIR (PENYELIA) FINAL REPORT OF FINAL YEAR PROJECT (SUPERVISOR)
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Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A (FINAL REPORT):30% - CLO 1

(a) TITLE & ABSTRACT

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Informative, concise & clearly expressed. <input type="checkbox"/> Detail and specific description on the issues, variables, context and methods of study. <input type="checkbox"/> Provide relevant and specific results and conclusions.	Excellent (5)	2.5	
<input type="checkbox"/> Relevant, concise & clearly expressed. <input type="checkbox"/> Detail description of the issues, variables, context, and methods of study. <input type="checkbox"/> Provide relevant results and conclusions.	Good (4)		
<input type="checkbox"/> Relevant but not concise & good expression <input type="checkbox"/> Sketchy description of issues, variables, context and methods of study. <input type="checkbox"/> Provide relevant results and conclusions.	Moderate (3)		
<input type="checkbox"/> Vague, not concise & poorly expressed. <input type="checkbox"/> Inappropriate problem, research questions and method of the study. <input type="checkbox"/> Provide insufficient results and conclusions.	Weak (2)		
<input type="checkbox"/> Irrelevant & poorly expressed. <input type="checkbox"/> Includes a summary of the problem, research questions and method of the study. <input type="checkbox"/> Not provide results and conclusions.	Very Weak (1)		
<input type="checkbox"/> Omitted.	Poor (0)		

(b) CHAPTER 1 (INTRODUCTION)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined. <input type="checkbox"/> Scope of study satisfy the objectives and is	Excellent (5)	2.5	

clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described. <input type="checkbox"/> All elements are supported by literature.			
<input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused. <input type="checkbox"/> Connections are established with the literature.	Good (4)		
<input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant to the problem. <input type="checkbox"/> Connections to the literature are unclear or debatable.	Moderate (3)		
<input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit.	Weak (2)		
<input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant.	Very Weak (1)		
<input type="checkbox"/> Research background, problem statement, scope of the study, and objectives are omitted.	Poor (0)		

(c) CHAPTER 2 (LITERATURE REVIEW)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Detail conclusions based on evidence cited. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	2.5	
<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Conclusions based on evidence cited. <input type="checkbox"/> Sources are properly cited.	Good (4)		

<input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.			
<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Some conclusions based on evidence cited. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research question. <input type="checkbox"/> Selected literature was from unreliable sources. Literally supports were vague and ambiguous.	Moderate (3)		
<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Only one conclusion based on evidence cited. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature was missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> No conclusion given. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

(d) CHAPTER 3 (MATERIALS & METHOD)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail. <input type="checkbox"/> Assumptions & limitations are clearly stated. <input type="checkbox"/> The context population and sampling strategy were fully described (quantitative and qualitative). <input type="checkbox"/> Instruments and observation protocols were clearly identified and described in detail relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were fully identified and described. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were sufficiently specific, clear and appropriate.	Excellent (5)	5.0	
<input type="checkbox"/> Valid and appropriate methods but with limited	Good		

<p>justifications.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> Some limitations and assumptions have been identified. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described. <input type="checkbox"/> Instruments and observation protocols were clearly identified and described relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described. <input type="checkbox"/> Descriptive and inferential methods were identified. Level of significance was stated 	(4)		
<ul style="list-style-type: none"> <input type="checkbox"/> Valid and appropriate methods and without justifications. <input type="checkbox"/> Research methodology is not clearly described or incomplete. <input type="checkbox"/> Important limitations and assumptions have not been identified. <input type="checkbox"/> The context, population or sampling strategy was confusing, little relevance to the research objective, incomplete or not identified. <input type="checkbox"/> Instruments or observation protocols description was incomplete or of little relevance to the research objectives. <input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity. <input type="checkbox"/> Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research objectives. 	Moderate (3)		
<ul style="list-style-type: none"> <input type="checkbox"/> Valid but inappropriate methods without justifications. <input type="checkbox"/> The research methodology is not identified nor described. <input type="checkbox"/> Limitations and assumptions are omitted. <input type="checkbox"/> The context, population or sampling strategy was poorly described. <input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described. <input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives. 	Weak (2)		
<ul style="list-style-type: none"> <input type="checkbox"/> Invalid and inappropriate methods and justifications. <input type="checkbox"/> Wrong methodology. <input type="checkbox"/> The context, population or sample was not identified or described <input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described. <input type="checkbox"/> Procedures for treatments and gathering data 	Very Weak (1)		

were omitted <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were missing/not implemented.			
<input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives of the study, and what to achieve in the thesis are omitted.	Poor (0)		

(e) CHAPTER 4 (RESULTS AND DISCUSSION- MAPPING)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All part of geology in the study area (general geology, structural geology and petrography, etc) is well explained. <input type="checkbox"/> Able to produce excellent geological map of the study area. <input type="checkbox"/> Able to provide correct symbols and for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Excellent (5)	5.0	
<input type="checkbox"/> Most part of geology in the study area tasks (general geology, structural geology and petrography, etc.) is well explained. <input type="checkbox"/> Able to produce very good geological map of the study area. <input type="checkbox"/> Able to provide correct symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Good (4)		
<input type="checkbox"/> Some parts of geology in the study area (general geology, structural geology and petrography, etc.) are well explained. <input type="checkbox"/> Able to produce good geological map of the study area. <input type="checkbox"/> Able to provide several symbols and markings are used for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Moderate (3)		
<input type="checkbox"/> Many part of geology in the study area (general geology, structural geology and petrography, etc.) are not well explained. <input type="checkbox"/> Able to produce poor geological map of the study area. <input type="checkbox"/> Only able to provide very few symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Weak (2)		
<input type="checkbox"/> Fail to provide the explanation of the geology in the study area (general geology, structural geology and petrography, etc) <input type="checkbox"/> Able to produce very poor geological map of the study area. <input type="checkbox"/> No symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Very Weak (1)		
<input type="checkbox"/> No explanation of the geology in the study area (general geology, structural geology and petrography, etc) <input type="checkbox"/> Unable to produce geological map of the study	Poor (0)		

area. <input type="checkbox"/> No symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.			
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(f) CHAPTER 5 (SPECIFICATION)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent presentation, explanation and evaluation of results. <input type="checkbox"/> Have a very good quality and trustworthy data, with excellent presentation. <input type="checkbox"/> Excellent discussions on findings and data interpretations.	Excellent (5)	5.0	
<input type="checkbox"/> Good presentation, explanation and evaluation of results. <input type="checkbox"/> Have good quality and mostly trustworthy data, with good presentation. <input type="checkbox"/> Good discussions on findings and data interpretations.	Good (4)		
<input type="checkbox"/> Sufficient quality of presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and slightly doubtful data, with moderate presentation. <input type="checkbox"/> Sufficient discussions on findings and data interpretations.	Moderate (3)		
<input type="checkbox"/> Moderate presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and mostly doubtful data with poor presentation. <input type="checkbox"/> Moderate discussions on findings and data interpretations.	Weak (2)		
<input type="checkbox"/> Poor presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and non-trustworthy data, with inappropriate presentation. <input type="checkbox"/> Poor discussions on findings and data interpretations.	Very Weak (1)		
<input type="checkbox"/> No explanation or evaluation of the results. <input type="checkbox"/> No worthy data, and bad presentation <input type="checkbox"/> No discussion on findings and very poor data interpretation.	Poor (0)		

(g) CONCLUSION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, and presented concisely in logical sequence.	Excellent (5)	2.5	
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, but not presented in logical sequence.	Good (4)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were mostly concise but with some	Moderate (3)		

vagueness in wording.			
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Some conclusions are not supported by results or merely repeat results	Weak (2)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions merely repeat the results.	Very Weak (1)		
<input type="checkbox"/> Conclusion was omitted.	Poor (0)		

(h) RECOMMENDATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Recommendations are to the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.	Excellent (5)	2.5	
<input type="checkbox"/> Recommendations are to-the point, well-linked to the conclusions and original.	Good (4)		
<input type="checkbox"/> Recommendations are well-linked to the conclusions	Moderate (3)		
<input type="checkbox"/> Some recommendations are given, but the link to the conclusions is not always clear.	Weak (2)		
<input type="checkbox"/> Recommendations are trivial.	Very Weak (1)		
<input type="checkbox"/> No Recommendations.	Poor (0)		

(i) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	0.5	
<input type="checkbox"/> Most of the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Good (4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow recommended style	Weak (2)		
<input type="checkbox"/> Most of the sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references	Poor (0)		

PART B (TECHICAL FORMAT): 5% - CLO 3

a) FORMAT, STRUCTURE AND GRAMMAR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Well organized, demonstrates logical sequencing and structure. <input type="checkbox"/> All paragraphs within a section flow well from one to the next.	Excellent (5)		

<input type="checkbox"/> Consistently complied with UMK-FSB guidelines. <input type="checkbox"/> No grammatical, spelling or punctuation errors.		2.5	
<input type="checkbox"/> Organized and demonstrates logical sequencing and structure. <input type="checkbox"/> Paragraphs within a section generally flow well from one to the next. <input type="checkbox"/> Mostly complied with UMK-FSB guidelines. <input type="checkbox"/> Very little grammatical, spelling or punctuation errors.	Good (4)		
<input type="checkbox"/> Organized but demonstrates illogical sequencing or structure. <input type="checkbox"/> Paragraphs within a section flow somewhat from one to the next. <input type="checkbox"/> Sparingly complied with UMK-FSB guidelines. <input type="checkbox"/> Few grammatical, spelling or punctuation errors	Moderate (3)		
<input type="checkbox"/> Weakly organized with no logical sequencing or structure. <input type="checkbox"/> Paragraph within a section were disconnected. <input type="checkbox"/> Mostly does not comply with the UMK-FSB guidelines. <input type="checkbox"/> Many grammatical, spelling, or punctuation errors.	Weak (2)		
<input type="checkbox"/> No organization, sequencing, or structure. <input type="checkbox"/> Paragraphs within a section do not clear. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling, or punctuation errors.	Very Weak (1)		
<input type="checkbox"/> No paragraphs within a section. <input type="checkbox"/> Fail to comply with UMK-FSB guidelines. <input type="checkbox"/> Too many grammatical, spelling, or punctuation errors.	Poor (0)		

b) CLARITY AND CONTINUITY IN WRITING

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to write very well, concisely and clearly. <input type="checkbox"/> Elegantly organized with respect to both the whole thesis and the coherence and continuity of paragraphs. <input type="checkbox"/> Accommodates the complexity of the argument imaginatively	Excellent (5)	2.5	
<input type="checkbox"/> Able to write well and clearly. <input type="checkbox"/> Well organized throughout but without elegance and complexity. <input type="checkbox"/> Accommodates the argument satisfactorily.	Good (4)		
<input type="checkbox"/> Able to write clearly but require some improvements. <input type="checkbox"/> Well organized on the whole but occasionally needing work on individual paragraph coherence or continuity. <input type="checkbox"/> Accommodates the argument moderately.	Moderate (3)		
<input type="checkbox"/> Writing is not clear and requires further improvements. <input type="checkbox"/> Organization is haphazard and the argument is	Weak (2)		

difficult to follow. <input type="checkbox"/> Paragraph coherence and continuity need work.			
<input type="checkbox"/> Writing is not clear and requires a lot of improvements. <input type="checkbox"/> No continuity in writing.	Very Weak (1)		
<input type="checkbox"/> Unable to write ideas and no continuity in writing.	Poor (0)		

PART C (SUPERVISION): 15% - CLO 4

a) WORK RESPONSIBILITY

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Completes work on time and is punctual. <input type="checkbox"/> When asking for advice to supervisor, states what already has been tried. <input type="checkbox"/> Carry out the task given beyond the scope of work set and beyond expectations.	Excellent (5)	5.0	
<input type="checkbox"/> Regularly work on time and is punctual. <input type="checkbox"/> Regularly asks for advice when needed. <input type="checkbox"/> Carry out the tasks given in the scope of work beyond expectations.	Good (4)		
<input type="checkbox"/> Regularly takes actions, always uses his or her time wisely. <input type="checkbox"/> Sometimes knows when advice is needed and asks. <input type="checkbox"/> Carry out the tasks given in accordance with the scope of work and meet expectations.	Moderate (3)		
<input type="checkbox"/> Displays lack of interest or pride in their work. Does not always manage time wisely. <input type="checkbox"/> Do not know when advice is needed and do not ask. <input type="checkbox"/> Carry out tasks assigned in accordance with scope of work with supervision.	Weak (2)		
<input type="checkbox"/> Rarely manages time wisely. <input type="checkbox"/> Does not ask for or accept advice. <input type="checkbox"/> Do not perform the task given even with supervision.	Very Weak (1)		
<input type="checkbox"/> Fails to manage time wisely. <input type="checkbox"/> Never ask for or accept advice	Poor (0)		

b) ACADEMIC DISCUSSION WITH SUPERVISOR

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Discusses progress with their supervisor more than 10 times through various communication channels supported by progress report link.	Excellent (5)	5.0	
<input type="checkbox"/> Discusses progress with their supervisor at least 10 times through various communication channels supported by progress report link.	Good (4)		
<input type="checkbox"/> Discusses progress with their supervisor at least 7 times through various communication channels supported by progress report link.	Moderate (3)		
<input type="checkbox"/> Discusses progress with their supervisor at least 5 times through various communication channels	Weak (2)		

supported by progress report link.			
<input type="checkbox"/> Discusses progress with their supervisor less than 5 times through various communication channels supported by progress report link.	Very Weak (1)		
<input type="checkbox"/> Never discusses progress with their supervisor. <input type="checkbox"/> Students never do anything as constructed by supervisor.	Poor (0)		

c) MORAL

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Student always practices good values and behave decently with supervisor in any situation.	Excellent (5)	5.0	
<input type="checkbox"/> Student practices good values and behave decently with supervisor in most situations .	Good (4)		
<input type="checkbox"/> Student practices good values and behave decently with supervisor in many situations .	Moderate (3)		
<input type="checkbox"/> Student practices good values or behave decently with supervisor only in some situations .	Weak (2)		
<input type="checkbox"/> Student has once behaved nicely with supervisor.	Very Weak (1)		
<input type="checkbox"/> Student doesn't practice good values or does not behave decently with supervisor in any situation as it should be.	Poor (0)		

PART D ((LAB WORK CONDUCT / FIELDWORK CONDUCT)): 10% - CLO 2

a) METHODS / MATERIALS HANDLING

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Has the ability to use the techniques, skills and tools without assistance confidently at laboratory or/and fieldwork. <input type="checkbox"/> Utilize the experimental apparatus/equipment creatively and innovatively.	Excellent (5)	5.0	
<input type="checkbox"/> Has the ability to use the techniques, skills and tools without assistance confidently at laboratory or/and fieldwork	Good (4)		
<input type="checkbox"/> Understand the apparatus' or equipment's method principle but lack of techniques and skills at laboratory or/and fieldwork.	Moderate (3)		
<input type="checkbox"/> Not confident in utilizing the apparatus/equipment but can perform the experiments on their own at laboratory or/and fieldwork. Need some assistance.	Weak (2)		
<input type="checkbox"/> Not confident at all in utilizing the apparatus/equipment. Need assistance continuously	Very Weak (1)		
<input type="checkbox"/> Unable to use any apparatus/equipment at laboratory or/and fieldwork	Poor (0)		

b) SAFETY WORK PROCEDURE

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input type="checkbox"/> Always follow the dress code.	Excellent (5)		

<input type="checkbox"/> Good in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input type="checkbox"/> Always follow the dress code.	Good (4)	5.0	
<input type="checkbox"/> Moderate skill in organizing and perform experiment, follow correct safety procedure it lab. <input type="checkbox"/> Do not follow the dress code.	Moderate (3)		
<input type="checkbox"/> Weak in organizing and perform experiment, follow correct safety procedure in lab. <input type="checkbox"/> Do not follow the dress code.	Weak (2)		
<input type="checkbox"/> Poor in organizing and perform experiment, follow correct safety procedure in laboratory or/and fieldwork. <input type="checkbox"/> Do not follow the dress code. Do not plan work effectively	Very Weak (1)		
<input type="checkbox"/> Need fully supervision. Unsafe work procedure. Fail to identify the important information in laboratory or/and fieldwork. <input type="checkbox"/> Do not follow the dress code of workplace.	Poor (0)		

Comments and Recommendations :

Signature : _____

Name : _____

Date : _____


TOTAL MARKS: _____

60

APPENDIX C

Rubric form of Proposal and Presentation of Final Year Project (Examiner)

UMK/FSB/FYP-R-A-EX (EDITION 2018)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	CADANGAN DAN PEMBENTANGAN PROJEK PENYELIDIKAN TAHUN AKHIR (PENILAI) PROPOSAL AND PRESENTATION OF FINAL YEAR PROJECT (EXAMINER)
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Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A: FINAL REPORT (20%) – CLO 1

a) TITLE & INTRODUCTION

CRITERIA	RATING	WEIGHTAGE	SCORE
Title : <input type="checkbox"/> Informative, concise & clearly expressed Introduction: <input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined. <input type="checkbox"/> Scope of study satisfy the objectives and is clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described. <input type="checkbox"/> Expected outcome is well structured.	Excellent (5)	1.0	
Title : <input type="checkbox"/> Relevant, concise & clearly expressed Introduction: <input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused. <input type="checkbox"/> Expected outcome is structured.	Good (4)		
Title : <input type="checkbox"/> Relevant but not concise & good expression Introduction: <input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant	Moderate (3)		

to the problem. <input type="checkbox"/> Expected outcome is moderately structured.			
Title : <input type="checkbox"/> Vague, not concise & poorly expressed Introduction: <input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit. <input type="checkbox"/> Expected outcome is weakly structured.	Weak (2)		
Title : <input type="checkbox"/> Irrelevant & poorly expressed. Introduction: <input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant. <input type="checkbox"/> Expected outcome is poorly structured.	Very Weak (1)		
Title : <input type="checkbox"/> Omitted. Introduction: <input type="checkbox"/> Research background, problem statement, scope of the study, objectives and expected outcome are omitted.	Poor (0)		

b) LITERATURE REVIEW

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	1.0	
<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Sources are properly cited. <input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.	Good (4)		
<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research	Moderate (3)		

question. <input type="checkbox"/> Selected literature was from unreliable sources. <u>Literally supports were vague and ambiguous</u>			
<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature was missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

c) MATERIALS AND METHODS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail relevance to the research objectives. <input type="checkbox"/> The context population and sampling strategy were fully described (quantitative and qualitative). <input type="checkbox"/> Instruments and observation protocols were clearly described in detail. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were fully identified and described. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were sufficiently specific, clear and appropriate.	Excellent (5)	0.5	
<input type="checkbox"/> Valid and appropriate methods but with limited justifications. <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described. <input type="checkbox"/> Instruments and observation protocols were clearly identified and described relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described. <input type="checkbox"/> Descriptive and inferential methods were identified. Level of significance was stated	Good (4)		
<input type="checkbox"/> Valid and appropriate methods and without	Moderate		

<p>justifications.</p> <p><input type="checkbox"/> Research methodology is not clearly described or incomplete.</p> <p><input type="checkbox"/> The context, population or sampling strategy was confusing, little relevance to the research objective, incomplete or not identified.</p> <p><input type="checkbox"/> Instruments or observation protocols description was incomplete or of little relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity.</p> <p><input type="checkbox"/> Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research objectives. <input type="checkbox"/> Valid but inappropriate methods without justifications.</p> <p><input type="checkbox"/> The research methodology is not identified nor described.</p> <p><input type="checkbox"/> Limitations and assumptions are omitted.</p> <p><input type="checkbox"/> The context, population or sampling strategy was poorly described.</p> <p><input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.</p>	(3)		
<p><input type="checkbox"/> Valid but inappropriate methods without justifications.</p> <p><input type="checkbox"/> The research methodology is not identified nor described.</p> <p><input type="checkbox"/> Limitations and assumptions are omitted.</p> <p><input type="checkbox"/> The context, population or sampling strategy was poorly described.</p> <p><input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.</p>	Weak (2)		
<p><input type="checkbox"/> Invalid and inappropriate methods and justifications.</p> <p><input type="checkbox"/> Wrong methodology.</p> <p><input type="checkbox"/> The context, population or sample was not identified or described</p> <p><input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described.</p> <p><input type="checkbox"/> Procedures for treatments and gathering data were omitted</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were missing/not</p>	Very Weak (1)		

implemented.			
<input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives of the study, and what to achieve in the thesis are omitted.	Poor (0)		

d) FLOWCHART

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Display clear visual or graphic illustration of a process or system used to solve a problem or produce a product. <input type="checkbox"/> Display high level thinking and articulation abilities when numerous factors are involved in a good way.	Excellent (5)	0.5	
<input type="checkbox"/> Display the most complete visual or graphic illustration of a process or system used to solve a problem or produce a product, but difficult to grade level of thinking and articulation abilities when numerous factors are involved.	Good (4)		
<input type="checkbox"/> Display lacking visual or graphic illustration of a process or system used to solve a problem or produce a product, and high level thinking and articulation abilities when numerous factors are involved is not possible.	Moderate (3)		
<input type="checkbox"/> Insufficient information in flowcharts to communicate the logic involved in a system; does not allow writing proficiency assessment.	Weak (2)		
<input type="checkbox"/> Flow charts seem not reproducible due to students fail to displays original synthetic thinking.	Very Weak (1)		
<input type="checkbox"/> Omitted	Poor (0)		

e) GANTT CHART & MILESTONE

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Gantt chart & milestone are very clear, realistic and reflect the timeline. <input type="checkbox"/> Gantt chart & milestone are well designed according to final year project deadlines.	Excellent (5)	0.5	
<input type="checkbox"/> Gantt chart & milestone are realistic and reflect the timeline. <input type="checkbox"/> Gantt chart & milestone are mostly well designed according to final year project deadlines.	Good (4)		
<input type="checkbox"/> Gantt chart & milestone are too closely tied to the timeline. <input type="checkbox"/> Gantt chart & milestone are quite good designed according to final year project deadlines.	Moderate (3)		
<input type="checkbox"/> Gantt chart & milestone are unrealistic, inflated, or inaccurate. <input type="checkbox"/> Gantt chart & milestone are occasionally designed according to final year project deadlines.	Weak (2)		
<input type="checkbox"/> Gantt chart & milestone are unclear, unrealistic, inflated, or inaccurate. <input type="checkbox"/> Not considered the Gantt chart & milestone to complete the final year project.	Very Weak (1)		
<input type="checkbox"/> Omitted	Poor		

	(0)		
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f) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	0.5	
<input type="checkbox"/> Most of the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Good (4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list and did not follow recommended style.	Weak (2)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references.	Poor (0)		

PART B: PRESENTATION EVALUATION (10%) – CLO 2

a) CONTENTS OF PRESENTATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) strongly supported with suitable detail.	Excellent (5)	0.5	
<input type="checkbox"/> All major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered and explained clearly and correctly.	Good (4)		
<input type="checkbox"/> Covers important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation). <input type="checkbox"/> A few inaccurate or irrelevant points.	Moderate (3)		
<input type="checkbox"/> Important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered only superficially. <input type="checkbox"/> No major error and misconception.	Weak (2)		
<input type="checkbox"/> Loss of important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) and covered only superficially. <input type="checkbox"/> Major error and misconception.	Very Weak (1)		
<input type="checkbox"/> All points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) are omitted.	Poor (0)		

b) PRESENTATION SKILL

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident and relaxed in the whole presentation. <input type="checkbox"/> Engaging with audience	Excellent (5)	0.5	
<input type="checkbox"/> Good organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in most parts of the presentation. <input type="checkbox"/> Attractive to audience	Good (4)		
<input type="checkbox"/> Moderate organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in only some parts of the presentation.	Moderate (3)		
<input type="checkbox"/> Basic organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Lack of confidence in some parts of the presentation	Weak (2)		
<input type="checkbox"/> Unorganized and lack of preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Very much lacking in confidence on the whole presentation	Very Weak (1)		
<input type="checkbox"/> No confidence and eye contact, voice, pronunciation skill, dressed, time management are omitted	Poor (0)		

c) COMMUNICATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Handle difficult question with ease and confidence. <input type="checkbox"/> Illustrative explanation.	Excellent (5)	0.5	
<input type="checkbox"/> Answer all questions correctly and concisely. <input type="checkbox"/> Answers are uniformly good, and show knowledge beyond presentation.	Good (4)		
<input type="checkbox"/> Answer most questions correctly. <input type="checkbox"/> Answers are uniformly good, both in substance and delivery.	Moderate (3)		
<input type="checkbox"/> Answer half of question correctly. <input type="checkbox"/> Sometimes need clarification. <input type="checkbox"/> Answers are inconsistent, both in substance or delivery.	Weak (2)		
<input type="checkbox"/> Answer at least one question correctly. <input type="checkbox"/> Need clarification. <input type="checkbox"/> Answers are low in quality, either in substance or delivery	Very Weak (1)		
<input type="checkbox"/> Unable to answer all the questions	Poor (0)		

d) OVERALL EVALUATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to generate new idea or ideas that have potential to be applied, have depth, quality and novel in nature in the project.	Excellent (5)	0.5	
<input type="checkbox"/> Able to generate new ideas that are relevant and appropriate in the project	Good (4)		
<input type="checkbox"/> Able to generate new ideas with some help from lecturer or colleagues in the project	Moderate (3)		
<input type="checkbox"/> Able to generate a simple idea independently in the project.	Weak (2)		
<input type="checkbox"/> Not able to generate any new idea in research project.	Very Weak (1)		
<input type="checkbox"/> No idea.	Poor (0)		

Comments and Recommendations :


Signature : _____
Name : _____
Date : _____

TOTAL MARKS: _____**30**

APPENDIX D

Rubric form of Final Report of Final Year Project (Examiner)

UMK/FSB/FYP-R-C1-EX (EDITION 2019)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	LAPORAN AKHIR PROJEK PENYELIDIKAN TAHUN AKHIR (PEMERIKSA) FINAL REPORT OF FINAL YEAR PROJECT (EXAMINER)
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Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A (FINAL REPORT): (30%) – CLO 1

(a) TITLE & ABSTRACT

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Informative, concise & clearly expressed. <input type="checkbox"/> Detail and specific description on the issues, variables, context and methods of study. <input type="checkbox"/> Provide relevant and specific results and conclusions.	Excellent (5)	0.5	
<input type="checkbox"/> Relevant, concise & clearly expressed. <input type="checkbox"/> Detail description of the issues, variables, context, and methods of study. <input type="checkbox"/> Provide relevant results and conclusions.	Good (4)		
<input type="checkbox"/> Relevant but not concise & good expression <input type="checkbox"/> Sketchy description of issues, variables, context and methods of study. <input type="checkbox"/> Provide results and conclusions.	Moderate (3)		
<input type="checkbox"/> Vague, not concise & poorly expressed. <input type="checkbox"/> Inappropriate problem, research questions and method of the study. <input type="checkbox"/> Provide less than enough data/evidence to back up summary of results.	Weak (2)		
<input type="checkbox"/> Irrelevant & poorly expressed. <input type="checkbox"/> Includes a summary of the problem, research questions and method of the study. <input type="checkbox"/> Specific data/evidence to back up summary of results is not provided.	Very Weak (1)		
<input type="checkbox"/> Omitted	Poor (0)		

(b) INTRODUCTION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined.	Excellent (5)		

<input type="checkbox"/> Scope of study satisfy the objectives and is clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described.		0.5	
<input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused.	Good (4)		
<input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant to the problem.	Moderate (3)		
<input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit.	Weak (2)		
<input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant.	Very Weak (1)		
<input type="checkbox"/> Research background, problem statement, scope of the study, and objectives are omitted.	Poor (0)		

(c) LITERATURE REVIEW

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	0.5	
<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Sources are properly cited. <input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.	Good (4)		
<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods.	Moderate (3)		

<input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research question. <input type="checkbox"/> Selected literature was from unreliable sources. Literally supports were vague and ambiguous.			
<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature was missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

(d) MATERIALS AND METHODS

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail. <input type="checkbox"/> The context population and sampling strategy were fully described (quantitative and qualitative). <input type="checkbox"/> Valid and appropriate methods but with limited justifications. <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described.	Excellent (5)	1.0	
<input type="checkbox"/> Valid and appropriate methods but with limited justifications. <input type="checkbox"/> Research methodology is clearly identified and described with sufficient details. <input type="checkbox"/> The context, population and sampling strategy were adequately identified and described. <input type="checkbox"/> Instruments and observation protocols were clearly identified and described relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described. <input type="checkbox"/> Descriptive and inferential methods were	Good (4)		

identified.			
<input type="checkbox"/> Valid and appropriate methods and without justifications. <input type="checkbox"/> Research methodology is not clearly described or incomplete. <input type="checkbox"/> The context, population or sampling strategy was confusing, little relevance to the research objective, incomplete or not identified. <input type="checkbox"/> Instruments or observation protocols description was incomplete or of little relevance to the research objectives. <input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity. <input type="checkbox"/> Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research objectives.	Moderate (3)		
<input type="checkbox"/> Valid but inappropriate methods without justifications. <input type="checkbox"/> The research methodology is not identified nor described. <input type="checkbox"/> The context, population or sampling strategy was poorly described. <input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described. <input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives. <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.	Weak (2)		
<input type="checkbox"/> Invalid and inappropriate methods and justifications. <input type="checkbox"/> Wrong methodology. <input type="checkbox"/> The context, population or sample was not identified or described <input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described. <input type="checkbox"/> Procedures for treatments and gathering data were omitted <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were missing/not implemented.	Very Weak (1)		
<input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives and scope of the study in the thesis are omitted.	Poor (0)		

(e) RESULTS AND DISCUSSION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent presentation, explanation and evaluation of results. <input type="checkbox"/> Have a very good quality and trustworthy data, with excellent presentation.	Excellent (5)		

<input type="checkbox"/> Excellent discussions on findings and data interpretations.		2.0	
<input type="checkbox"/> Good presentation, explanation and evaluation of results. <input type="checkbox"/> Have good quality and mostly trustworthy data, with good presentation. <input type="checkbox"/> Good discussions on findings and data interpretations.	Good (4)		
<input type="checkbox"/> Sufficient quality of presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and slightly doubtful data, with moderate presentation. <input type="checkbox"/> Sufficient discussions on findings and data interpretations.	Moderate (3)		
<input type="checkbox"/> Moderate presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and mostly doubtful data with poor presentation. <input type="checkbox"/> Moderate discussions on findings and data interpretations.	Weak (2)		
<input type="checkbox"/> Poor presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and non- trustworthy data, with inappropriate presentation. <input type="checkbox"/> Poor discussions on findings and data interpretations.	Very Weak (1)		
<input type="checkbox"/> No explanation or evaluation of the results. <input type="checkbox"/> No worthy data, and bad presentation <input type="checkbox"/> No discussion on findings and very poor data interpretation.	Poor (0)		

(f) CONCLUSION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, and presented concisely in logical sequence.	Excellent (5)	0.5	
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, but not presented in logical sequence.	Good (4)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were mostly concise but with some vagueness in wording.	Moderate (3)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Some conclusions are not supported by results or merely repeat results	Weak (2)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions merely repeat the results.	Very Weak (1)		
<input type="checkbox"/> Conclusion was omitted.	Poor (0)		

(g) RECOMMENDATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Recommendations are to the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.	Excellent (5)	0.5	
<input type="checkbox"/> Recommendations are to-the point, well-linked to the conclusions and original.	Good (4)		
<input type="checkbox"/> Recommendations are well-linked to the conclusions	Moderate (3)		
<input type="checkbox"/> Some recommendations are given, but the link to the conclusions is unclear.	Weak (2)		
<input type="checkbox"/> Recommendations are trivial.	Very Weak (1)		
<input type="checkbox"/> No Recommendations.	Poor (0)		

(h) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	0.5	
<input type="checkbox"/> Most of the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Good (4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow recommended style.	Weak (2)		
<input type="checkbox"/> Most of the sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references.	Poor (0)		

PART B (PRESENTATION EVALUATION): (10%) – CLO 3**(a) CONTENTS OF PRESENTATION**

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) strongly supported with suitable detail.	Excellent (5)	0.5	
<input type="checkbox"/> All major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered and explained clearly and correctly.	Good (4)		
<input type="checkbox"/> Covers important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation).	Moderate (3)		

<input type="checkbox"/> A few inaccurate or irrelevant points.			
<input type="checkbox"/> Important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered only superficially. ▪No major error and misconception.	Weak (2)		
<input type="checkbox"/> Loss of important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) and covered only superficially. ▪Major error and misconception.	Very Weak (1)		
▪All points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) are omitted.	Poor (0)		

(b) PRESENTATION SKILL

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident and relaxed in the whole presentation. <input type="checkbox"/> Engaging with audience.	Excellent (5)	0.5	
<input type="checkbox"/> Good organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in most parts of the presentation. <input type="checkbox"/> Attractive to audience.	Good (4)		
<input type="checkbox"/> Moderate organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in only some parts of the presentation.	Moderate (3)		
<input type="checkbox"/> Basic organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Lack of confidence in some parts of the presentation.	Weak (2)		
<input type="checkbox"/> Unorganized and lack of preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Very much lacking in confidence on the whole presentation.	Very Weak (1)		
<input type="checkbox"/> No confidence and eye contact, voice, pronunciation skill, dressed, time management are omitted.	Poor (0)		

(c) COMMUNICATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Handle difficult question with ease and confidence. <input type="checkbox"/> Illustrative explanation.	Excellent (5)		
<input type="checkbox"/> Answer all questions correctly and concisely. <input type="checkbox"/> Answers are uniformly good, and show	Good (4)		

knowledge beyond presentation.		0.5	
<input type="checkbox"/> Answer most questions correctly. <input type="checkbox"/> Answers are uniformly good, both in substance and delivery.	Moderate (3)		
<input type="checkbox"/> Answer half of question correctly. <input type="checkbox"/> Sometimes need clarification. <input type="checkbox"/> Answers are inconsistent, both in substance or delivery.	Weak (2)		
<input type="checkbox"/> Answer at least one question correctly. <input type="checkbox"/> Need clarification. <input type="checkbox"/> Answers are low in quality, either in substance or delivery.	Very Weak (1)		
<input type="checkbox"/> Unable to answer all the questions.	Poor (0)		

(d) OVERALL EVALUATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to generate new idea or ideas that have potential to be applied, have depth, quality and novel in nature in the project.	Excellent (5)	0.5	
<input type="checkbox"/> Able to generate new ideas that are relevant and appropriate in the project	Good (4)		
<input type="checkbox"/> Able to generate new ideas with some help from lecturer or colleagues in the project	Moderate (3)		
<input type="checkbox"/> Able to generate a simple idea independently in the project	Weak (2)		
<input type="checkbox"/> Not able to generate any new idea in research project.	Very Weak (1)		
<input type="checkbox"/> No idea.	Poor (0)		

Comments and Recommendations :

Signature : _____

Name : _____

Date : _____


TOTAL MARKS: _____

60

APPENDIX D2

Rubric form of Final Report of Final Year Project (Examiner)

UMK/FSB/FYP-R-C1-EX (EDITION 2019)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	LAPORAN AKHIR PROJEK PENYELIDIKAN TAHUN AKHIR (PEMERIKSA) FINAL REPORT OF FINAL YEAR PROJECT (EXAMINER)
--	--

Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

No. Matrik Pelajar : _____ Fakulti/ Institut : _____
Student's Matric No Faculty/ Institute

Program Ijazah: _____
Degree Programme

PART A (FINAL REPORT): (30%) – CLO 1

(i) TITLE & ABSTRACT

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Informative, concise & clearly expressed. <input type="checkbox"/> Detail and specific description on the issues, variables, context and methods of study. <input type="checkbox"/> Provide relevant and specific results and conclusions.	Excellent (5)	2.5	
<input type="checkbox"/> Relevant, concise & clearly expressed. <input type="checkbox"/> Detail description of the issues, variables, context, and methods of study. <input type="checkbox"/> Provide relevant results and conclusions.	Good (4)		
<input type="checkbox"/> Relevant but not concise & good expression <input type="checkbox"/> Sketchy description of issues, variables, context and methods of study. <input type="checkbox"/> Provide results and conclusions.	Moderate (3)		
<input type="checkbox"/> Vague, not concise & poorly expressed. <input type="checkbox"/> Inappropriate problem, research questions and method of the study. <input type="checkbox"/> Provide less than enough data/evidence to back up summary of results.	Weak (2)		
<input type="checkbox"/> Irrelevant & poorly expressed. <input type="checkbox"/> Includes a summary of the problem, research questions and method of the study. <input type="checkbox"/> Specific data/evidence to back up summary of results is not provided	Very Weak (1)		
<input type="checkbox"/> Omitted.	Poor (0)		

(j) CHAPTER 1 (INTRODUCTION)

CRITERIA	RATING	WEIGHTAGE	SCORE
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<input type="checkbox"/> Excellent coverage of research background. <input type="checkbox"/> Problem statements, objectives and variables are specific and clearly and precisely defined. <input type="checkbox"/> Scope of study satisfy the objectives and is clearly explained. <input type="checkbox"/> Significance of the study is relevant, explicit and clearly described. <input type="checkbox"/> All elements are supported by literature.	Excellent (5)	2.5	
<input type="checkbox"/> Good coverage of research background <input type="checkbox"/> Problem statements, objectives, and variables are specific and adequately defined. <input type="checkbox"/> Scope of study partially fulfil the objectives and adequately explained. <input type="checkbox"/> Significance of the study is clearly stated and focused. <input type="checkbox"/> Connections are established with the literature.	Good (4)		
<input type="checkbox"/> Moderate coverage of research background. <input type="checkbox"/> Problem statements, objectives are identified but not clearly defined. <input type="checkbox"/> Scope of study is too broad or not specific and poorly explained. <input type="checkbox"/> Significance of the study is not logically relevant to the problem. <input type="checkbox"/> Connections to the literature are unclear or debatable.	Moderate (3)		
<input type="checkbox"/> Poor coverage of research background. <input type="checkbox"/> Problem statements and objectives are identified but not defined. <input type="checkbox"/> Scope of study does not fulfil the objectives. <input type="checkbox"/> Significance of the study is not clear, nor focused nor explicit.	Weak (2)		
<input type="checkbox"/> Inadequate coverage of research background. <input type="checkbox"/> Problem statements and objectives are not identified. <input type="checkbox"/> Scope of study and significance of the study are not clearly stated and irrelevant.	Very Weak (1)		
<input type="checkbox"/> Research background, problem statement, scope of the study, and objectives are omitted.	Poor (0)		

(k) CHAPTER 2 (LITERATURE REVIEW)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple, research based documents. <input type="checkbox"/> Detail conclusions based on evidence cited. <input type="checkbox"/> Sources are properly cited & in standardized /APA format <input type="checkbox"/> Narrative integrates critical and logical details from literatures. <input type="checkbox"/> Excellent synthesis and organization of literature that is clearly linked to research question.	Excellent (5)	2.5	

<input type="checkbox"/> Good literature review covers essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from multiple documents. <input type="checkbox"/> Conclusions based on evidence cited. <input type="checkbox"/> Sources are properly cited. <input type="checkbox"/> Good synthesis and organization of the literature, which is clearly linked to the research question.	Good (4)		
<input type="checkbox"/> Adequate literature review covers generally essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from limited number of documents. <input type="checkbox"/> Some conclusions based on evidence cited. <input type="checkbox"/> Sources are cited but some are in improper format. <input type="checkbox"/> Moderate synthesis and organization of the literature, which minimally links it to the research question. <input type="checkbox"/> Selected literature was from unreliable sources. Literally supports were vague and ambiguous.	Moderate (3)		
<input type="checkbox"/> Minimal literature review, covers minimally on essential aspects related to issue/ problem, objectives, theory and methods. <input type="checkbox"/> Source from single document. <input type="checkbox"/> Only one conclusion based on evidence cited. <input type="checkbox"/> Sources are cited incorrectly. <input type="checkbox"/> Poor synthesis and organization of the literature. <input type="checkbox"/> The review of literature was missing of non-research based articles, irrelevant, inaccurate or inappropriate.	Weak (2)		
<input type="checkbox"/> Very little or fail to provide previous research background supporting issue/ problem, objectives, theory and methods. <input type="checkbox"/> No sources quoted. <input type="checkbox"/> Source is not cited. <input type="checkbox"/> Synthesis and organization is based on limited information. There is very poor link to the research question.	Very Weak (1)		
<input type="checkbox"/> Literature reviews are omitted	Poor (0)		

(I) CHAPTER 3 (MATERIALS AND METHODS)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Valid and appropriate methods with comprehensive justifications. <input type="checkbox"/> Research methodology is clearly identified and coherently described in detail. <input type="checkbox"/> The context population and sampling strategy were fully described (quantitative and qualitative). <input type="checkbox"/> Instruments and observation protocols were clearly described in detail relevance to the research objectives. <input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were	Excellent (5)	2.5	

<p>fully identified and described.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were sufficiently specific, clear and appropriate.</p>			
<p><input type="checkbox"/> Valid and appropriate methods but with limited justifications.</p> <p><input type="checkbox"/> Research methodology is clearly identified and described with sufficient details.</p> <p><input type="checkbox"/> The context, population and sampling strategy were adequately identified and described.</p> <p><input type="checkbox"/> Instruments and observation protocols were clearly identified and described relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described.</p> <p><input type="checkbox"/> Descriptive and inferential methods were identified. Level of significance was stated</p>	Good (4)		
<p><input type="checkbox"/> Valid and appropriate methods and without justifications.</p> <p><input type="checkbox"/> Research methodology is not clearly described or incomplete.</p> <p><input type="checkbox"/> The context, population or sampling strategy was confusing, little relevance to the research objective, incomplete or not identified.</p> <p><input type="checkbox"/> Instruments or observation protocols description was incomplete or of little relevance to the research objectives.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) lacked clarity.</p> <p><input type="checkbox"/> Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research objectives.</p>	Moderate (3)		
<p><input type="checkbox"/> Valid but inappropriate methods without justifications.</p> <p><input type="checkbox"/> The research methodology is not identified nor described.</p> <p><input type="checkbox"/> The context, population or sampling strategy was poorly described.</p> <p><input type="checkbox"/> Description of the instruments is incomplete or lacked relevance to the research objectives. Observation protocol was not described.</p> <p><input type="checkbox"/> Procedures (permissions, treatments and data gathering) were incomplete or lacked relevance to the research objectives.</p> <p><input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were inappropriately aligned with data and research objectives.</p>	Weak (2)		
<p><input type="checkbox"/> Invalid and inappropriate methods and justifications.</p> <p><input type="checkbox"/> Wrong methodology.</p> <p><input type="checkbox"/> The context, population or sample was not identified or described</p> <p><input type="checkbox"/> Instruments and observation protocols for data collection were not identified nor described.</p> <p><input type="checkbox"/> Procedures for treatments and gathering data</p>	Very Weak (1)		

were omitted <input type="checkbox"/> Analytical methods (descriptive, inferential test, and significance level) were missing/not implemented.			
<input type="checkbox"/> Research design, sampling, instruments, procedures, data analysis based on the issues, the objectives and scope of the study in the thesis are omitted.	Poor (0)		

(m) CHAPTER 4 (POSTER)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Produce excellent geological map of the study area with proper scale and complete symbols/legends for all components in the map .	Excellent (5)	5.0	
<input type="checkbox"/> Produce good geological map of the study area with proper scale and correct symbols/legends for most of the components in the map.	Good (4)		
<input type="checkbox"/> Produce moderate geological map of the study area with proper scale but missing some symbols/legends	Moderate (3)		
<input type="checkbox"/> Produce poor geological map of the study area with wrong scale and incomplete symbols/legends.	Weak (2)		
<input type="checkbox"/> Produce poor geological map of the study area with wrong scale and incomplete symbols/legends.	Very Weak (1)		
<input type="checkbox"/> Unable to produce geological map of the study area.	Poor (0)		

(n) CHAPTER 4 (MAPPING)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All part of geology in the study area (general geology, structural geology and petrography, etc) is well explained. <input type="checkbox"/> Able to produce excellent geological map of the study area. <input type="checkbox"/> Able to provide correct symbols and for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Excellent (5)	5.0	
<input type="checkbox"/> Most part of geology in the study area tasks (general geology, structural geology and petrography, etc.) is well explained. <input type="checkbox"/> Able to produce very good geological map of the study area. <input type="checkbox"/> Able to provide correct symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Good (4)		
<input type="checkbox"/> Some parts of geology in the study area (general geology, structural geology and petrography, etc.) are well explained. <input type="checkbox"/> Able to produce good geological map of the study area. <input type="checkbox"/> Able to provide several symbols and markings are used for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Moderate (3)		
<input type="checkbox"/> Many part of geology in the study area (general geology, structural geology and petrography, etc.)	Weak (2)		

are not well explained. <input type="checkbox"/> Able to produce poor geological map of the study area. <input type="checkbox"/> Only able to provide very few symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.			
<input type="checkbox"/> Fail to provide the explanation of the geology in the study area (general geology, structural geology and petrography, etc) <input type="checkbox"/> Able to produce very poor geological map of the study area. <input type="checkbox"/> No symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Very Weak (1)		
<input type="checkbox"/> No explanation of the geology in the study area (general geology, structural geology and petrography, etc) <input type="checkbox"/> Unable to produce geological map of the study area. <input type="checkbox"/> No symbols and markings for interpretation of structural features, contacts, cross section/s, legend, coordinates, etc.	Poor (0)		

(o) CHAPTER 4 (SPECIFICATION)

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent presentation, explanation and evaluation of results. <input type="checkbox"/> Have a very good quality and trustworthy data, with excellent presentation. <input type="checkbox"/> Excellent discussions on findings and data interpretations.	Excellent (5)	5.0	
<input type="checkbox"/> Good presentation, explanation and evaluation of results. <input type="checkbox"/> Have good quality and mostly trustworthy data, with good presentation. <input type="checkbox"/> Good discussions on findings and data interpretations.	Good (4)		
<input type="checkbox"/> Sufficient quality of presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and slightly doubtful data, with moderate presentation. <input type="checkbox"/> Sufficient discussions on findings and data interpretations.	Moderate (3)		
<input type="checkbox"/> Moderate presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and mostly doubtful data with poor presentation. <input type="checkbox"/> Moderate discussions on findings and data interpretations.	Weak (2)		
<input type="checkbox"/> Poor presentation, explanation and evaluation of results. <input type="checkbox"/> Insufficient and non-trustworthy data, with inappropriate presentation. <input type="checkbox"/> Poor discussions on findings and data interpretations.	Very Weak (1)		

<input type="checkbox"/> No explanation or evaluation of the results. <input type="checkbox"/> No worthy data, and bad presentation <input type="checkbox"/> No discussion on findings and very poor data interpretation.	Poor (0)		
---	---------------------	--	--

(p) CONCLUSION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, and presented concisely in logical sequence.	Excellent (5)	2.5	
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were supported by relevant results, but not presented in logical sequence.	Good (4)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions were mostly concise but with some vagueness in wording.	Moderate (3)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Some conclusions are not supported by results or merely repeat results	Weak (2)		
<input type="checkbox"/> Conclusion addresses the research objectives and based on the work done. <input type="checkbox"/> Conclusions merely repeat the results.	Very Weak (1)		
<input type="checkbox"/> Conclusion was omitted.	Poor (0)		

(q) RECOMMENDATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Recommendations are to the-point, well-linked to the conclusions, original and are extensive enough to serve as project description for a new thesis project.	Excellent (5)	2.5	
<input type="checkbox"/> Recommendations are to-the point, well-linked to the conclusions and original.	Good (4)		
<input type="checkbox"/> Recommendations are well-linked to the conclusions	Moderate (3)		
<input type="checkbox"/> Some recommendations are given, but the link to the conclusions is not always clear.	Weak (2)		
<input type="checkbox"/> Recommendations are trivial.	Very Weak (1)		
<input type="checkbox"/> No Recommendations.	Poor (0)		

(r) REFERENCES

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> All the sources in the reference list are cited in the text vice versa, which follows the recommended style.	Excellent (5)	2.5	
<input type="checkbox"/> Most of the sources in the reference list are cited	Good		

in the text vice versa, which follows the recommended style.	(4)		
<input type="checkbox"/> Only a few sources used are cited in the reference list vice versa, which follows the recommended style.	Moderate (3)		
<input type="checkbox"/> Many sources are missing from the reference list vice versa and did not follow recommended style	Weak (2)		
<input type="checkbox"/> Most of the sources are missing from the reference list vice versa and did not follow recommended style.	Very Weak (1)		
<input type="checkbox"/> No list of references	Poor (0)		

PART B (PRESENTATION EVALUATION): (10%) – CLO 3

(e) CONTENTS OF PRESENTATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) strongly supported with suitable detail.	Excellent (5)		
<input type="checkbox"/> All major points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered and explained clearly and correctly	Good (4)		
<input type="checkbox"/> Covers important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation). <input type="checkbox"/> A few inaccurate or irrelevant points.	Moderate (3)		
<input type="checkbox"/> Important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) covered only superficially. <input type="checkbox"/> No major error and misconception.	Weak (2)		
<input type="checkbox"/> Loss of important points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) and covered only superficially. <input type="checkbox"/> Major error and misconception.	Very Weak (1)		
<input type="checkbox"/> All points (title, research background, problem statement, objectives, literature review, methodology, result & discussion, conclusion & recommendation) are omitted.	Poor (0)		

(f) PRESENTATION SKILL

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Excellent organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident and relaxed in the whole presentation. <input type="checkbox"/> Engaging with audience.	Excellent (5)		

<input type="checkbox"/> Good organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in most parts of the presentation. <input type="checkbox"/> Attractive to audience	Good (4)		
<input type="checkbox"/> Moderate organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Confident in only some parts of the presentation	Moderate (3)		
<input type="checkbox"/> Basic organization and preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Lack of confidence in some parts of the presentation.	Weak (2)		
<input type="checkbox"/> Unorganized and lack of preparation (eye contact, clear voice, pronunciation skill, well dressed, good time management). <input type="checkbox"/> Very much lacking in confidence on the whole presentation	Very Weak (1)		
<input type="checkbox"/> No confidence and eye contact, voice, pronunciation skill, dressed, time management are omitted.	Poor (0)		

(g) COMMUNICATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Handle difficult question with ease and confidence. <input type="checkbox"/> Illustrative explanation	Excellent (5)		
<input type="checkbox"/> Answer all questions correctly and concisely. <input type="checkbox"/> Answers are uniformly good, and show knowledge beyond presentation.	Good (4)		
<input type="checkbox"/> Answer most questions correctly. <input type="checkbox"/> Answers are uniformly good, both in substance and delivery.	Moderate (3)		
<input type="checkbox"/> Answer half of question correctly. <input type="checkbox"/> Sometimes need clarification. <input type="checkbox"/> Answers are inconsistent, both in substance or delivery.	Weak (2)		
<input type="checkbox"/> Answer at least one question correctly. <input type="checkbox"/> Need clarification. <input type="checkbox"/> Answers are low in quality, either in substance or delivery	Very Weak (1)		
<input type="checkbox"/> Unable to answer all the questions.	Poor (0)		

(h) OVERALL EVALUATION

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Able to generate new idea or ideas that have potential to be applied, have depth, quality and novel in nature in the project.	Excellent (5)		
<input type="checkbox"/> Able to generate new ideas that are relevant and appropriate in the project	Good (4)		

<input type="checkbox"/> Able to generate new ideas with some help from lecturer or colleagues in the project	Moderate (3)		
<input type="checkbox"/> Able to generate a simple idea independently in the project.	Weak (2)		
<input type="checkbox"/> Not able to generate any new idea in research project.	Very Weak (1)		
<input type="checkbox"/> No idea.	Poor (0)		

Comments and Recommendations :

Signature : _____

Name : _____

Date : _____

TOTAL MARKS: _____

40

APPENDIX E

Form of Titles of Final Year Project

UMK/FSB/FYP-F1 EDITION 2017)

 Universiti Malaysia KELANTAN	TAJUK PROJEK PENYELIDIKAN TAHUN AKHIR TITLES OF FINAL YEAR PROJECT
---	---

Kod/Nama Kursus: _____
Code/ Course Name

Sesi/Session: _____
Semester/ Semester: _____

Nama Program : _____
Name of Programme

Fakulti/ Institut : _____
Faculty/ Institute

Penyelaras Projek Tahun Akhir: _____
Coordinator of Final Year Project

No.	Supervisor	Title of Research	Student	Matrix No.
1.				
2.				

APPENDIX F

Final Year Project Changes Application Form

UMK/FSB/FYP-F2 (EDITION 2017)

 Universiti Malaysia KELANTAN	BORANG PERMOHONAN/ PERTAMBAHAN/ PERTUKARAN PROJEK PENYELIDIKAN TAHUN AKHIR FINAL YEAR PROJECT CHANGES APPLICATION FORM
---	---

1. Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

2. No. Matrik Pelajar : _____ 3. No. Telefon Pelajar : _____
Student's Matric No. Student's Telephone No.

4. Fakulti/ Institut: _____
Faculty/ Institute

5. Program Ijazah: _____
Degree Programme

6. *Permohonan/ Pertambahan/ Pertukaran
Apply/ Add/ Change

☐ Penyelia Utama/ *Main Supervisor*
Daripada program/ *From Programme* _____

☐ Penyelia Utama/ *Main Supervisor*
Tukar kepada/ *Change to* _____

☐ Penyelia Bersama/ *Co-Supervisor*
Tambah/ Tukar kepada/ *Add/ Change to* _____

☐ Tajuk Penyelidikan/ *Research Title*
Tukar kepada/ *Add/ Change to* _____

☐ Lain-lain
Others _____

7. Sebab *permohonan/ pertambahan/ pertukaran penyelia / pertukaran tajuk penyelidikan
Reasons for applying/ adding/ changing supervisor / change of title

Tandatangan Pelajar: _____ Tarikh / *Date*: _____
Student's Signature

8. Perakuan *Penyelia / Penyelia Bersama
Declaration of Supervisor / Co-supervisor*

☐

Bersetuju dengan permohonan calon
Agree with candidate's application

☐

Tidak Bersetuju dengan permohonan calon kerana
Not agree with candidate's application because

Nama Penyelia: _____

Name of Supervisor

Tandatangan/ Cop Rasmi: _____
Signature/ Stamp

Tarikh: _____
Date

9. Perakuan Ketua Program
Declaration of Head of Programme

☐

Bersetuju dengan perakuan Penyelia
Agree with the declaration of Supervisor

☐

Tidak Bersetuju dengan perakuan Penyelia kerana
Not agree with the declaration of Supervisor because

Tandatangan/ Cop Rasmi: _____
Signature/ Stamp

Tarikh: _____
Date

10. Perakuan Penyelaras Projek Tahun Akhir
Declaration of Coordinator of Final Year Project

☐

Permohonan diluluskan
Application is approved

☐

Permohonan tidak diluluskan kerana
Application is not approved because

Tandatangan/ Cop Rasmi: _____
Signature/ Stamp

Tarikh: _____
Date

Nota:

*Potong yang tidak berkenaan dan Tandakan X pada ruang berkenaan

Jika calon didapati memalsukan keterangan di atas, permohonannya akan dibatalkan dan akan dikenakan tindakan tegas.

Note: *Delete inappropriate field and Mark X in appropriate box

If the candidates found to be providing false information above, the application will be expired and the candidates will be penalized

APPENDIX J

Form of Final Year Project 1 (Coordinator)

UMK/FSB/FYP-R-B1-COOR (EDITION 2018)

 <div style="display: inline-block; text-align: left;"> Universiti Malaysia KELANTAN </div>	PROJEK PENYELIDIKAN TAHUN AKHIR 1 (KOORDINATOR) FINAL YEAR PROJECT 1 (COORDINATOR)
---	---

1. Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)

2. No. Matrik Pelajar: _____
Student's Matric No.

3. Fakulti/ Institut: _____
Faculty/ Institute

4. Program Ijazah: _____
Degree Programme

COORDINATOR (10%) – CLO 4


(s) TITLE & ABSTRACT

CRITERIA	RATING	WEIGHTAGE	SCORE
<input type="checkbox"/> Complete tasks ahead of schedule by creating plans and timetables for completing the work.	Excellent (5)	10.0	
<input type="checkbox"/> Provide work within the given period using time management skills.	Good (4)		
<input type="checkbox"/> Sometimes can finish work within a given period. <input type="checkbox"/> Trying to manage time	Moderate (3)		
<input type="checkbox"/> Rarely finish work in the given period. <input type="checkbox"/> Cannot manage time well.	Weak (2)		
<input type="checkbox"/> No effort to complete the work within the period. <input type="checkbox"/> Cannot manage time	Very Weak (1)		
<input type="checkbox"/> Time management omitted.	Poor (0)		

APPENDIX H

Submission form of Proposal / Report of Final Year Project for Evaluation / Re-Evaluation

UMK/FSB/FYP-F3 EDITION 2017)

 <p>Universiti Malaysia KELANTAN</p>	<p>PENYERAHAN CADANGAN / BAB 1, 2 & 3 / LAPORAN AKHIR PROJEK PENYELIDIKAN TAHUN AKHIR UNTUK PEMERIKSAAN/PEMERIKSAAN SEMULA SUBMISSION OF PROPOSAL / CHAPTER 1, 2 & 3 / FINAL REPORT OF FINAL YEAR PROJECT FOR EVALUATION / RE-EVALUATION</p>
---	---

1. Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)
2. No. Matrik Pelajar: _____
Student's Matric No.
3. Fakulti/ Institut: _____
Faculty/ Institute
4. Program Ijazah: _____
Degree Programme

-
5. Saya dengan ini mengesahkan bahawa kelulusan yang dinyatakan adalah untuk penyerahan (Sila tandakan ✓):
I hereby certify that the approval for submission (Please tick ✓):

- ☐ a) Cadangan Projek Penyelidikan Tahun Akhir
Proposal of Final Year Project
- ☐ b) Bab 1,2 & 3 @ Bab 1, 2, 3 & 4 sahaja
Chapter 1, 2 & 3 / Chapter 1, 2, 3 & 4 only
- ☐ c) Laporan Akhir Projek Penyelidikan Tahun Akhir
Bab 1, 2, 3, 4 & 5 / Bab 1, 2, 3, 4, 5 & 6
*Final report of Final Year Project of
Chapter 1, 2 3, 4 & 5 / Chapter 1, 2, 3, 4, 5 & 6*

-
6. Perakuan Penyelia
Declaration of Supervisor

Saya telah menyemak/tidak menyemak *cadangan / Bab 1, 2 & 3 @ Bab 1, 2, 3 & 4 sahaja / laporan akhir bagi projek penyelidikan tahun akhir calon ini dan mengesahkan bahawa ia boleh diserahkan untuk pemeriksaan.

*I have reviewed / not reviewed the *proposal / chapter 1, 2 & 3 @ Chapter 1, 2, 3 & 4 only / final report of final year project for this candidate and confirm that it can be submitted for evaluation.*

- ☐ a) Format /Format

☐

b) Kandungan tesis / *Thesis Contents*

☐

c) Laporan Turnitin / *Turnitin Report (<20%)* Ya / Yes

PLEASE NOTE:

Supervisor must approve the Proposal / Chapter 1, 2 & 3 / Final year project report before submit to the coordinator programme of final year project.

Nama Penyelia

Name of Supervisor: _____

Tandatangan/ Cop Rasmi

Signature/ Stamp: _____

Tarikh

Date: _____

7. Perakuan Pemeriksa

Declaration of Examiner

☐

Bersetuju dengan *cadangan / Bab 1, 2 & 3 @ Bab 1, 2, 3 & 4 sahaja / laporan akhir bagi projek penyelidikan tahun akhir calon ini.

*Agree with *proposal / chapter 1, 2 & 3 @ Chapter 1, 2, 3 & 4 only / final report of final year project for this candidate.*

☐

Tidak bersetuju dengan *cadangan / Bab 1, 2 & 3 @ Bab 1, 2, 3 & 4 sahaja / laporan akhir bagi projek penyelidikan tahun akhir calon ini kerana

*Not agree with *proposal / chapter 1, 2 & 3 @ Chapter 1, 2, 3 & 4 only / final report of final year project for this candidate because*

Nama Pemeriksa

Name of Examiner: _____

Tandatangan/ Cop Rasmi

Signature/ Stamp: _____

Tarikh

Date: _____

8. Perakuan Penyelaras Projek Tahun Akhir

Declaration of Coordinator Final Year Project

Tandatangan/ Cop Rasmi

Signature/ Stamp: _____

Tarikh

Date: _____

APPENDIX I

Checklist of Submission of Final Year Project

UMK/FSB/FYP-F4 EDITION 2023)

 Universiti Malaysia KELANTAN	SENARAI SEMAK PENGHANTARAN PROJEK PENYELIDIKAN TAHUN AKHIR CHECKLIST OF SUBMISSION OF FINAL YEAR PROJECT
---	---

1. Nama Penuh (mengikut kad pengenalan/passport): _____
Full Name (as identity card/ passport)
2. No. Matrik Pelajar: _____
Student's Matric No.
3. Fakulti/ Institut: _____
Faculty/ Institute
4. Program Ijazah: _____
Degree Programme

-
5. Perakuan Penyelia
Declaration of Supervisor

Saya telah menyemak pembetulan laporan akhir bagi projek penyelidikan tahun akhir calon ini dan mengesahkan bahawa ia boleh diserahkan untuk salinan kulit keras.
I have reviewed final report correction of final year project for this candidate and confirm that it can be submitted for hardbound.

Jika tidak, sila nyatakan:
If not, please state:

Nama Penyelia
Name of Supervisor: _____

Tandatangan/ Cop Rasmi
Signature/ Stamp: _____

Tarikh
Date: _____

6. Saya dengan ini mengesahkan bahawa kelulusan yang dinyatakan di atas adalah untuk penyerahan (Sila tandakan ✓):

I hereby certify that the above mentioned approval for submission (Please tick ✓):

	Students	Penyelaras FYP
a) Satu (1) salinan kulit keras (<i>hardbound</i>) - Koordinator/ <i>Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>
b) Satu (1) salinan lembut (<i>soft copy</i>) - Dimuat naik ke platform yang ditetapkan <i>Upload to the provided platform</i>	<input type="checkbox"/>	<input type="checkbox"/>
c) Peta kajian (jika berkenaan) <i>Map of the study area (If any)</i>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE NOTE:

- ❏ **The student should ensure ONE copy of a hardbound final year project report must be submitted to Coordinator.**

7.


Tandatangan Pelajar/ : _____
Student's Signature

Tarikh/Date: _____

Tandatangan
Penyelaras Projek Penyelidikan
Tahun Akhir/: _____
Final Year Project Coordinator Signature

Tarikh/Date: _____

APPENDIX J
Form of Final Year Project (FYP) Complain


 <small>UNIVERSITI MALAYSIA KELANTAN</small>	UMK/FSB/FYP-F5 (EDITION 2024)		Tarikh Kuatkuasa :
FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM			

(SILA TANDAKAN / DI RUANG YANG DISEDIAKAN)
(PLEASE TICK THE SPACE PROVIDED)

- ☐ PROJEK TAHUN AKHIR (PTA I)
FINAL YEAR PROJECT I (FYP I)


☐ PROJEK TAHUN AKHIR II (PTA II)
FINAL YEAR PROJECT II (FYP II)

MAKLUMAT PENGADU/COMPLAINANT INFORMATION				
1	NAMA/NAME			
2	JABATAN/ DEPARTMENT			
3	PROGRAM/ PROGRAME			
4	PERANAN/ROLE	<input type="checkbox"/> PENYELIA UTAMA <i>MAIN SUPERVISOR</i>	<input type="checkbox"/> PENYELIA BERSAMA <i>CO-SUPERVISOR</i>	<input type="checkbox"/> LAIN-LAIN (SILA NYATAKAN) <i>OTHERS</i> (PLEASE SPECIFY)
5	EMEL/EMAIL			


 UNIVERSITI MALAYSIA KELANTAN	UMK/FSB/FYP-F5 (EDITION 2024)		Tarikh Kuatkuasa :
	FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM		

MAKLUMAT PELAJAR/STUDENT'S INFORMATION		
1	NAMA/NAME	
2	NO MATRIK/ MATRIC NO.	
3	TAJUK PROJEK/ PROJECT TITLE	


JENIS ADUAN/TYPE OF THE COMPLAINT	
1	<input type="checkbox"/> Tiada penglibatan/Kehadiran tidak teratur (<i>Non-participation/Irregular attendance</i>) <input type="checkbox"/> Tingkah laku tidak profesional atau salah laku (<i>Unprofessional behavior or misconduct</i>) <input type="checkbox"/> Gagal menepati tarikh akhir atau hasil kerja (<i>Failure to meet deadlines or deliverables</i>) <input type="checkbox"/> Komunikasi / Kerjasama yang lemah (<i>Poor communication/collaboration</i>) <input type="checkbox"/> Pelanggaran integriti akademik atau plagiat (<i>Breach of academic integrity or plagiarism</i>) <input type="checkbox"/> Lain-lain (sila nyatakan: Other (please specify): _____
2	Huraian Terperinci Masalah (Berikan penjelasan yang jelas dan ringkas mengenai isu tersebut, termasuk tarikh, insiden dan sebarang dokumentasi yang berkaitan) <i>Detailed Description of the Problem</i> (Provide a clear and concise explanation of the issue, including dates, incidents and any relevant documentation)

 <small>UNIVERSITI MALAYSIA KELANTAN</small>	UMK/FSB/FYP-F5 (EDITION 2024)		Tarikh Kuatkuasa :
	<p align="center"> FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM </p>		

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 UNIVERSITI MALAYSIA KELANTAN	UMK/FSB/FYP-F5 (EDITION 2024)	Tarikh Kuatkuasa :
	FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM	

TINDAKAN YANG TELAH DIAMBIL/ACTION(S) TAKEN	
	<ul style="list-style-type: none"> • Sudahkan anda berbincang tentang isu terlibat dengan pelajar? <i>Have you discussed the issue with the student?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Ya/Yes <input type="checkbox"/> Tidak/No • Jika ya, apakah penyelesaian? <i>If yes, what was the outcome?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Isu selesai/Issue resolved <input type="checkbox"/> Hampir selesai, tetapi isu masih berterusan/Partial resolution, but ongoing issues <input type="checkbox"/> Tiada penyelesaian/No resolution • Nyatakan butiran terperinci mengenai tindakan yang diambil/Provide details of any actions taken:

 UNIVERSITI MALAYSIA KELANTAN	UMK/FSB/FYP-F5 (EDITION 2024)		Tarikh Kuatkuasa :
	FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM		

HASIL YANG DIHARAPKAN/ DESIRED OUTCOME	
	<p>Apakah hasil atau penyelesaian yang anda harapkan melalui aduan ini? <i>(What outcome or resolution are you seeking through this complaint?)</i></p> <p> <input type="checkbox"/> Amaran rasmi kepada pelajar/<i>Formal warning to the student</i> <input type="checkbox"/> Mediasi atau pertemuan dengan fakulti/<i>Mediation or meeting with faculty</i> <input type="checkbox"/> Semakan atau pelarasan gred/<i>Grade review or adjustment</i> <input type="checkbox"/> Lain-lain (sila nyatakan) <i>Other (please specify):</i> </p>

DOKUMEN SOKONGAN/SUPPORTING DOCUMENT(S)	
	<p>Lampirkan sebarang dokumen berkaitan bagi menyokong aduan, sekiranya ada. <i>Attach any relevant documents to support the complaint, if any.</i></p> <p> <input type="checkbox"/> Dilampirkan/<i>Attached</i> <input type="checkbox"/> Tiada dokumen sokongan/<i>No supporting document</i> </p>

 UNIVERSITI MALAYSIA KELANTAN	UMK/FSB/FYP-F5 (EDITION 2024)		Tarikh Kuatkuasa :
	FAKULTI SAINS BUMI BORANG ADUAN PROJEK TAHUN AKHIR (PTA) FINAL YEAR PROJECT (FYP) COMPLAINT FORM		

PERAKUAN PENGADU/ COMPLAINANT'S CONFIRMATION			
	Saya mengaku bahawa semua maklumat yang dinyatakan adalah tepat dan benar. <i>I confirm that the information provided is accurate and true.</i>		
	Tarikh/ <i>Date</i>		Tandatangan & Cop <i>Signature & stamp</i>

TINDAKAN OLEH FAKULTI/ ACTION BY FACULTY			
	Tindakan yang diambil/Catatan <i>Actions Taken/Remarks:</i>		
	Tarikh/ <i>Date:</i>	Nama/ <i>Name:</i>	Jawatan/ <i>Position:</i> Tandatangan & cop/ <i>Signature& stamp:</i>

APPENDIX K

Sample of numbering a chapter and sub-heading in a chapter

CHAPTER 2

TITLE OF THE CHAPTER

2.1 Sub-Heading

Text should begin at this position and continue to the end of the left margin. Text must be typed using double (2.0) spacing

2.1.1 Sub – Sub Heading

Text should begin at this position and continue to the end of the left margin. Text must be typed using double (2.0) spacing

APPENDIX L

Sample of a table in the text

Table 1.1: Raw data for bottom portion analysis

Portion	Analysis		Rep 1	Rep 2	Rep 3	Average
Bottom	Proximate Analysis	Moisture content (%)	6.23	6.12	7.86	6.74
		Volatile matter (%)	85.92	85.76	86.63	86.10
		Ash content (%)	0.26	0.29	0.32	0.29
	Physical Analysis	Bulk density (g/cm ³)	51.70	54.92	52.82	53.15
		Specific gravity (g/cm ³)	0.98	0.98	0.85	0.94
		Durability (%)	33.66	33.50	13.37	26.84
		Length (mm)	11.06	12.37	11.06	11.50
		Diameter (mm)	5.74	5.80	5.87	5.80
	Energy Content Analysis	Calorific value (MJ/Kg)	22.13	21.59	21.84	21.86

(Source: Tim, 2015)

APPENDIX M

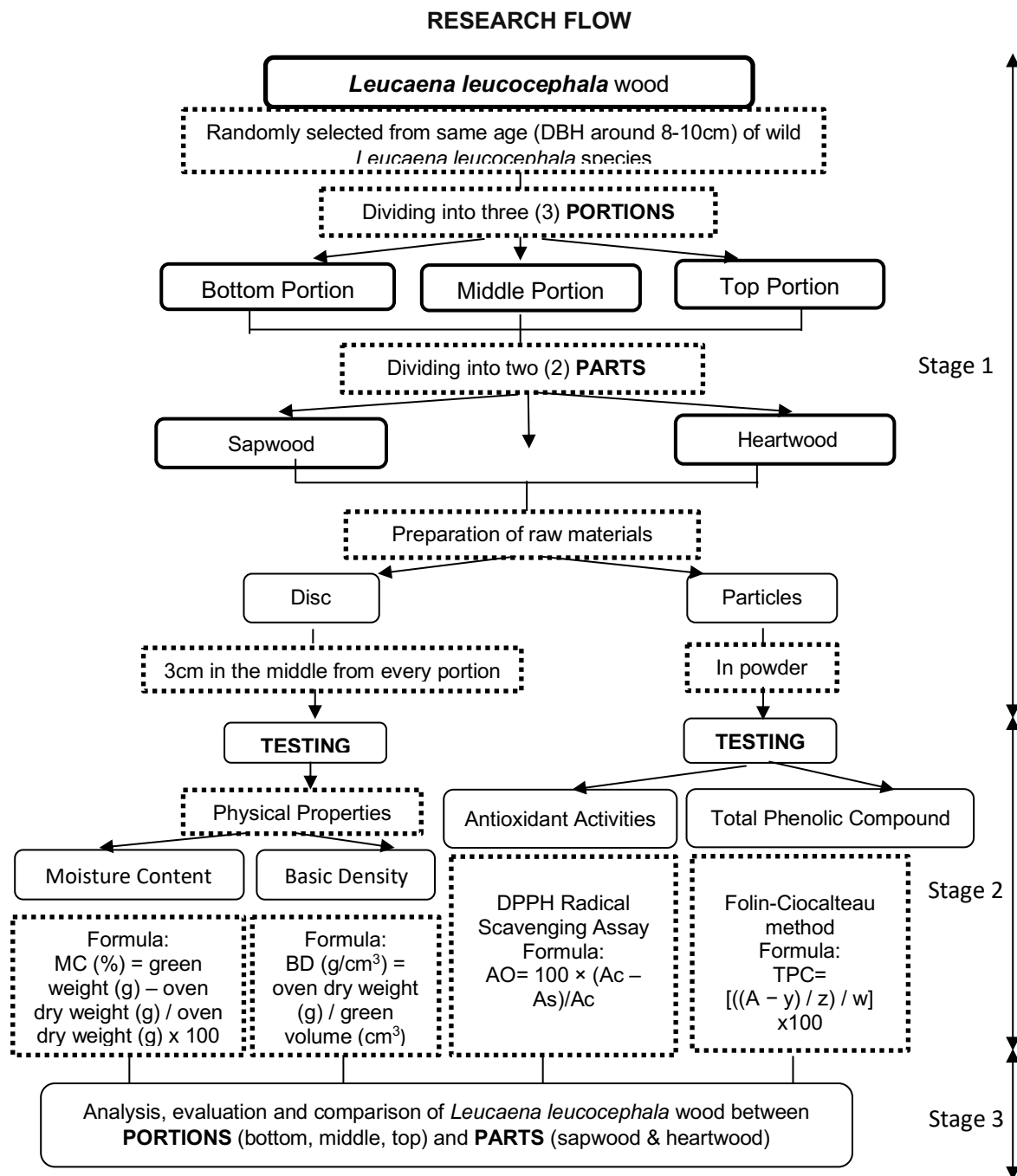
Sample of an illustration or a figure



Figure 3.1: Wood pellet were produced from pelletizer.

APPENDIX N

Sample of research flow



Stage 1: Material preparation (grouping specimen based on **PORTIONS** and **PARTS**)
 Stage 2: Testing of the *Leucaena leucocephala* based on physical properties, AO and TPC
 Stage 3: Analysis, evaluation and comparison of the obtained experimental data

APPENDIX O

Sample of Gantt Chart

GANTT CHART (by arrow)	2016												2017
Year	J	F	M	A	M	J	J	O	S	O	N	D	J
Project Activities													
Selection of Project Title A) Discussion with supervisor B) Collect information		→											
Literature Review A) Collect information from journal, books and past thesis.		→											
Writing Research Proposal A) Literature review B) Discuss with supervisor C) Gathering data information D) Submission proposal		→											
Research Proposal Presentation A) Presentation to supervisor and examiner													
Final Draft Proposal Submission (Chapter 1,2,3)		→											
Conducting research work A) Get the sample in FRIM B) Sample preparation for lab C) Lab – Moisture content, basic density, antioxidant and total phenolic compound						→	→	→	→	→			
Data analysis										→	→		
Final report writing A) Discuss with supervisor B) Analysis the data gathering C) Compare data obtained with previous study											→	→	
Final Presentation													→
Final report submission													→

Year	2016												2017
Project Activities	J	F	M	A	M	J	J	O	S	O	N	D	J
Selection of Project Title A) Discussion with supervisor B) Collect information													
Literature Review A) Collect information from journal, books and past thesis.													
Writing Research Proposal A) Literature review B) Discuss with supervisor C) Gathering data information D) Submission proposal													
Research Proposal Presentation A) Presentation to supervisor and examiner													
Final Draft Proposal Submission (Chapter 1,2,3)													
Conducting research work A) Get the sample in FRIM B) Sample preparation for lab C) Lab – Moisture content, basic density, antioxidant and total phenolic compound													
Data analysis													
Final report writing A) Discuss with supervisor B) Analysis the data gathering C) Compare data obtained with previous study													
Final Presentation													
Final report submission													

APPENDIX P

Sample of Milestone

Project Activities	Date
Completion of Final Draft Proposal	May 2014
Completion of Sample Preparation	June 2014
Completion of Experiment	October 2014
Completion of Report and Documentation	December 2014

APPENDIX Q

Sample of a thesis front cover

FULL TITLE (Times New Roman 18pt)

FULL NAME (Times New Roman 16pt)

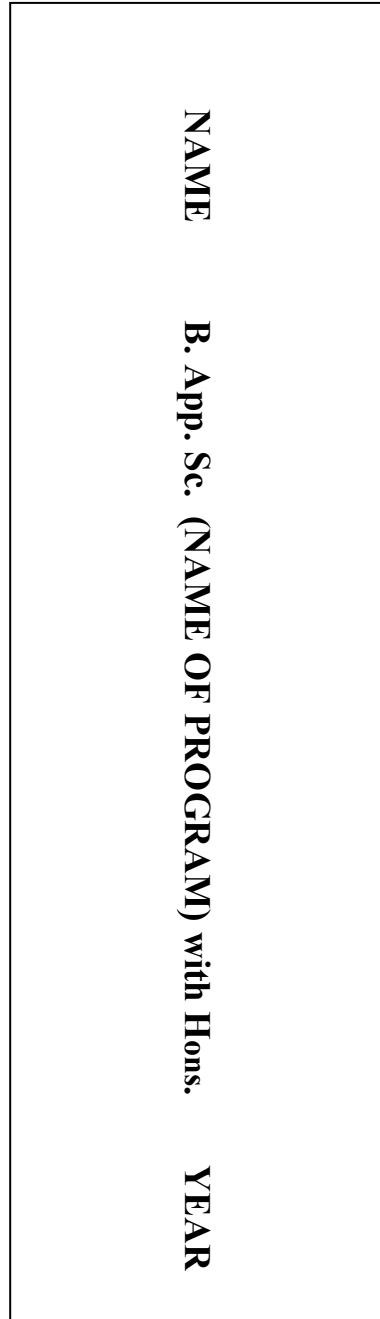
FACULTY OF EARTH SCIENCE (Times New Roman 16pt)
UNIVERSITI MALAYSIA KELANTAN (Times New Roman 16pt)

Year (Times New Roman 14pt)

APPENDIX R

Sample of a thesis spine

(Border included only for illustration purposes)



FONT – Norma centralized GOLD and TIMES NEW ROMAN.
(Font size adjusted according to thickness of spine for clarity)

APPENDIX S

Sample of a title page



FULL TITLE

(Times New Roman 18pt)

by

(Times New Roman 14pt)

FULL NAME

(Times New Roman 16pt)

A report submitted in fulfillment of the requirements for the degree of
Bachelor of Applied Science (Name of Program) with Honours

(Times New Roman 14pt)

FACULTY OF EARTH SCIENCE
UNIVERSITI MALAYSIA KELANTAN

(Times New Roman 16pt)

Year

(Times New Roman 14pt)

APPENDIX T

Sample of a declaration page

DECLARATION

I declare that this thesis entitled “title of the thesis” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Signature : _____

Name : _____

Date : _____

APPENDIX U

Example of acknowledgement page

ACKNOWLEDGEMENT

It is a great pleasure to address people who helped me throughout this project to enhance my knowledge and practical skills especially in research area.....

My gratitude also been extended to.....

My fellow undergraduate students should also be recognised for their support. Finally.....

APPENDIX V

Example of an abstract in English

Characteristics of *Leucaena leucocephala* Species as Wood Pellets for Biomass Energy Sources

ABSTRACT

In the current past few decades, the dependence of the people towards the non-renewable energy such as fossil fuel and natural gas are rapidly rises in the urbanization of industrial, agriculture, domestic and pharmaceutical activities. Biomass energy is a green alternative energy to be arising up recently due to its attribute as environment friendly and promote sustainable development. *Leucaena leucocephala* is commonly known as ‘Petai Belalang’ in Malaysia. In this study, the stem portions of *Leucaena leucocephala* had been divided into three (3) portions which are bottom, middle and top; two (2) particle sizes in wood pellets manufacturing which are 0.5 and 1.5 mm. The six (6) pellets samples produced were determined by their proximate parameters (moisture content, volatile matter, ash content and fixed carbon), physical characteristics (specific gravity, bulk density, durability, length and diameter) and energy content. The results of proximate analysis of stem portions showed a significant outcome in ash content within the six (6) pellets samples whereas all of the parameters are remarkable different in the particle sizes within the pellets samples. For physical characteristics analysis, both of the factors were showed obviously different in specific gravity, bulk density and length. The highest calorific value is performed by pellets samples from middle portion of 0.5 mm with 20.58 MJ/Kg. Both of the calorific value in portions and particle sizes were proved significantly different. There were 35 pairs of variables in correlation showed either positively or negatively linear relationship to each other. Based on the overall results, the portions and particle sizes in wood pellets had caused the effects to the proximate and physical characteristics as well as calorific value, respectively.

APPENDIX W

Example of an abstract in Bahasa Melayu

Ciri-ciri Pelet Kayu daripada Spesies *Leucaena leucocephala* sebagai Sumber Tenaga Biojisim

ABSTRAK

Dalam beberapa dekad yang lalu, kebergantungan manusia terhadap penggunaan sumber tenaga yang tidak boleh diperbaharui seperti bahan api fosil dan gas gali telah menunjukkan peningkatan mendadak dalam sektor pembangunan, perindustrian, pertanian, domestik dan juga aktiviti farmaseutikal. Tenaga biojisim merupakan salah satu pilihan alternatif untuk menangani masalah kekurangan dalam sumber tenaga asli. Ciri- ciri tenaga biojisim yang mesra alam dan menggalakkan pembangunan kelestarian menjadi pilihan dalam kalangan masyarakat. *Leucaena leucocephala* juga dikenali sebagai ‘Petai Belalang’ dalam kalangan rakyat Malaysia. Dalam kajian ini, batang pokok *Leucaena leucocephala* dibahagikan kepada tiga (3) bahagian iaitu pangkal, tengah dan atas; selain dua (2) saiz partikel yang digunakan bagi penghasilan sampel pelet tersebut iaitu 0.5 dan 1.5 mm. Enam (6) jenis sampel pelet dihasilkan dan telah diuji dengan ujian proksimat (kandungan lembapan, kandungan tidak stabil, kandungan abu dan kandungan karbon), ujian fizikal (graviti tentu, ketumpatan pukal, ketahanan, panjang dan diameter) dan nilai kalori. Keputusan ujian proksimat menunjukkan perbezaan ketara pada kandungan abu pada saiz partikel yang berlainan bagi pelet yang dihasilkan. Selain itu, keputusan lain bagi ujian proksimat pada saiz partikel telah menunjukkan perbezaan yang ketara. Dalam analisis fizikal, kedua-dua faktor telah menunjukkan perbezaan yang ketara dalam spesifik graviti, ketumpatan, diameter dan panjang. Nilai kalori yang tertinggi adalah daripada bahagian pangkal partikel bersaiz 0.5 mm dengan nilai 20.58MJ/Kg. Sebanyak 35 pasangan dalam ujian korelasi menunjukkan hubungan linear antara satu sama lain sama ada positif ataupun negatif. Secara keseluruhan, setiap bahagian batang pokok dan saiz partikel dalam pelet kayu yang dihasilkan telah menunjukkan kesan kepada ciri-ciri proksimat, fizikal dan juga nilai kalori secara keseluruhannya.

APPENDIX X

Sample of a Table of Contents page

TABLE OF CONTENTS

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ABSTRAK	iv
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(Font Times New Roman; Size 12; Spacing 1.5)

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Example of a List of Tables

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APPENDIX Z

Example of a List of Figures

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APPENDIX AA

Example of a List of Abbreviations

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
ASTM	America Society for Testing and Materials
CO ₂	Carbon Dioxide
Cal/Kg	Calorie per Kilogram
EIA	Energy Information Administration
FAO	Food of Agriculture Organization
FRIM	Forest Research Institution Malaysia
MC	Moisture Content
MOE	Modulus of Elasticity

APPENDIX AB

Example of a List of Symbols

LIST OF SYMBOLS

%	Percentage
>	Greater than
<	Less than
H _u	Heating value
Ø	Diameter
x	Multiply
°C	Temperature (degree Celsius)
ρ	Density (g/cm ³)

APPENDIX AC

Guideline for Full Report of the Final Year Geoscience Project 2024

CHAPTER	CONTENT	NOTE
COVER	UMK Logo Title of Report Student Name Goal of the report Department, Faculty and University Year of Report	Follow the guideline from FSB (APPENDIX S)
DECLARATION	Declaration Signature Name Date	By the student ## add declaration (no plagiarism)
APPROVAL	Title of report Name and signature of supervisor	The report must have an approval page signed by the supervisor/s
ACKNOWLEDGMENT	Explain clearly who and institution will be given	
ABSTRACT	In English follow by in Malay	Not more half page each. Containing of study area, purpose and objective of study, method, and conclusion.
TABLE OF CONTENTS	Table of Contents List of Figures List of Tables List of Symbols List of Abbreviations List of Appendices	

Chapter 1 (General Introduction)	1.1 General Background 1.2 Study Area 1.2.1 Location 1.3 Problem Statement 1.4 Objective 1.5 Scope of study 1.6 Significance of study	Student must provide at least two (2) objectives. Maximum number of objective is three (3) For section 1.2, please include: <ul style="list-style-type: none"> • A map showing location of the study area with coordinates and road connection from closer city. • A base map of the study area with contour and road connection Research Importance: E.g.: Benefits to the society, or nation, or employment, or science, etc.
Chapter 2 (Literature Reviews)	2.1 Introduction 2.2 Regional Geology and Tectonic Setting 2.3 Stratigraphy 2.4 Structural Geology 2.5 Historical Geology 2.6 Research Specification	2.2 Please elaborate state for regional only 2.3 Research specification review is based on your research title including geology from previous works. Please explain briefly.
Chapter 3 (Materials and Methodologies)	3.1 Introduction -Flowchart must attached here. 3.2 Materials/Equipment 3.3 Methodology 3.3.1 Preliminary studies 3.3.2 Field Studies -Sampling methods 3.3.3 Laboratory work 3.3.4 Data processing 3.3.5 Data analysis and interpretation	Not necessary showing all photographs of geological equipment, just give laboratory if it is very important Describe all the methods in DETAILS for mapping and specification. Please elaborate in details <i>each of the method you used.</i> Please provide overall research flow chart.

Chapter 4 (Results and Discussion)	<p>4.0 Introduction -Brief content of Chapter 4</p> <p>4.1 Accessibility (in the study area)</p> <p>4.2 Traversing (Sampling Point/Observation Point/ Measurement Point)</p> <p>4.3 Landuse</p> <p>4.4 Lithostratigraphy (see note)</p> <p>4.4.1. Lithology distribution Unit explanation)</p> <p>4.4.2. Stratigraphic position (of allunits)</p> <p>4.5 Geomorphology</p> <p>4.5.1 Geomorphologic classification (with geomorphologic unit map)</p> <p>4.5.2 Weathering (depends on drainage pattern)</p> <p>4.5.3 Drainage pattern</p> <p>4.6 Structural Geology</p> <p>4.7 Historical Geology</p> <p>4.8 Specification (Results and discussion)</p>	<p>This chapter explain everything in your box (depend on the study area). A study box covers area at least 25 km², with ratio/scale 1: 25,000.</p> <p>This chapter covers mapping part of FYP. Several maps and figures need to be attached including:</p> <p>4.4 Geological map and cross section</p> <p>(1) simple geological map in A4 size in the text and</p> <p>(2) detail geological map in A1 size as appendix.</p> <p>*Compulsory for petrography analyses (thin section) but also depending on study area. If study area is entirely located in an alluvium area, the grain size analysis/ determination the type of soil should be conducted.</p> <p>- Stratigraphy lithostratigraphy and stratigraphic column</p> <p>4.5 Geomorphology Geomorphologic map -for no structure area</p> <p>4.7 Historical Geology (finding in your study area, highlighting the process chronologically what happened there)</p> <p><i>(*It is suggested that Chapter 4 and 5 are related to each other)</i></p>
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NOTE:

Lithostratigraphy

(Geological Map & Cross section)

- The geological map consists of geological features including lithologic unit distribution, geological structure, strike-dip of beds, foliation, fossils, dyke/sill, etc.
- Explanation of lithostratigraphical position of each unit (draw stratigraphical column)
- Briefly explanation of the unit rock composition

Unit explanation

Explain each unit, started from the oldest to the youngest

- Distribution horizontal (in the geological map) and vertical (from cross section) and thickness
- Detail rock composition of the unit
- Detail explanation of each rock in the unit
- Petrography of rock in the unit
- Geochemistry of rock in the unit (if any)
- Fossil content (if any)
- Age of the unit
- Deposition environment/magmatism/facies metamorphism
- Correlation of the units to regional stratigraphy

Example:

Show the geological map and cross section,

Example your geological map has 4 lithostratigraphic units: schist unit, sandstone unit, granite, and alluvium).

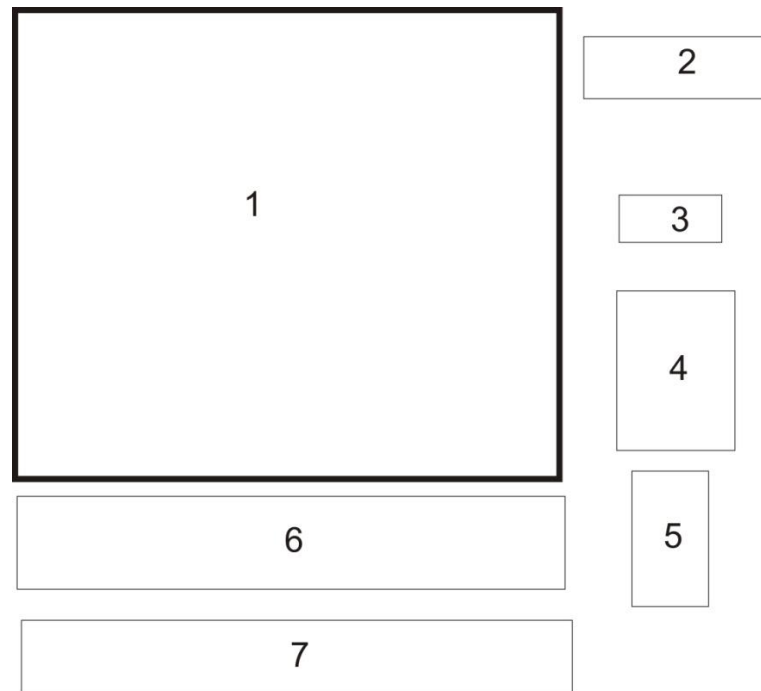
- Draw stratigraphy position of the 4 units in the geological map. Remember the oldest has to be in the lowest position.
- Explain one by one your lithostratigraphic unit. Started from the oldest unit to the youngest unit. In that example (a) the schist and sandstone units are intruded by granite, latest all of them are covered by alluvium.
- Unit explanation:
 - **A. Schist unit:**
 - Composition of the schist unit: dominated by schist, with gneiss and metasediments
 - Explain schist, gneiss and metasediments, one by one started from the schist including field feature (colour, foliation, etc), hand specimen, petrographic feature (mineral composition, facies, etc.)
 - **B. Sandstone unit:**
 - Composition of the sandstone unit: dominated by sandstone with mudstone, siltstone, and shale intercalations
 - Explain sandstone, mudstone, siltstone, and shale, one by one started from the sandstone, including field feature (colour, bedding, sedimentary structure, etc.), hand specimen, petrographic feature (texture, structure, and composition)
 - **C. Granite**
 - Lithologic composition
 - Explain one by one of the rocks including field feature,

- hand specimen, petrography.
- **D. Alluvium**
- Same as above

GEOLOGICAL MAP

You have two geological map, one simple geological map in the text (A4 size) and the other detail geological map as appendix (A1 size). Here is the layout of that.

GEOLOGICAL MAP A4 SIZE IN THE TEXT



EXPLANATION:

1. Geological Map
2. Scale (bar scale)
3. Stratigraphy
4. Legend
5. Other explanations (if needed)
6. Cross section
7. Figure explanation: Figure 4.... Geological map of.....area.

GEOLOGICAL MAP A1 SIZE AS APPENDIX

The diagram illustrates the layout of a geological map A1 size appendix. It consists of a large central box labeled '1' for the Geological Map. To the right of this box is a vertical column of boxes labeled 2 through 8. Below the large box '1' is a wide box labeled '10'. To the right of box '10' is a box labeled '9'.

1

2

3

4

5

6

7

8

10

9

EXPLANATION:

1. Geological Map
2. University logo (followed by Faculty and Department)
3. Title of the geological map : GEOLOGICAL MAP OF.....
4. Student name and matrix number
5. Stratigraphy (showing stratigraphic position of all lithostratigraphic units)
6. Legend: description of all lithostratigraphic units, geological symbol (fault, bedding, foliation, mining, hot spring, ectc) and other explanation e.g. river and lake
7. True north and magnetic north
8. Box location (showing location of the box with surrounding cities)
9. Cross section

