CENTRE FOR GENERAL STUDIES AND CO-CURRICULAR

POSTGRADUATE STUDIES MANUAL 2024

THIRD EDITION 2024

ENDORSEMENT:

GRADUATE STUDIES COMMITTEE MEETING

CENTER FOR GENERAL STUDIES AND CO-CURRICULUM

Third Edition 2024

Endorsement of Graduate Studies Committee, Centre for General Studies and Co-Curriculum No. 1/2023/2024 dated 5 August 2024

FOREWORD

This third edition of the Graduate Studies Manual of the Center for General Studies and Co-Curriculum is published by the Graduate Studies Committee, Center for General Studies and Co-Curriculum (PPUK) as a specific guide for academic staff, supervisors and postgraduate students at PPUK to understand the process and governance of graduate studies at PPUK. This manual should be read in conjunction with the postgraduate regulations applicable at UTHM.

This manual is equipped with the Mission, Vision and Education Philosophy of Universiti Tun Hussein Onn Malaysia (UTHM), the statement of Program Education Objectives (PEO) and Program Learning Outcomes (PLO) as information to students and supervisors about the wishes that UTHM and PPUK wish to achieve through the program offered. In addition, an introduction about the PPUK postgraduate study program is also included in this manual.

This third edition manual has been improved and updated based on current and future needs. The refinements are from the aspects of flow chart, work process and assessments, proposal and thesis writing format, assessment rubrics, application guide for student viva-voce, general PPUK thesis writing guide, Footnote writing guide, Turnitin manual, demarcation line between Master of Philosophy and Doctor of Philosophy studies, list of related forms and list of proofreaders.

The writing and refinement of this manual still refers to and makes the Academic Regulations of Postgraduate Studies Sixth Edition 2023 and Thesis Writing Format (2012) of the Tun Hussein Onn University Graduate Studies Center Malaysia as the main reference. This manual has also received comments from the Legal Adviser Office (PPUU) of UTHM. Therefore, it is suggested that students and supervisors use these three reference sources together during the student's study process and in the preparation of the student's writing starting from the stage of preparing the research proposal until the final writing of the thesis. Hopefully this manual will be able to be a basic guide and reference to help facilitate the governance as well as accelerate the supervisor supervision process.

INTRODUCTION TO POSTGRADUATE PROGRAM
CENTRE FOR GENERAL STUDIES AND CO-CURRICULUM

The Master of Philosophy (KLK) and Doctor of Philosophy (PLK) programs offered by the Center for General Studies and Co-Curriculum have been approved by the Higher Education Committee Meeting (JKPT) No. 4/2019 which convened on October 8, 2019.

Master of Philosophy and Doctor of Philosophy programs (code 0200 - Arts and Humanities not further defined) was offered in Semester 1 2020/2021. In Semester II 2021/2022 this program has successfully obtained full accreditation with qualification certificate number FA11853 (Master of Philosophy) and FA11854 (Doctor of Philosophy).

In June 2023, PPUK once again successfully obtained full accreditation approval for the Master of Philosophy (FA16859) and Doctor of Philosophy (FA16866) programs for code 0300 (Social Sciences, Journalism and Information not further defined.

VISION

To be a global technical university in sustainable technology and transportation.

MISION

Provide technical solution for industry and community based on tauhidic paradigm.

PHILOSOPHY OF EDUCATION

UTHM education and training, founded on the tauhidic paradigm, strive to produce competent, professional and entrepreneurial graduates, driven by advanced technologies for global development

EDITORS

Khairunesa Isa

Zulida Abdul Kadir

Shah Rul Anuar Nordin

AUTHORS

Lutfan Jaes, Khairol Anuar Kamri, Abd. Shakor Borham, Khairunesa binti Isa, Intan Farhana Saparudin, Zulida Abdul Kadir, Shah Rul Anuar Nordin, Mohd Hisyam Abdul Rahim, Nor Shela Saleh, Nur Zainatul Nadra Zainol, Mohd Shafiq Sahimi, Shakila Ahmad, Harliana Halim, Fauziah Ani, Zahrul Akmal Damin, Mohd Nizam Attan, Ahmad Sharifuddin Mustapha, Siti Noor Fazelah Mohd Noor, Sazuliana Sanif, Sarala Thulasi Palpanadan, Khairunesa Isa, Md Puad Katni, Nurulhuda Md Sharif

TRANSLATORS

Sarala Thulasi Palpanadan

Zulida Abdul Kadir
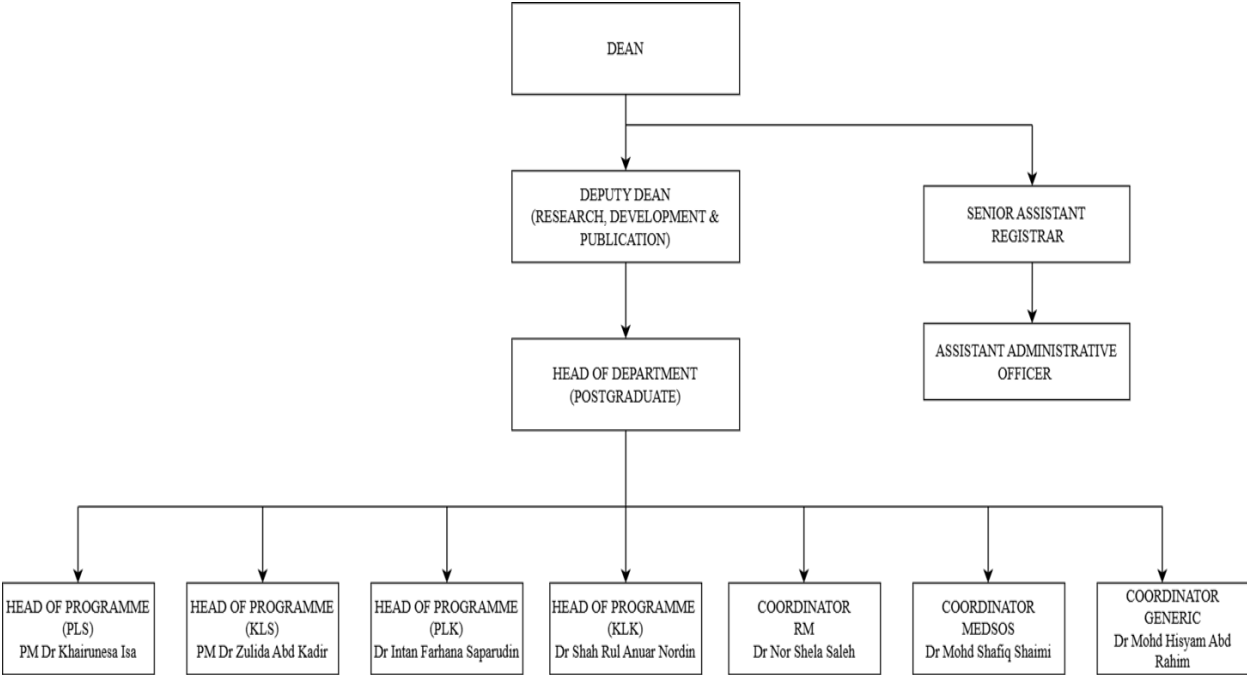
ORGANISATIONAL CHART OF PPUK POSTGRADUATE DEPARTMENT

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│        DEPUTY DEAN        │                    │    SENIOR ASSISTANT      │
│  (RESEARCH, DEVELOPMENT & │                    │        REGISTRAR         │
│       PUBLICATION)        │                    └──────────────────────────┘
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┌──────────────────────────┐                    │ ASSISTANT ADMINISTRATIVE │
│    HEAD OF DEPARTMENT     │                    │         OFFICER          │
│      (POSTGRADUATE)       │                    └──────────────────────────┘
└──────────────────────────┘
```

| HEAD OF PROGRAMME (PLS) PM Dr Khairunesa Isa | HEAD OF PROGRAMME (KLS) PM Dr Zulida Abd Kadir | HEAD OF PROGRAMME (PLK) Dr Intan Farhana Saparudin | HEAD OF PROGRAMME (KLK) Dr Shah Rul Anuar Nordin | COORDINATOR RM Dr Nor Shela Saleh | COORDINATOR MEDSOS Dr Mohd Shafiq Shaimi | COORDINATOR GENERIC Dr Mohd Hisyam Abd Rahim |

TABLE OF CONTENT

PROGRAM OF STUDY

CODE: 0200

(PLK & KLK)

Program Education Outcome

Program Learning Outcome

PEO PLO for Master of Philosophy (KLK)

Program Education Outcome (PEO).

Program Learning Outcome (PLO).

The goal of the KLK program is to produce cross-disciplinary professionals who practice humanitarian values (tawhidic paradigm) and are able to contribute back to society by making every effort to meet the needs of stakeholders (society and community) for universal well-being (shared sustainability) through:

PEO 1 : Produce graduates who are highly knowledgeable and have digital skills to critically solve sustainable technology issues in literary and humanitarian oriented research at the local and international level.

PEO 2 : Produce ethical and competent professionals when communicating in the fields of literature and humanities for the development of sustainable technology and community well-being based on the tawhidic paradigm.

PEO 3 : Produce graduates who demonstrate effective leadership while conducting professional consultations in the fields of literature and humanities involving communities, industry and stakeholders for universal sustainability.

PLO	DESCRIPTION
1	Demonstrate a deep and systematic understanding and mastery in the skills and methodology of research related to the humanities; individually and/or in collaboration with other parties **[KNOWLEDGE AND UNDERSTANDING**)
2	Critically analyze, evaluate and organize new and complex ideas according to certain methodologies **[COGNITIVE SKILLS]**
3	Demonstrate the ability to generate, design, implement and practice key components of the research process based on a humanistic theoretical framework [**PRACTICAL SKILLS]**
4	Cooperate and collaborate with various parties in the learning and work community in an ethical and professional manner **[INTERPERSONAL SKILLS]**
5	Prepare, publish and present technical materials to diverse audiences **[COMMUNICATION SKILLS]**
6	Competent in using a variety of appropriate digital technologies and software to enhance research [**DIGITAL SKILLS]**
7	Demonstrate skills in designing and using quantitative and qualitative tools to analyze and evaluate graphical and numerical data for research or work [**NUMERACY SKILLS]**
8	Perform leadership responsibilities and make decisions in research activities **[LEADERSHIP, AUTONOMY AND RESPONSIBILITY]**
9	Demonstrated ability to conduct research activities independently **[PERSONAL SKILLS]**
10	Exhibiting entrepreneurial practices in research activities **[ENTREPRENEURIAL SKILLS]**
11	Demonstrate a consistent attitude towards ethical codes and professional practices **[ETHICS AND PROFESSIONALISM]**

PEO PLO for Doctor of Philosophy (PLK)

Program Education Outcome (PEO).

Program Learning Outcome (PLO).

The goal of the PLK program is to produce cross-disciplinary professionals who practice humanitarian values (tawhidic paradigm) and are able to contribute back to society by making every effort to meet the needs of stakeholders (society and community) for universal well-being (shared sustainability) through:

PEO 1 : Produce graduates who are highly knowledgeable and have digital skills to critically solve sustainable technology issues in literary and humanitarian oriented research at the local and international level.

PEO 2 : Produce ethical and competent professionals when communicating in the fields of literature and humanities for the development of sustainable technology and the well-being of society based on the tawhidic paradigm.

PEO 3 : Produce graduates who demonstrate effective leadership while conducting professional consultations in the fields of literature and humanities involving communities, industry and stakeholders for universal sustainability.

PLO	DESCRIPTION
1	Demonstrate a deep and systematic understanding and mastery in the skills and methodology of studies related to the humanities; individually and/or in collaboration with other parties **[PENGETAHUAN DAN PEMAHAMAN)**
2	Critically analyze, evaluate and organize new and complex ideas according to certain methodologies **[COGNITIVE SKILLS]**
3	Demonstrate the ability to generate, design, implement and practice key components of the research process based on a humanistic theoretical framework **[PRACTICAL SKILLS]**
4	Cooperate and collaborate with various parties in the learning and work community in an ethical and professional manner [**INTERPERSONAL SKILLS]**
5	Prepare, publish and present technical materials to diverse audiences **[COMMUNICATION SKILLS]**
6	Competent in using a variety of appropriate digital technologies and software to enhance research [**DIGITAL SKILLS]**
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8	Perform leadership responsibilities and make decisions in research activities **[LEADERSHIP, AUTONOMY AND RESPONSIBILITY]**
9	Demonstrated ability to conduct research activities independently **[PERSONAL SKILLS]**
10	Exhibiting entrepreneurial practices in research activities [**ENTREPRENEURIAL SKILLS]**
11	Demonstrate a consistent attitude towards ethical codes and professional practices [**ETHICS AND PROFESSIONALISM**]

PROGRAM OF STUDY
CODE: 0300
(PLS & KLS)
Program Education Outcome
Program Learning Outcome

PEO PLO for Doctor of Philosophy (PLS)

Program Education Outcome (PEO).

Program Learning Outcome (PLO).

The goal of the KLS program is to produce cross-disciplinary professionals who practice humanitarian values (tawhidic paradigm) and are able to contribute back to society by making every effort to meet the needs of stakeholders (society and community) for universal well-being (shared sustainability) through:

PEO 1	Produce graduate who are highly knowledgeable and have digital skills to solve critical problems in research to meet the needs of the social sciences at the local and international level.
PEO 2	Produce graduates who exhibit a professional attitude through effective communication and are committed to research in the field of social science and make a continuous contribution to the sustainability of knowledge development, the community and stakeholders.
PEO 3	Produce graduates who demonstrate effective leadership while carrying out professional consultations in the field of social science and involving communities and stakeholders for universal sustainability.

PLO	DESCRIPTION
1	Integrating knowledge with skills in the field of social science; individually and in collaboration with other parties. **[KNOWLEDGE AND UNDERSTANDING)**
2	Analyze the issues and problems of contemporary society according to social science disciplines. **[COGNITIVE SKILLS]**
3	Apply theory and methodology in solving social science problems. **[PRACTICAL SKILLS]**
4	Apply social skills and teamwork with the learning community and the community. **[INTERPERSONAL SKILLS]**
5	Communicate effectively in presenting research to an audience. **[COMMUNICATION SKILLS]**
6	Using information platforms and digital software to improve research competence in the field of social sciences. **[DIGITAL SKILLS]**
7	Skilled in using quantitative and qualitative scientific methods in analyzing social science research data. **[NUMERACY SKILLS]**
8	Demonstrate effective leadership and responsibility in decision-making when conducting social science research activities. **[LEADERSHIP, AUTONOMY AND RESPONSIBILITY]**
9	Carry out research and self-development activities in the field of social science continuously. **[PERSONAL SKILLS]**
10	Exhibit entrepreneurial skills and build community and industry networks. **[ENTREPRENEURIAL SKILLS]**
11	Practice ethical codes and sustainable professional practices when conducting research in the field of social science. **[ETHICS AND PROFESSIONALISM]**

PEO PLO for Master of Philosophy (KLS)

Program Education Outcome (PEO).

Program Learning Outcome (PLO).

The goal of the PLS program is to produce cross-disciplinary professionals who practice humanitarian values (tawhidic paradigm) and are able to contribute back to society by making every effort to meet the needs of stakeholders (society and community) for universal well-being (shared sustainability) through:
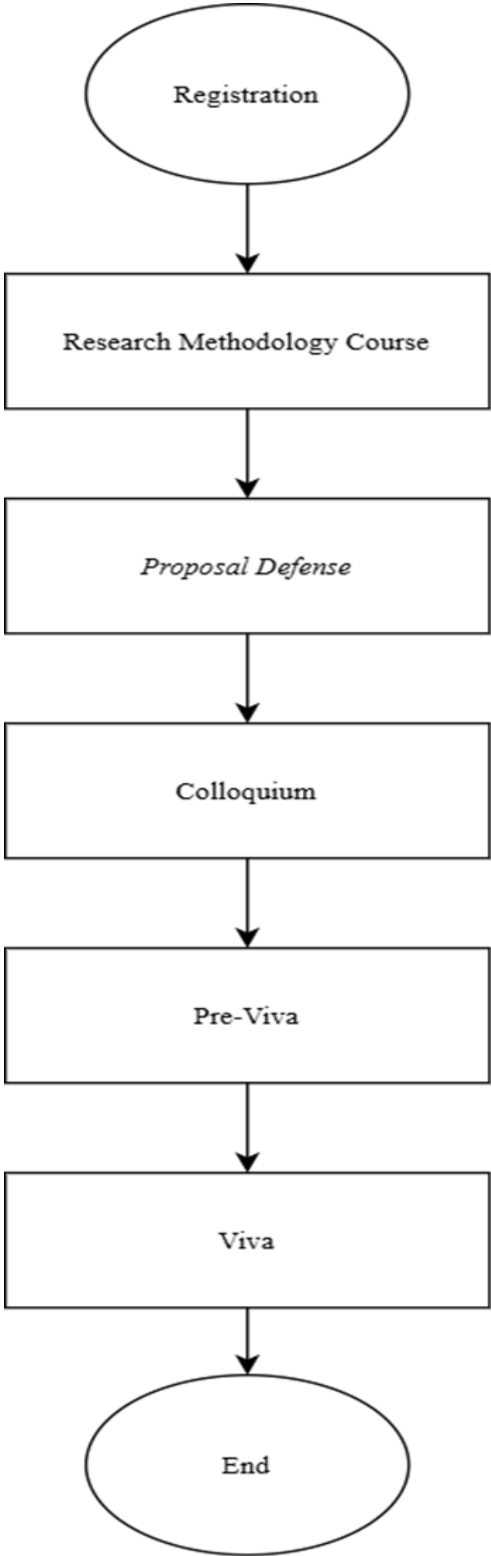
PEO 1 Produce graduates who are highly knowledgeable and have digital skilss to solve critical problems in research to meet the needs of social sciences at the local and international level.

PEO 2 Produce graduates who exhibit a professional attitude through effective communication and are committed to research in the field of social science and make a continuous contribution to the sustainability of knowledge development, the community and stakeholders.

PEO 3 Produce graduates who demonstrate effective leadership while carrying out professional consultations in the field of social science and involving communities and stakeholders for universal sustainability.
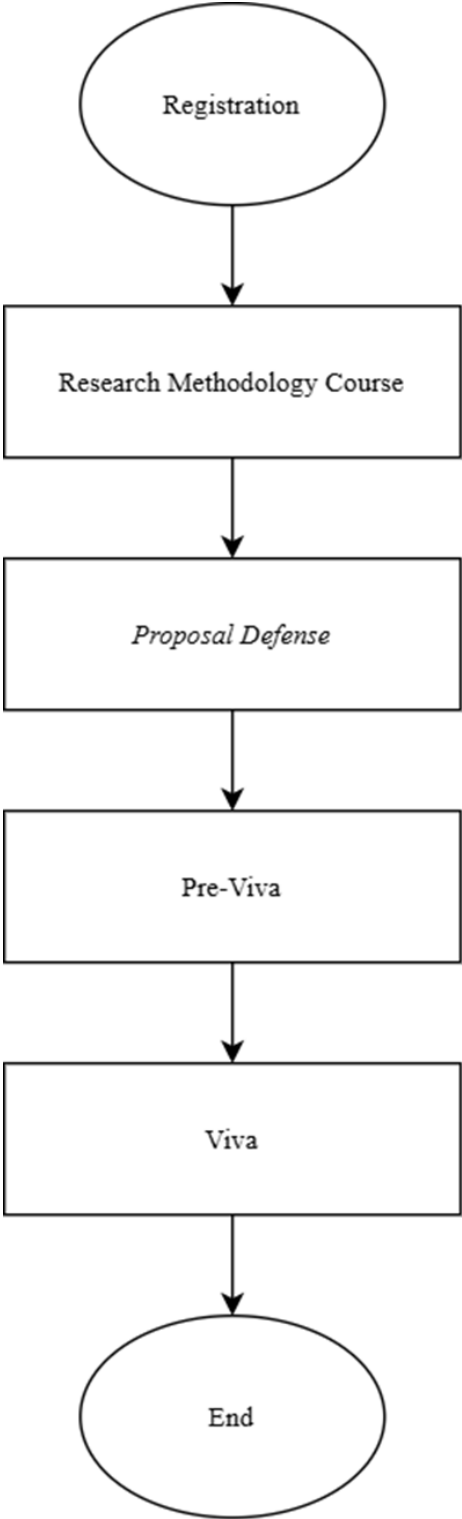
PLO	DESCRIPTION
1	Integrating knowledge with skills in the field of social science; individually and in collaboration with other parties. **[KNOWLEDGE AND UNDERSTANDING)**
2	Analyze the issues and problems of contemporary society according to social science disciplines. **[COGNITIVE SKILLS]**
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10	Exhibit entrepreneurial skills and build community and industry networks. **[ENTREPRENEURIAL SKILLS]**
11	Practice ethical codes and sustainable professional practices when conducting research in the field of social science. **[ETHICS AND PROFESSIONALISM]**

ASSESSMENTS PROCESS (DOCTOR OF PHILOSOPHY)

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ASSESSMENTS PROCESS (DOCTOR OF PHILOSOPHY)

Master of Philosophy

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RESEARCH METHODOLOGY

RESEARCH METHODOLOGY WORK PROCESS

1. Students will be enrolled in the Research Methodology course and attend 14 lecture meetings (lecture and assessment).

2. Students will present the assignment / initial proposal on the 12th meeting and the evaluation will be made by the Course Coordinator.

3. The evaluation results will be presented and certified in JKPSP. If there are students who do not achieve a score of 65% and above, then students will be given enrichment activities for the purpose of Continuous Quality Improvement (CQI).

4. Students are given the opportunity to represent the assignment / initial proposal on the 13th meeting.

5. The results of the second assessment will be presented and endorsed in the JKPSP.

6. Results will be displayed / emailed to students.

RESEARCH METHODOLOGY FLOW CHART

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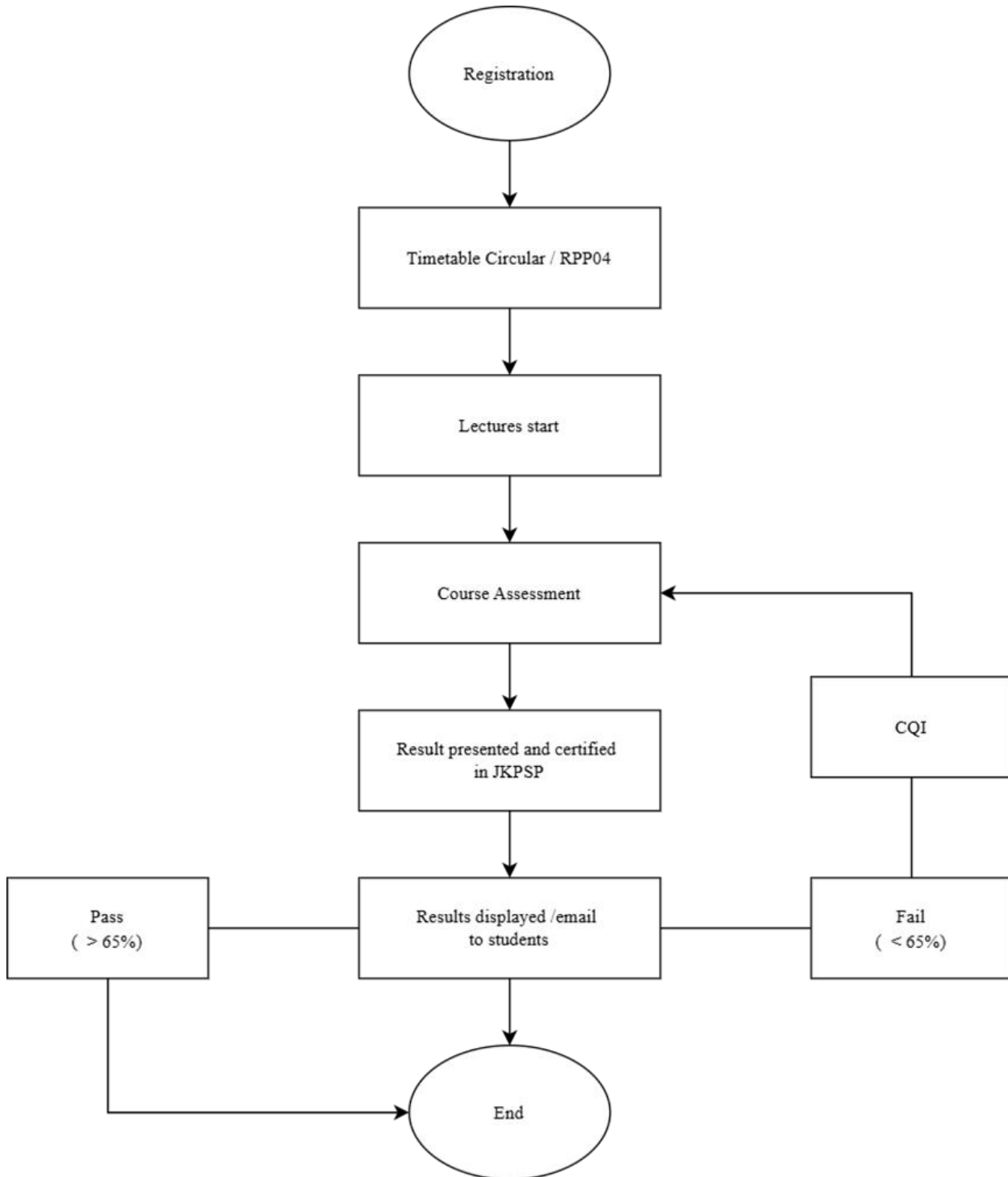
RESEARCH METHODOLOGY - ASSIGNMENT WRITING FORMAT

Research Methodology Report Assessment Evaluation Template
Research Methodology (PLK 10103 / KLK 10103)
Department of Postgraduate PPUK

TITLE

(FRONT PAGE)

NOTICE

The content in writing this Methodology Course is a basic guide for students. The actual content refers to the research design method that will be used in the research (thesis writing) whether quantitative, qualitative or mixed-method.

Students are strongly advised to get guidance and suggestions from the supervisor regarding the content in writing the proposal.

Name:
Matric No:
Course:
Semester:
Supervisor's Name:

Table of Content

1.0 CHAPTER 1
(1-3 pages)

1.1 Introduction

1.2 Research Background

1.3 Problem Statement

1.4 Research Question

1.5 Research Objective

1.6 Hypothesis

1.7 Definition

1.8 Scope and limitation

2.0 CHAPTER 2: LITERATURE REVIEW
(1-2 pages)

2.1 Definition Conceptual

2.2 Theory / Model

2.3 Previous Research

2.4 Development of Research Framework

3.0 CHAPTER 3: RESEARCH METHODOLOGY
(1-3 pages)

3.1 Research Design (approach)

3.2 Population, sampling, unit analysis

3.3 Location

3.4 Data Collection, Instrument

3.5 Data Analysis

4.0 CHAPTER 4: EXPECTED RESULT / OUTCOME
(1 page)

4.1 Body of knowledge

4.2 Community / Country

4.3 Organisation

4.4 Future researcher

5.0 COMMERCIALISATION PLAN
(1-2 pages)

5.1 Statement of problem

5.2 Product Description / Outcome

5.3 Market description

5.4 Target Customer / Audience

5.5 Marketing/ Sales / Promotional Materials / Tools

5.6 Risk Management and Strategy to Sustain

5.7 Impact to community / country / environment

6.0 REFERENCES
(1 page)

RESEARCH METHODOLOGY - RUBRICS

MASTER OF PHILOSOPHY

REPORT

Course Learning Outcome:

1. Prepare research proposal outlining objectives that are systematically designed to address specific research problems (CLO1, LOD2, PLO2, C6)

Guideline for ASSESSOR in Using This Form:

Having assessed the proposal, the examiner is requested to complete this form by allocating the marks in accordance with the scale at the score's column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score Score	Weightage	Marks	%
TITLE										
The title carries the exact meaning and covers the study carried out	C2	Student states a title that blurs the meaning and does not cover the study conducted	Student shows a title that has an unclear meaning and covers the conducted study	Student outlines a title that has a meaning and covers the conducted study	Student outlines a title that has a good meaning and covers the conducted study	Student writes a title that has a precise and accurate meaning and covers the study conducted		7	0	O
INTRODUCTION										
Research background, aims, objectives are attention-getting, lays out the problem well, and establishes a framework for the rest of the proposal	C3	Student can outlines this chapter, but does not consists of research background, no problems and research gap stated, blur goal and research question, cannot justify the significant and limitation	Student outlines this chapter, which consists of research background, but no problems and research gap stated, blur goal and research question, cannot justify the significant and limitation	Student shows the chapter that consists of the research background, states the problems, the research gap is unclear, the goal and research question are moderately measurable, and states the significant and limitation	Student outlines the chapter that consists of the research background, states the problems, the research gap is clear, the goal and research question are measurable, and states the significant and limitation	Student generates the chapter that consists of research background, lays out the problems and show the research gap well, measureable objective and research question, justify the significant and limitation		10	0	O
LITERATURE REVIEW										
Relevant supporting review and the topic is critically reviewed	C5	Student states very weak supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student describes supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student prepares supporting literature review, topic is easily reviewed, designs a confusing research/conceptual framework	Student shows supporting literature review, topic is easily reviewed, designs a good research/conceptual framework	Student summarises relevant literature, critically examine the topic, and design a clear development of the research or conceptual framework.		10	0	O
MATERIALS AND METHODS										
Description of proposed methods in detail. Develop proper methodology	C4	Student outlines and choose the inaccurate methodology according to research design	Student states the disorganised material and prepares inaccurate methodology	Student shows organised material and prepares nearly accurate methodology of the research design	Student organizes and choose the right methodology according to research design	Student organizes and choose the right methodology according to research design excellently		9	0	O
EXPECTED RESULTS										
A clear statement of expected results and consistent with the objectives	C3	Student defines an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student relates a moderate statement of expected results and consistent with the objectives.	Student states a statement of expected results and consistent with the objectives.	Student summarizes a clear statement of expected results and consistent with the objectives.		8	0	0
REFERENCES										
Proposal appropriately cites requisite number of references, the sources of references are very reliable and citations are very consistent with the list of references	C2	Student lists a proposal with unnecessary citations, insufficient number of references, the sources of the references are uncertain, and the citations are inconsistent with the list of references.	Student shows a proposal with some citations, insufficient number of references, the sources of the references are a few, and the citations are not consistent with the list of references	Student states the proposal and cites the required number of references moderately, the sources of the references some are reliable, and the citations are consistent with the list of references	Student writes the proposal appropriately and cites the required number of references, the sources of the references are reliable, and the citations are consistent with the list of references	Student organizes the proposal appropriately and cites the required number of references, the sources of the references are very reliable, and the citations are very consistent with the list of references		6	0	O
TOTAL										0

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PRESENTATION

Course Learning Outcome:

1. Explain the expected research findings in accordance to postgraduate academic standard (CLO2, LOD8, PLO5, A4).

2. Display the role of researcher in a professional and ethical manner (CLO4, LOD16, PLO11, A5).

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO 5)	A3	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience fairly and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		3	0	0
	A3	Students uses unclear and inaudible voice.	Students uses a clear, but inaudible voice.	Students uses moderately clear, audible voice.	Students uses a clear, audible voice.	Students uses a clear, fluent and audible voice.		3	0	0
	A3	Delivery is rampant and lousy	Delivery is poised but ucontrolled, and unsmooth.	Delivery is moderately poised, controlled, and smooth.	Delivery is poised, controlled, and smooth.	Delivery is very poised, controlled, and vey smooth.		4	0	0
SLIDES PREPARATION (PLO 5)	A3	Student arranges visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly	Student arranges visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented	Student arranges visual aids moderately, effective but not informative or distracting, information is moderately presented	Student arranges visual aids effective and informative, not distractingly, information is good presented	Student arranges visual aids creatively, informatively, effectively, and not distractingly; information is presented well		4	0	0
	A3	Length of presentation is not within the assigned time limits.	Length of presentation is poorly within the assigned time limits.	Length of presentation is nearly the assigned time limits.	Length of presentation is within the assigned time limits.	Length of presentation is sharply the assigned time limits.		3	0	0
	A3	The type of presentation is inappropriate for the topic and audience	The type of presentation is poorly appropriate for the topic and audience	The type of presentation is moderately appropriate for the topic and audience	The type of presentation is appropriate for the topic and audience	The type of presentation is well appropriate for the topic and audience		3	0	0
						PRESENTATION FULL MARKS				**0**
Q & A SESSION (PLO 11)	A4	Student defends very poorly all project plan, and cannot answer questions intelligibly	Student defends poorly all project plan, and cannot answer questions intelligibly	Student defends moderately all project plan, and the questions are answered moderately clear	Student defends all project plan, and can answers questions clearly	Student defends all project plan, and answers questions clearly and precisely		10	0	0
						Q N A FULL MARKS				**0**

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COMMERCIALISATION PLAN

Course Learning Outcome:									
1. Summarize entrepreneurial ideas in proposing research work (CLO3, LOD14, PLO10, A3)									

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score		
							Score	Weightage	Marks	%
SELF EFFICACY	A4	Student explains very poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains moderately about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains very well about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains excellently about his own ability and possesses excellent belief in achieving the goal of the research task.		4	0	0
COMPETITIVE	A3	Student proposes strategy in managing including promotion and marketing of the research very poorly	Student proposes strategy in managing including promotion and marketing of the research poorly	Student proposes strategy in managing including promotion and marketing about research moderately	Student proposes a good strategy in managing including promotion and marketing about research	Student proposes strategy in managing including promotion and marketing about research impressively		4	0	0
NETWORKING	A3	Student selects his/her target customer or audience related to the research very poorly	Student selects his/her target customer or audience related to the research poorly	Student selects his/her target customer or audience related to the research moderately	Student selects his/her target customer or audience related to the research	Student selects his/her target customer or audience related to the research relevantly		3	0	0
CULTIVATE RISK TAKING	A2	Student cannot initiates strategy to sustain his/her research/ product/ output	Student can list strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output moderately	Student initiates strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output very well		3	0	0
INNOVATIVE & CREATIVE	A2	Student demonstrates one creative intelligence towards description of the product or output but poorly	Student demonstrates two creative intelligence towards description of the product or output	Student demonstrates three creative intelligence towards description of the product or output moderately	Student demonstrates three creative intelligence towards description of the product or output in good description	Student demonstrates three and above creative intelligence towards description of the product or output comprehensively		2	0	0
OPPORTUNITY RECOGNITION AND IMPACT	A2	Student very poorly justifies the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment poorly	Student justifies the impact of the research's issues to community, country and environment moderately	Student justifies very well the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment very well and interestingly		2	0	0
BUSINESS ACUMENT	A2	Student only share the market description without profitable manners	Student share the market description but a little bit of profitable manners	Student share the market description in profitable manners	Student share the market description in profitable manners clearly	Student share the market description in profitable manners clearly and excellently		2	0	0
								TOTAL MARKS C	0

30

DOCTOR OF PHILOSOPHY

REPORT

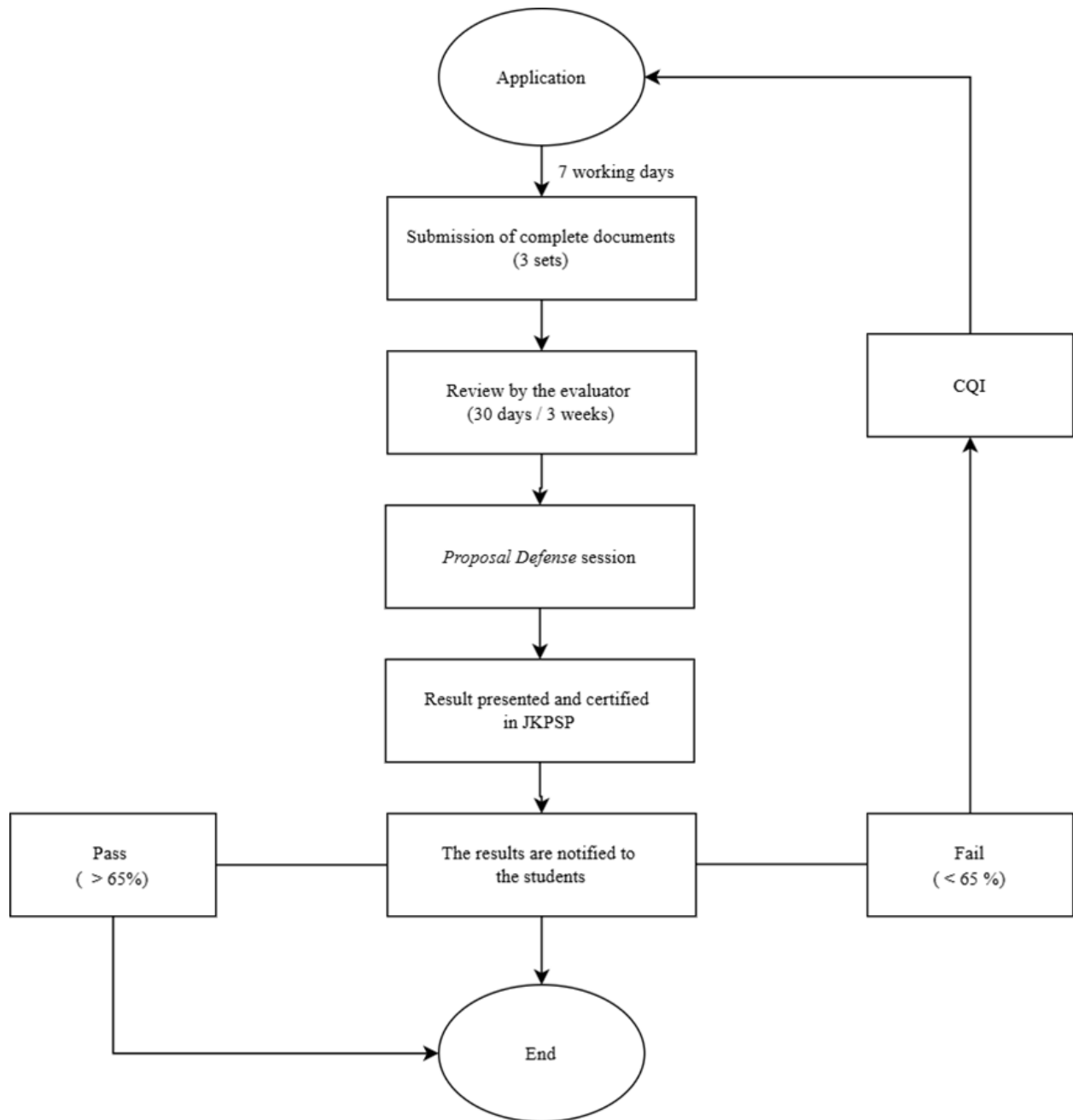| Course Learning Outcome:									

1. Summarize entrepreneurial ideas in proposing research work (CLO3, LOD14, PLO10, A3)

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score		
							Score	Weightage	Marks	%
SELF EFFICACY	A4	Student explains very poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains moderately about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains very well about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains excellently about his own ability and possesses excellent belief in achieving the goal of the research task.		4	0	0
COMPETITIVE	A3	Student proposes strategy in managing including promotion and marketing of the research very poorly	Student proposes strategy in managing including promotion and marketing of the research poorly	Student proposes strategy in managing including promotion and marketing about research moderately	Student proposes a good strategy in managing including promotion and marketing about research	Student proposes strategy in managing including promotion and marketing about research impressively		4	0	0
NETWORKING	A3	Student selects his/her target customer or audience related to the research very poorly	Student selects his/her target customer or audience related to the research poorly	Student selects his/her target customer or audience related to the research moderately	Student selects his/her target customer or audience related to the research	Student selects his/her target customer or audience related to the research relevantly		3	0	0
CULTIVATE RISK TAKING	A2	Student cannot initiates strategy to sustain his/her research/ product/ output	Student can list strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output moderately	Student initiates strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output very well		3	0	0
INNOVATIVE & CREATIVE	A2	Student demonstrates one creative intelligence towards description of the product or output but poorly	Student demonstrates two creative intelligence towards description of the product or output	Student demonstrates three creative intelligence towards description of the product or output moderately	Student demonstrates three creative intelligence towards description of the product or output in good description	Student demonstrates three and above creative intelligence towards description of the product or output comprehensively		2	0	0
OPPORTUNITY RECOGNITION AND IMPACT	A2	Student very poorly justifies the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment poorly	Student justifies the impact of the research's issues to community, country and environment moderately	Student justifies very well the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment very well and interestingly		2	0	0
BUSINESS ACUMENT	A2	Student only share the market description without profitable manners	Student share the market description but a little bit of profitable manners	Student share the market description in profitable manners	Student share the market description in profitable manners clearly	Student share the market description in profitable manners clearly and excellently		2	0	0
							TOTAL MARKS C			0

PRESENTATION

Course Learning Outcome:										
1. Explain the expected research findings in accordance to postgraduate academic standard (CLO2, LOD8, PLO5, A4).										
2. Display the role of researcher in a professional and ethical manner (CLO4, LOD16, PLO11, A5).										

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score			
							Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO 5)	A4	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience fairly and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		3	0	0
	A4	Students uses unclear and inaudible voice.	Students uses a clear, but inaudible voice.	Students uses moderately clear, audible voice.	Students uses a clear, audible voice.	Students uses a clear, fluent and audible voice.		3	0	0
	A4	Delivery is rampant and lousy	Delivery is poised but ucontrolled, and unsmooth.	Delivery is moderately poised, controlled, and smooth.	Delivery is poised, controlled, and smooth.	Delivery is very poised, controlled, and vey smooth.		4	0	0
SLIDES PREPARATION (PLO 5)	A4	Student arranges visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly	Student arranges visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented	Student arranges visual aids moderately, effective but not informative or distracting, information is moderately presented	Student arranges visual aids effective and informative, not distractingly, information is good presented	Student arranges visual aids creatively, informatively, effectively, and not distractingly; information is presented well		4	0	0
	A4	Length of presentation is not within the assigned time limits.	Length of presentation is poorly within the assigned time limits.	Length of presentation is nearly the assigned time limits.	Length of presentation is within the assigned time limits.	Length of presentation is sharply the assigned time limits.		3	0	0
	A4	The type of presentation is inappropriate for the topic and audience	The type of presentation is poorly appropriate for the topic and audience	The type of presentation is moderately appropriate for the topic and audience	The type of presentation is appropriate for the topic and audience	The type of presentation is well appropriate for the topic and audience		3	0	0
						PRESENTATION FULL MARKS				0
Q & A SESSION (PLO 11)	A5	Student defends very poorly all project plan, and cannot answer questions intelligibly	Student defends poorly all project plan, and cannot answer questions intelligibly	Student defends moderately all project plan, and the questions are answered moderately clear	Student defends all project plan, and can answers questions clearly	Student defends all project plan, and answers questions clearly and precisely		10	0	0
						Q N A FULL MARKS				0

COMMERCIALISATION PLAN

Course Learning Outcome:									
1. Summarize entrepreneurial ideas in proposing research work (CLO3, LOD14, PLO10, A3)									

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score Score	Weightage	Marks	%
SELF EFFICACY	A5	Student explains very poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains poorly about his own ability and possesses poor belief in achieving the goal of the research task.	Student explains moderately about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains very well about his own ability and possesses moderate belief in achieving the goal of the research task.	Student explains excellently about his own ability and possesses excellent belief in achieving the goal of the research task.		4	0	0
COMPETITIVE	A4	Student proposes strategy in managing including promotion and marketing of the research very poorly	Student proposes strategy in managing including promotion and marketing of the research poorly	Student proposes strategy in managing including promotion and marketing about research moderately	Student proposes a good strategy in managing including promotion and marketing about research	Student proposes strategy in managing including promotion and marketing about research impressively		4	0	0
NETWORKING	A4	Student selects his/her target customer or audience related to the research very poorly	Student selects his/her target customer or audience related to the research poorly	Student selects his/her target customer or audience related to the research moderately	Student selects his/her target customer or audience related to the research	Student selects his/her target customer or audience related to the research relevantly		3	0	0
CULTIVATE RISK TAKING	A3	Student cannot initiates strategy to sustain his/her research/ product/ output	Student can list strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output moderately	Student initiates strategy to sustain his/her research/ product/ output	Student initiates strategy to sustain his/her research/ product/ output very well		3	0	0
INNOVATIVE & CREATIVE	A3	Student demonstrates one creative intelligence towards description of the product or output but poorly	Student demonstrates two creative intelligence towards description of the product or output	Student demonstrates three creative intelligence towards description of the product or output moderately	Student demonstrates three creative intelligence towards description of the product or output in good description	Student demonstrates three and above creative intelligence towards description of the product or output comprehensively		2	0	0
OPPORTUNITY RECOGNITION AND IMPACT	A3	Student very poorly justifies the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment poorly	Student justifies the impact of the research's issues to community, country and environment moderately	Student justifies very well the impact of the research's issues to community, country and environment	Student justifies the impact of the research's issues to community, country and environment very well and interestingly		2	0	0
BUSINESS ACUMENT	A3	Student only share the market description without profitable manners	Student share the market description but a little bit of profitable manners	Student share the market description in profitable manners	Student share the market description in profitable manners clearly	Student share the market description in profitable manners clearly and excellently		2	0	0
								TOTAL MARKS C	0	

PROPOSAL DEFENSE

PROPOSAL DEFENSE WORK PROCESS

1. Applications for proposal defense must be made through the Supervisor.

2. The supervisor will complete the online application form . Students need to send THREE (3) copies of the proposal in hardcopy form to the Secretariat within SEVEN (7) working days after the online application is made.

3. The nominations of the chairman, examiner, date and location of the defense proposal will be presented in the JKPSPPUK meeting.

4. JKPSPPUK will endorse the names of chairperson and examiners, the date and physical location of the student's proposal defense. Applicants can apply the proposal defense to be held online for reasonable reasons and must obtain the approval of the Secretariat / Chairperson.

5. The secretariat will issue the assessment schedule to students, the chairman's and the examiners' appointment letters along with a copy of the proposal.

6. Examiners are given FOUR (4) weeks or 30 DAYS to evaluate the student's proposal and complete the defense proposal evaluation rubric form. However, a period of THREE (3) weeks or the equivalent of 21 DAYS can be considered for reasonable reasons and must be approved by the Secretary / Chairman.

7. Students need to be prepared for the proposal defense session.

8. The chairperson and examiners must conduct the session in compliance with the Code of Ethics for Lecturers and Civil Servants.

9. The chairman needs to handle the proposal defense session and submit TWO (2) sets of completed evaluation forms (examiners and supervisor) to the Secretariat within FIVE (5) working days.

10. Student marks will be presented and endorsed at JKPSPPUK and the results will be notified to students via email.

PROPOSAL DEFENSE FLOW CHART

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                    ┌─────────────┐
                    │ Application │◄──────────────────────────┐
                    └─────────────┘                           │
                          │                                   │
                    7 working days                            │
                          ▼                                   │
            ┌──────────────────────────┐                      │
            │ Submission of complete   │                      │
            │   documents (3 sets)     │                      │
            └──────────────────────────┘                      │
                          │                                   │
                          ▼                             ┌──────────┐
            ┌──────────────────────────┐                │   CQI    │
            │   Review by the evaluator│                └──────────┘
            │   (30 days / 3 weeks)    │                      ▲
            └──────────────────────────┘                      │
                          │                                   │
                          ▼                                   │
            ┌──────────────────────────┐                      │
            │  Proposal Defense session│                      │
            └──────────────────────────┘                      │
                          │                                   │
                          ▼                                   │
            ┌──────────────────────────┐                      │
            │  Result presented and    │                      │
            │  certified in JKPSP      │                      │
            └──────────────────────────┘                      │
                          │                                   │
                          ▼                                   │
┌──────────┐   ┌──────────────────────────┐   ┌──────────┐
│  Pass    │───│  The results are notified │───│  Fail    │
│ ( > 65%) │   │     to the students       │   │ ( < 65 %)│
└──────────┘   └──────────────────────────┘   └──────────┘
     │                    │
     │                    ▼
     │              ┌───────────┐
     └─────────────►│    End    │
                    └───────────┘
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WRITING PROPOSAL FORMAT

(QUANTITATIVE)

TITLE

(FRONT PAGE)

NOTICE The content in writing this Methodology Course is a basic guide for students. The actual content refers to the research design method that will be used in the research (thesis writing) whether quantitative, qualitative or mixed-method. Students are strongly advised to get guidance and suggestions from the supervisor regarding the content in writing the proposal.

Name:
Matric No:
Course:
Semester:
Supervisor's Name:

Table of Content

1.0 CHAPTER 1
(10 pages)

1.1 Introduction
1.2 Research Background
1.3 Problem Statement
1.4 Research Question
1.5 Research Objective
1.6 Hypothesis
1.7 Definition
1.8 Scope and limitation

2.0 CHAPTER 2: LITERATURE REVIEW
(15 pages)

2.1 Definition Conceptual
2.2 Theory / Model
2.3 Previous Research
2.4 Development of Research Framework

3.0 CHAPTER 3: RESEARCH METHODOLOGY
(5 pages)

3.1 Research Design (approach)
3.2 Population, sampling, unit analysis
3.3 Location
3.4 Data Collection, Instrument
3.5 Data Analysis

4.0 REFERENCES
(1 page)

TITLE

(FRONT PAGE)

NOTICE

The content in writing this Methodology Course is a basic guide for students. The actual content refers to the research design method that will be used in the research (thesis writing) whether quantitative, qualitative or mixed-method.

Students are strongly advised to get guidance and suggestions from the supervisor regarding the content in writing the proposal.

Name:
Matric No:
Course:
Semester:
Supervisor's Name:

Table of Content

1.0 CHAPTER 1
(10 pages)

1.1 Introduction
1.2 Research Background
1.3 Problem Statement
1.4 Significant of Research
1.5 Research Objective
1.6 Scope and Limitation
1.7 Thesis Organisation

2.0 CHAPTER 2: LITERATURE REVIEW
(15 pages)

2.1 Definition Conceptual
2.2 Epistemology
2.3 Theory / Model
2.4 Development of Research Framework

3.0 CHAPTER 3: RESEARCH METHODOLOGY
(5 pages)

3.1 Research Design (approach)
3.2 Research Strategy
3.3 Location
3.4 Data Collection, Instrument
3.5 Data Analysis

4.0 REFERENCES
(1 page)

PROPOSAL DEFENSE - RUBRIC

MASTER OF PHILOSOPHY

RUBRIC (EXAMINER) - REPORT

Guideline for ASSESSOR in Using This Form:

Having assessed the research, the examiner is requested to complete this form by allocating the marks in accordance with the scale at the **score's** column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
TITLE										
The title carries the exact meaning and covers the study carried out	PLO2 C4	Student states a title that blurs the meaning and does not cover the study conducted	Student shows a title that has an unclear meaning and covers the conducted study	Student outlines a title that has a meaning and covers the conducted study	Student summarize a title that has a good meaning and covers the conducted study	Student generates a title that has a good meaning and covers the conducted study		5	0	O
								Total		**0**
INTRODUCTION										
Research background, aims, objectives and problem statement and research questions	PLO2 C5	Student has very poor ability to elaborate the problem statement, objectives and research questions	Student has poor ability to elaborate the problem statement, objectives and research questions	Student has ability to identify the problem statement, objectives and research questions	Student has good ability to elaborate the problem statement, objectives and research questions	Student has excelllent ability to elaborate the problem statement, objectives and research questions		4	0	0
Scope, limitation and significant of study	PLO2 C5	Student cannot justify the purpose of the research and has blur significant and limitation	Student cannot justify the purpose of the research, and has blur significant and limitation	Student able to show scope, limitation and significant of study	Student can outline the purpose of the research, show the research gap very well, the novelty is clear and has significant and limitation	Student can justify the purpose of the research, show the research gap very well, the novelty is clear and has contributions, and justify the significant and limitation		4	0	0
								Total		**0**
LITERATURE REVIEW										
Relevant supporting review and the topic is critically reviewed, comprehensive and critically written literature review	PLO2 C5	Student states very weak supporting literature review, topic is presented in an unclear manner	Student describes supporting literature review, topic is presented in an unclear manner	Student able to constructs supporting literature review	Student shows supporting literature review, topic is easily reviewed,	Student summarizes very well relevant literature, critically examine the topic,		3	0	0
Literature review propose a conceptual framework, relevant and up to date literature	PLO2 C5	Does not propose a conceptual framework and did not up to date	Does not propose a conceptual framework and literature review not all up to date	Student able to designs research conceptual framework	Designs a good research/conceptual framework and literature review up to date	Design a clear development of the research or conceptual framework and literature review up to date		3	0	0
LITERATURE REVIEW										
Demonstrate that area of is not a duplication of work done earlier and should contain element of originality	PLO11 A2	Student cannot state reliable source of the literature, have poor balance between opposing and supporting literature	Student state reliable source of the literature, but have poor balance between opposing and supporting literature	Student performs ethics and emerging professional issues, its complexities, and implication to advancement of research	Student state reliable source of the literature, and have good balance between opposing and supporting literature	Student state reliable source of the literature, and have very comprehensive balance between opposing and supporting literature		2	0	O
								Total		**0**

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METHODOLOGY										
Research Design	PLO2 C5	Student outlines and choose the inaccurate methodology according to research design	Student states the disorganised material and prepares inaccurate methodology according to research design	Student able to apply research design	Student organizes and choose the right methodology according to research design	Student organizes and choose the right methodology according to research design excellently		3	0	0
Selecting suitable technique, methods and procedure towards achieving research objectives	PLO2 C3	Student very poor in selecting suitable technique, methods and procedure towards achieving research objectives	Student selecting suitable technique, methods and procedure towards achieving research objectives poorly	Student able to explain suitable technique, methods and procedure towards achieving research objectives moderately	Student selecting suitable technique, methods and procedure towards achieving research objectives	Student selecting suitable technique, methods and procedure towards achieving research objectives very good		3	0	0
								Total		**0**

EXPECTED OUTCOMES										
A clear statement of expected results and consistent with the objectives	PLO2 C2	Student defines an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student relates a moderate statement of expected results and consistent with the objectives.	Student states a statement of expected results and consistent with the objectives.	Student summarizes a clear statement of expected results and consistent with the objectives.		5	0	0
								Total		**0**

REFERENCES										
References are written in accordance to appropriate system	PLO6 C3	Student lists a thesis with unnecessary citations, insufficient number of references and digital skills, the sources of the references are uncertain, and the citations are inconsistent with the list of references	Student shows a thesis with some citations, insufficient number of references, less digital skills used, the sources of the references are a few, and the citations are not consistent with the list of references	Student able to operate reference's style using online and others relevent database.	Student writes thesis appropriately and cites the required number of references, digital skills are used, the sources of the references are reliable, and the citations are consistent with the list of references	Student adapts and reorganizes well the thesis appropriately and cites the required number of references, digital skills are well used, the sources of the references are very reliable, and the citations are very consistent with the list of references		4	0	0
								Total		**0**

LANGUAGE & STYLE										
Thesis is written in compliance to the format of UTHM's Thesis Writing Guide, consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	PLO4 A3	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, inconsistent writing styles, no continuity and unity of ideas throughout the thesis, less originally written with less evidence of plagiarism	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, partially consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with less evidence of plagiarism	Student able to follow the format of UTHM's Thesis Writing Guide, the use consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student thesis is good organized and written in compliance to the format of UTHM's Thesis Writing Guide, the use of good and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student thesis is excellently organized and written in compliance to the format of UTHM's Thesis Writing Guide, the use of well and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism		4	0	0
								Total		**0**

RUBRIC (EXAMINER) - PRESENTATION

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO 5)	A3	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.).	Students able to present with eye contact (e.g., gestures, moving around, etc.).	Students present with eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		3	0	0
	A2	Students uses unclear and inaudible voice and length of presentation is not within the assigned time limits.	Students uses a clear, but inaudible voice and length of presentation is poorly within the assigned time limits.	Students able to uses clear and audible voice and student complies to present within time frame.	Students uses a clear, audible voice and length of presentation is within the assigned time limits.	Students uses a clear, fluent and audible voice, length of presentation is sharply the assigned time limits.		2	0	0
									Total	0
ORGANIZATION OF THE PRESENTATION (PLO 5)	A3	Student has very poor ability to present the data gained with very poor language skills	Student has poor ability to present the data gained with poor language skills	Student able to explain the data gained according to sequence with appropriate language skills.	Student explain the data gained according to sequence with appropriate language skills.	Student present the data gained with excellent language skills		5	0	0
					Total					0
Q & A SESSION (PLO 11)	A4	Student demonstrate poor confidence level and display professionalism and courtesy	Student demonstrate fair confidence level and display professionalism and courtesy	Student able to answer with confidence level.	Demonstrate good confidence level and display professionalism and courtesy	Demonstrate high confidence level and display professionalism and courtesy		5	0	0
					Total					0
APPEARANCES (PLO 8)	A3	Student arranges visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly	Student arranges visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented	Student able to share visual aids with informative, not distractingly, information is presented	Student arranges visual aids effective and informative, not distractingly, information is good presented	Student arranges visual aids creatively, informatively, effectively, and not distractingly; information is presented well		5	0	0
									Total	0
									TOTAL	0

DOCTOR OF PHILOSOPHY

RUBRIC (EXAMINER) - REPORT

Guideline for ASSESSOR in Using This Form:

Having assessed the research, the examiner is requested to complete this form by allocating the marks in accordance with the scale at the **score's** column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score Score	Weightage	Marks	%
TITLE										
The title carries the exact meaning and covers the study carried out	PLO2 C4	Student states a title that blurs the meaning and does not cover the study conducted	Student shows a title that has an unclear meaning and covers the conducted study	Student outlines a title that has a meaning and covers the conducted study	Student summarize a title that has a good meaning and covers the conducted study	Student generates a title that has a good meaning and covers the conducted study		5	0	0
							Total			**0**
INTRODUCTION										
Research background, aims, objectives and problem statement and research questions	PLO2 C6	Student has very poor ability to elaborate the problem statement, objectives and research questions	Student has poor ability to elaborate the problem statement, objectives and research questions	Student has ability to identify the problem statement, objectives and research questions	Student has good ability to elaborate the problem statement, objectives and research questions	Student has excelllent ability to elaborate the problem statement, objectives and research questions		4	0	0
Scope, limitation and significant of study	PLO2 C5	Student failed to clearly explain the purpose of the research and did not address its significance and limitations	Student cannot justify the purpose of the research, and has blur significant and limitation	Student able to show scope, limitation and significant of study	Student can outline the purpose of the research, show the research gap very well, the novelty is clear and has significant and limitation	Student can justify the purpose of the research, show the research gap very well, the novelty is clear and has contributions, and justify the significant and limitation		4	0	0
							Total			**0**
LITERATURE REVIEW										
Relevant supporting review and the topic is critically reviewed, comprehensive and critically written literature review	PLO2 C6	Student states very weak supporting literature review, topic is presented in an unclear manner	Student describes supporting literature review, topic is presented in an unclear manner	Student able to constructs supporting literature review	Student shows supporting literature review, topic is easily reviewed	Student summarizes very well relevant literature, critically examine the topic		3	0	0
Literature review propose a conceptual framework, relevant and up to date literature	PLO2 C5	Does propose a blur conceptual framework and did not up to date	Propose a blurry conceptual framework and did not update	Student able to designs research conceptual framework	Designs a good research/conceptual framework and literature review up to date	Design a clear development of the research or conceptual framework and literature review up to date		3	0	0
LITERATURE REVIEW										
Demonstrate that area of is not a duplication of work done earlier and should contain element of originality	PLO11 A2	Student cannot state reliable source of the literature, have poor balance between opposing and supporting literature	Student state reliable source of the literature, but have poor balance between opposing and supporting literature	Student performs ethics and emerging professional issues, its complexities, and implication to advancement of research	Student state reliable source of the literature, and have good balance between opposing and supporting literature	Student state reliable source of the literature, and have very comprehensive balance between opposing and supporting literature		2	0	0
							Total			**0**

METHODOLOGY										
Research Design	PLO2 C5	Student outlines and choose the inaccurate methodology according to research design	Student states the disorganised material and prepares inaccurate methodology according to research design	Student able to apply research design	Student organizes and choose the right methodology according to research design	Student organizes and choose the right methodology according to research design excellently		3	0	0
Selecting suitable technique, methods and procedure towards achieving research objectives	PLO2 C3	Student very poor in selecting suitable technique, methods and procedure towards achieving research objectives	Student selecting suitable technique, methods and procedure towards achieving research objectives poorly	Student able to explain suitable technique, methods and procedure towards achieving research objectives moderately	Student selecting suitable technique, methods and procedure towards achieving research objectives	Student selecting suitable technique, methods and procedure towards achieving research objectives very good		3	0	0
							Total			0
EXPECTED OUTCOMES										
A clear statement of expected results and consistent with the objectives	PLO2 C3	Student defines an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student relates a moderate statement of expected results and consistent with the objectives.	Student states a statement of expected results and consistent with the objectives.	Student summarizes a clear statement of expected results and consistent with the objectives.		5	0	0
							Total			0

REFERENCES										
References are written in accordance to appropriate system	PLO6 C3	Student lists a thesis with unnecessary citations, insufficient number of references and digital skills, the sources of the references are uncertain, and the citations are inconsistent with the list of references	Student shows a thesis with some citations, insufficient number of references, less digital skills used, the sources of the references are a few, and the citations are not consistent with the list of references	Student able to operate reference's style using online and others relevent database.	Student writes thesis appropriately and cites the required number of references, digital skills are used, the sources of the references are reliable, and the citations are consistent with the list of references	Student adapts and reorganizes well the thesis appropriately and cites the required number of references, digital skills are well used, the sources of the references are very reliable, and the citations are very consistent with the list of references		4	0	0
							Total			0
LANGUAGE & STYLE										
Thesis is written in compliance to the format of UTHM's Thesis Writing Guide, consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	PLO4 A3	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, inconsistent writing styles, no continuity and unity of ideas throughout the thesis, less originally written with less evidence of plagiarism	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, partially consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with less evidence of plagiarism	Student able to follow the format of UTHM's Thesis Writing Guide, the use consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student thesis is good organized and written in compliance to the format of UTHM's Thesis Writing Guide, the use of good and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student thesis is excellently organized and written in compliance to the format of UTHM's Thesis Writing Guide, the use of well and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism		4	0	0
							Total			0
							TOTAL MARKS PART A			0

RUBRIC (EXAMINER) - PRESENTATION

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO 5)	A3	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.).	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.).	Students able to present with eye contact (e.g., gestures, moving around, etc.).	Students present with eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	Students maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		3	0	0
	A2	Students uses unclear and inaudible voice and length of presentation is not within the assigned time limits.	Students uses a clear, but inaudible voice and length of presentation is poorly within the assigned time limits.	Students able to uses clear and audible voice and student complies to present within time frame.	Students uses a clear, audible voice and length of presentation is within the assigned time limits.	Students uses a clear, fluent and audible voice, length of presentation is sharply the assigned time limits.		2	0	0
									Total	0
ORGANIZATION OF THE PRESENTATION (PLO 5)	A3	Student has very poor ability to present the data gained with very poor language skills	Student has poor ability to present the data gained with poor language skills	Student able to explain the data gained according to sequence with appropriate language skills.	Student explain the data gained according to sequence with appropriate language skills.	Student present the data gained with excellent language skills		5	0	0
									Total	0
Q & A SESSION (PLO 11)	A5	Student demonstrate poor confidence level and display professionalism and courtesy	Student demonstrate fair confidence level and display professionalism and courtesy	Student able to answer with confidence level.	Demonstrate good confidence level and display professionalism and courtesy	Demonstrate high confidence level and display professionalism and courtesy		5	0	0
									Total	0
APPEARANCES (PLO 8)	A3	Student arranges visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly	Student arranges visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented	Student able to share visual aids with informative, not distractingly, information is presented	Student arranges visual aids effective and informative, not distractingly, information is good presented	Student arranges visual aids creatively, informatively, effectively, and not distractingly; information is presented well		5	0	0
									Total	0
									TOTAL	0

COLLOQUIUM

COLLOQUIUM - WORK PROCESS

1. Applications for colloquium must be made through the Supervisor.

2. The supervisor will complete the colloquium application form. Students need to send THREE (3) copies of the thesis draft (Chapters 1 - 4) along with a copy of Turnitin using the Universiti Tun Hussein Onn Malaysia (UTHM) account with a similarity not exceeding 30% (this similarity is subject to any changes) to the Secretariat within SEVEN (7) working days after the online application is made.

3. The nominations of the chairman, examiner, date and location of the colloquium will be presented in the JKPSPPUK meeting.

4. JKPSPPUK will endorse the names of chairperson and examiners, the date and physical location of the student's colloquium. Applicants can apply the colloquium to be held online for reasonable reasons and must obtain the approval of the Secretariat / Chairperson.

5. The secretariat will issue the assessment schedule to students, the chairman's and the examiners' appointment letters along with a copy of the draft thesis and turnitin report.

6. Examiners are given FOUR (4) weeks or 30 DAYS to evaluate the student's thesis and complete the colloquium rubric form. However, a period of THREE (3) weeks or the equivalent of 21 DAYS can be considered for reasonable reasons and must be approved by the Secretary / Chairman.

7. Students need to be prepared for the colloquium session.

8. The chairperson and examiners must conduct the session in compliance with the Code of Ethics for Lecturers and Civil Servants.

9. The chairman needs to handle the colloquium session and submit TWO (2) sets of completed evaluation forms (examiners and supervisor) to the Secretariat within FIVE (5) working days.

10. Student marks will be presented and endorsed at JKPSPPUK and the results will be notified to students via email.

COLLOQUIUM - FLOW CHART
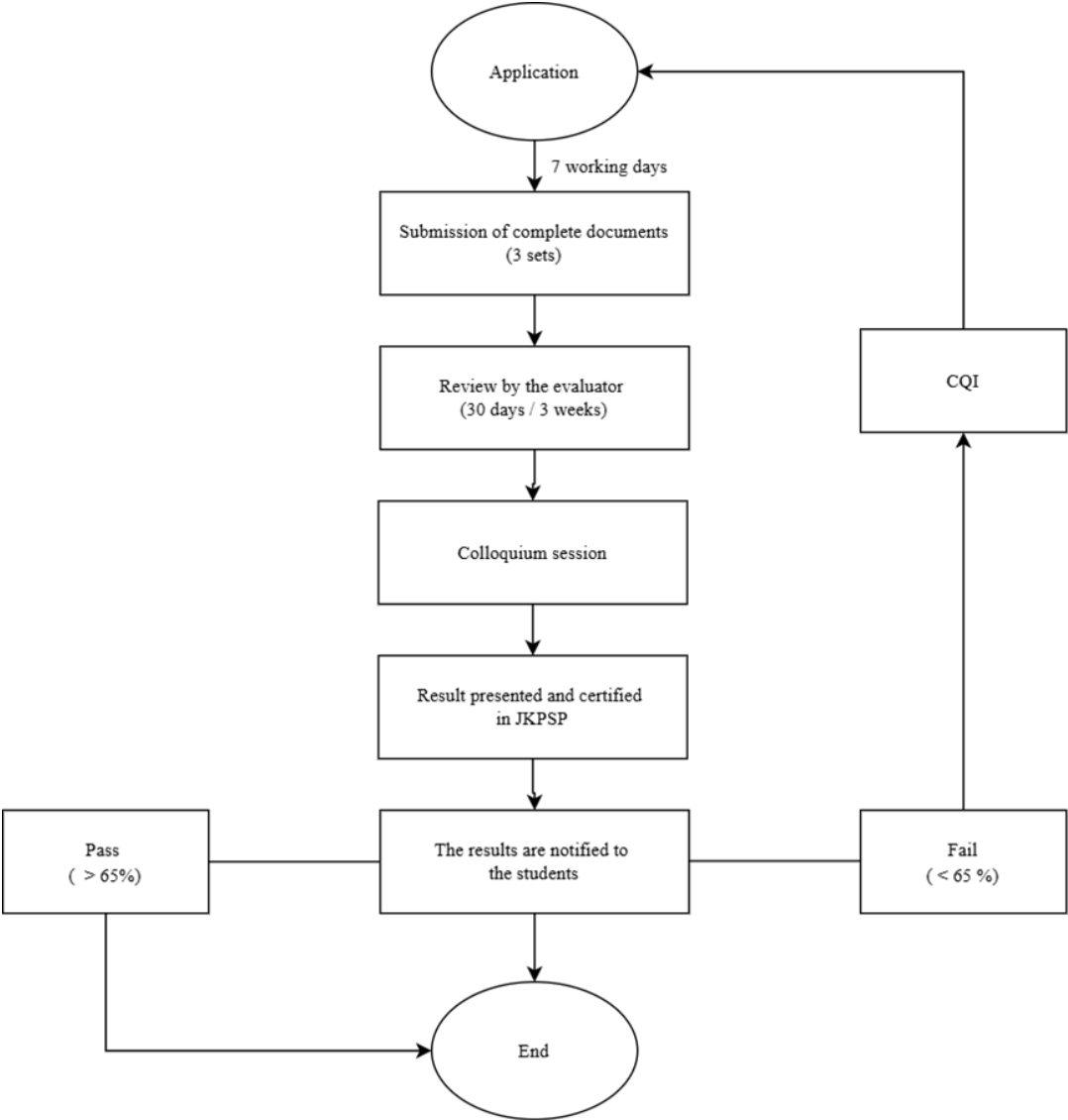
COLLOQUIUM FORMAT

TITLE

(FRONT PAGE)

NOTICE
The content in writing this Methodology Course is a basic guide for students. The actual content refers to the research design method that will be used in the research (thesis writing) whether quantitative, qualitative or mixed-method.   Students are strongly advised to get guidance and suggestions from the supervisor regarding the content in writing the proposal.

Name:
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Abstract

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COLLOQUIUM – RUBRIC

RUBRIC (EXAMINER) - REPORT

Guideline for ASSESSOR in Using This Form:

Having assessed the proposal, the examiner is requested to complete this form by allocating the marks following the scale at the score column.

| ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
Background of the research	PLO2 C6	Student has very poor ability to elaborate the problem statement, objectives and research questions	Student has poor ability to elaborate the problem statement, objectives and research questions	Student is able to construct the problem statement, objectives and research questions	Student construct the problem statement, objectives and research questions	Student has elaborate the problem statement, objectives and research questions		3	0	0
Relevant supporting review and the topic is critically reviewed and propose conceptual framework	PLO2 C6	Student states very weak supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student describes supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student prepares supporting literature review, topic is easily reviewed, designs a confusing research / conceptual framework	Student defends good in supporting literature review, topic is easily reviewed, designs a good research / conceptual framework	Student explains and generates very well relevant literature, critically examine the topic, interpret and design a clear development of the research / conceptual framework		3	0	0
Selecting suitable research design, methods and procedure towards achieving research objectives	PLO7 C4	Student very poor explain research design, technique, methods and procedure towards achieving research objectives	Student poorly explain research design, technique, methods and procedure towards achieving research objectives	Student able to explain research design, technique, methods and procedure towards achieving research objectives moderately	Student able to well explains research design, technique, methods and procedure towards achieving research objectives	Student able to composes and generates research design, technique, methods and procedure towards achieving research objectives excellently		4	0	0
Appropriate sampling and population techniques	PLO2 C5	Student shows an unclear sampling and population techniques	Student design an unclear sampling and population techniques	Student able to explain sampling and population techniques	Student explains a good sampling and population techniques	Student has explains sampling and population techniques excellently and comprehensively		3	0	0
Data collection and instrument	PLO3 P4	Student explains an unclear data collection and instrument	Student explains fairly clear data collection and instrument	Student able to explain data collection and instrument	Student explains a good data collection and instrument	Student explains a good and clear data collection and instrument		3	0	0
Data analysis	PLO7 C5	Student outlines inaccurate data analysis according to research design	Student states the disorganised data analysis according to research design	Student is able to display data analysis according to the research design	Student is able to organizes data analysis according to research design	Student is able to organizes and summarizes data analysis according to research design excellently		4	0	0
Results and discussion	PLO8 A4	Student present an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student is able to define and identify expected results and consistent with the research objectives, discussions of findings is structured.	Student states a statement and discussion of expected results and consistent with the research objectives, discussions of findings is structured and critical.	Student generates a clear statement and discussion of expected results and consistent with the research objectives, discussions of findings is structured and well critical.		4	0	0
References	PLO6 A4	Student displays a referencing style with unnecessary citations, insufficient number of references.	Student displays a referencing style with some citations, insufficient number of references	Student able to organise referencing style and cites the required number of references moderately	Student displays referencing style appropriately and cites the required number of references.	Student displays very well a referencing style and cites the required number of references		3	0	0
Format of UTHM's Thesis Writing Guide	PLO9 A3	Student constructs unclear written in compliance to the UTHM's Thesis Writing Guideline and PPUK Postgraduate Manual, inconsistent writing styles with less evidence of plagiarism	Student construct unclear written in in compliance to UTHM's Thesis Writing Guideline and PPUK Postgraduate Manual partially consistent writing styles and less evidence of plagiarism	Student able to organize writting format in compliance to UTHM's Thesis Writing Guideline and PPUK Postgraduate Manual with consistent writing style without plagiarism.	Student constructs writing format in compliance to UTHM's Thesis Writing Guideline and PPUK Postgraduate Manual consistently, continuity and unity of ideas throughout the thesis without plagiarism.	Student constructs excellently written in compliance to the UTHM's Thesis Writing Guideline and PPUK Postgraduate Manual, the use of well and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written without plagiarism.		3	0	0
								TOTAL MARKS PART A		**0**

RUBRIC (EXAMINER) - PRESENTATION

PART B (COLLOQUIUM PRESENTATION: 30%)									
ELEMENT	**LEVEL**	**VERY POOR**	**POOR**	**FAIR**	**GOOD**	**EXCELLENT**	**Weighted score**		
		1	2	3	4	5	Score	Weightage	Marks	%
PRESENTATION SKILLS	PLO5 A3	Students does not interprets verbal communications using eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.).	Students interprets verbal communications using eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.).	Students able to initiate verbal communications using eye contact with the audience (e.g., gestures, moving around, etc.).	Students initiate verbal communications using eye contact with the audience (e.g., gestures, moving around, etc.).	Students interprets verbal communications using good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).		6	0	0
										0
ORGANIZATION OF THE PRESENTATION	PLO5 A4	Student has very poor ability to present the data gained with very poor language skills	Student has poor ability to present the data gained with poor language skills	Student able to explain the data gained according to sequence with appropriate language skills.	Student explain the data gained according to sequence with appropriate language skills.	Student present the data gained with excellent language skills		6	0	0
									TOTAL	0
Q & A SESSION	PLO5 A3	Provide poor answers to questions and respond with unclear enunciation and pace	Provide fair answers to questions and respond with clear enunciation and steady pace	Student able to justify answers to questions with clear enunciation and steady pace	Student justify answers to questions with clear enunciation and steady pace	Student justify answers to questions excellently with clear enunciation and steady pace.		6	0	0
									TOTAL	0
APPEARANCES	PLO8 A3	Student shares visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly, unappropriate and simple appearance	Student shares visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented, unappropriate and simple appearance	Student shares visual aids moderately, effective but not informative or distracting, information is moderately presented, appropriate and neat appearance	Student integrates well visual aids effective and informative, not distractingly, information is good presented, good appropriate and neat appearance	Student displays and influences excellently visual aids creatively, informatively, effectively, and not distractingly, information is presented well, well appropriate and neat appearance		6	0	0
									TOTAL	0
TIME MANAGEMENT	PLO9 A4	Organise his/her length of presentation is not within the assigned time limits.	Organise his/her length of presentation poorly within the assigned time limits.	Able to organise his/her length of presentation within the time limits.	Organise his/her length of presentation within the time limits.	Organise his/her length of presentation is sharply the assigned time limits.		6	0	0
									TOTAL	0
								TOTAL MARKS PART B		0

RUBRIC - SUPERVISOR

Guideline for SUPERVISOR in Using This Form:

Having assessed the proposal, the supervisor is requested to complete this form by allocating the marks in accordance with the scale at the score's column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
RESEARCH PROFICIENCY & ACADEMIC ABILITIES										
High quality research and contribution of knowledge.	PLO2 C6	Student conduct very poor quality research and can discuss ideas appropriately.	Student conduct a quality research independently and can discuss ideas appropriately.	Student able to conduct quality research independently and can discuss ideas appropriately.	Student conduct a quality research independently and can discuss ideas appropriately.	Student organise a high quality research independently and can discuss new ideas appropriately.		5	0	0
Completion of data analysis	PLO7 C4	Student has analyse data very poor.	Student has ability to analyse data poorly.	Student able to present data analysis with very minimal guidance.	Student present data analysis with very minimal guidance.	Student present data analysis follow the procedure of research design.		5	0	0
Academic abilities	PLO8 A4	Student has very poor ability to work collaboratively, relate research with current issues, and very poor perform multidisciplinary research	Student has poor ability to work collaboratively, relate research with current issues, and poor perform multidisciplinary research	Student able to integrate research with current issues and perform multidisciplinary research fairly	Student integrate research with current issues and perform multidisciplinary research.	Student integrate research with current issues and perform multidisciplinary research excellently.		5	0	0
						Total				**0**
COMMUNICATIONS & INTERPERSONAL SKILLS (PLO 9)										
Ability to present the information/data gained with good language skills	PLO5 A4	Student has very poor ability to present the data gained with very poor language skills	Student able to present the data gained with poor language skills	Student able to defend the information gained verbally and explain finding in writing clearly.	Student defend the information gained verbally and explain finding in writing clearly.	Student displays the information gained verbally and explain finding in writing with excellent language skills		3	0	**0**
Demonstrate good self confidence and communication skills	PLO4 A5	Student perform very poor self confidence and disipline.	Student perform poor self confidence and disipline.	Student able to perform self confidence and disipline	Student demonstrate self confidence and good disiplin.	Student demonstrate self confidence, an excellent communication skills and a good disipline.		3	0	**0**
						Total				**0**
TIME MANAGEMENT & ORGANIZATIONAL SKILLS (PLO 8)										
Ability to allocate time to tasks strategically	PLO8 A4	Student has very poor ability to allocate time tasks strategically	Student has poor ability to allocate time tasks strategically	Student able to organise tasks according to the time allocated.	Student organise tasks according to the time allocated.	Student arranges tasks strategically according to the time allocated.		5	0	0
Frequency of meeting with supervisor	PLO8 A2	Student never meet supervisor	Student meets supervisor at least 1-3 times	Student meets supervisor at least 4-6 times	Student meets supervisor at least 7-10 times	Student meets supervisor more than 10 times		5	0	0
						Total				**0**
NUMERACY AND WRITING SKILLS										
Writing skills	PLO7 C5	Student unable to interpret and discuss the chapters in thesis	Student ouline chapters in thesis	Student able to interpret and discuss the chapters in thesis	Student interpret and discuss the chapters in thesis.	Student has excelllent ability to reconcile, elaborate and discuss the chapters in thesis		4	0	**0**
						Total				**0**
RECOGNITION										
Ability to publish and produce research articles and publications	PLO3 P5	Student has very poor ability to publish and produce research articles and publications	Student has ability to publish and produce one research articles and publications	Student has ability to publish and produce two research articles and publications	Student has good ability to publish and produce three research articles and publications	Student has excellent ability to publish and produce four and above research articles and publications		5	0	0
						Total				**0**
						TOTAL MARKS				**0**

Guideline for SUPERVISOR in Using This Form:

Having assessed the proposal, the supervisor is requested to complete this form by allocating the marks in accordance with the scale at the score's column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score Score	Weightage	Marks	%
RESEARCH PROFIECIENCY & ACADEMIC ABILITIES										
Research area	PLO1 C2	Student has very poor understanding of research area and has very poor ability to acquire knowledge independently.	Student has poor understanding of research area and poor ability to acquire knowledge independently.	Student able to identify research area.	Student has good understanding of research area and has good ability to acquire knowledge dependently.	Student has excellent understanding of research area and has excelllent ability to acquire knowledge independently.		5	0	0
Propose a quality research	PLO 1 C4	Student has very poor ability to conduct very poor quality research independently and can discuss ideas appropriately.	Student has poor ability to conduct quality research independently and can discuss ideas appropriately.	Student able to propose a quality research	Student has good ability to conduct a quality research independently and can discuss ideas appropriately.	Student has excellent ability to conduct high quality research independently and can discuss new ideas appropriately.		3	0	0
Propose procedure for analysing data	PLO7 C4	Student is able to analyse data very poor	Student has ability to analyse data poorly	Student has able to propose procedure to analyse data	Student has able to analyse data accurately	Student has able to analyse data excellently and complete the research		3	0	0
Academic abilities	PLO8 A3	Student has very poor ability to work collaboratively, relate research with current issues, and very poor perform multidisciplinary research	Student has poor ability to work collaboratively, relate research with current issues, and poor perform multidisciplinary research	Student has fair ability to work collaboratively, relate research with current issues, and fair perform multidisciplinary research	Student has good ability to work collaboratively, relate research with current issues, and good perform multidisciplinary research	Student has excellent ability to work collaboratively, relate research with current issues, and excellently perform multidisciplinary research		6	0	0
									Total	**0**
COMMUNICATION & INTERPERSONAL SKILLS										
Ability to present the information/data gained with good language skills	PLO5 A3	Student has very poor ability to present the data gained with very poor language skills	Student has poor ability to present the data gained with poor language skills	Student has fair ability to present the data gained with fair language skills	Student has good ability to present the data gained with good language skills	Student has excellent ability to present the data gained with excellent language skills		7	0	0
Demonstrate good self confidence and communication skills	PLO4 A4	Student has demonstrate very poor communication skills	Student has demonstrate poor communication skills	Student has demonstrate fair communication skills	Student has demonstrate good communication skills	Student has demonstrate excellent communication skills		7	0	**0**
									Total	**0**
REFERENCES										
References are written in accordance to the prescribe format	PLO6 C3	Student displays a referencing style with unnecessary citations, insufficient number of references and the sources of the references are uncertain.	Student displays a referencing style with some citations, insufficient number of references and the sources of the references are a few.	Student apply referencing style and cites the required number of references.	Student displays referencing style appropriately and cites the required number of references and the sources of the references are reliable.	Student has displays very well the latest referencing style and cites the required number of references and the sources of the references are very reliable as well.		4	0	0
Selections of references sources are reliable and coherence to the text	PLO6 C3	Student has very poor selections of references sources are unreliable and coherence to the text	Student has poor selections of references sources are unreliable and coherence to the text	Student able prepere references and coherence to the text	Student has good selections of references sources are reliable and coherence to the text	Student has excellent selections of references sources are reliable and coherence to the text		5	0	0
TOTAL									Total	**0**
									TOTAL MARKS	**0**

PREVIVA

PREVIVA - WORK PROCESS

11. Applications for pre viva must be made through the Supervisor.

12. The supervisor will complete the pre viva application form. Students need to send THREE (3) copies of the thesis draft (Chapters 1 - 5) along with a copy of Turnitin using the Universiti Tun Hussein Onn Malaysia (UTHM) account with a similarity not exceeding 30% (this similarity is subject to any changes) to the Secretariat within SEVEN (7) working days after the online application is made.

13. The nominations of the chairman, examiner, date and location of the pre viva will be presented in the JKPSPPUK meeting.

14. JKPSPPUK will endorse the names of chairperson and examiners, the date and physical location of the student's pre viva. Applicants can apply for the pre viva to be held online for reasonable reasons and must obtain the approval of the Secretariat / Chairperson.

15. The secretariat will issue the assessment schedule to students, the chairman's and the examiners' appointment letters along with a copy of the draft thesis and turnitin report.

16. Examiners are given FOUR (4) weeks or 30 DAYS to evaluate the student's thesis and complete the pre viva rubric form. However, a period of THREE (3) weeks or the equivalent of 21 DAYS can be considered for reasonable reasons and must be approved by the Secretary / Chairman.

17. Students need to be prepared for the pre viva session.

18. The chairperson and examiners must conduct the session in compliance with the Code of Ethics for Lecturers and Civil Servants.

19. The chairman needs to handle the pre viva session and submit TWO (2) sets of completed evaluation forms (examiners and supervisor) to the Secretariat within FIVE (5) working days.

20. Student marks will be presented and endorsed at JKPSPPUK and the results will be notified to students via email.

PRE VIVA - FLOW CHART
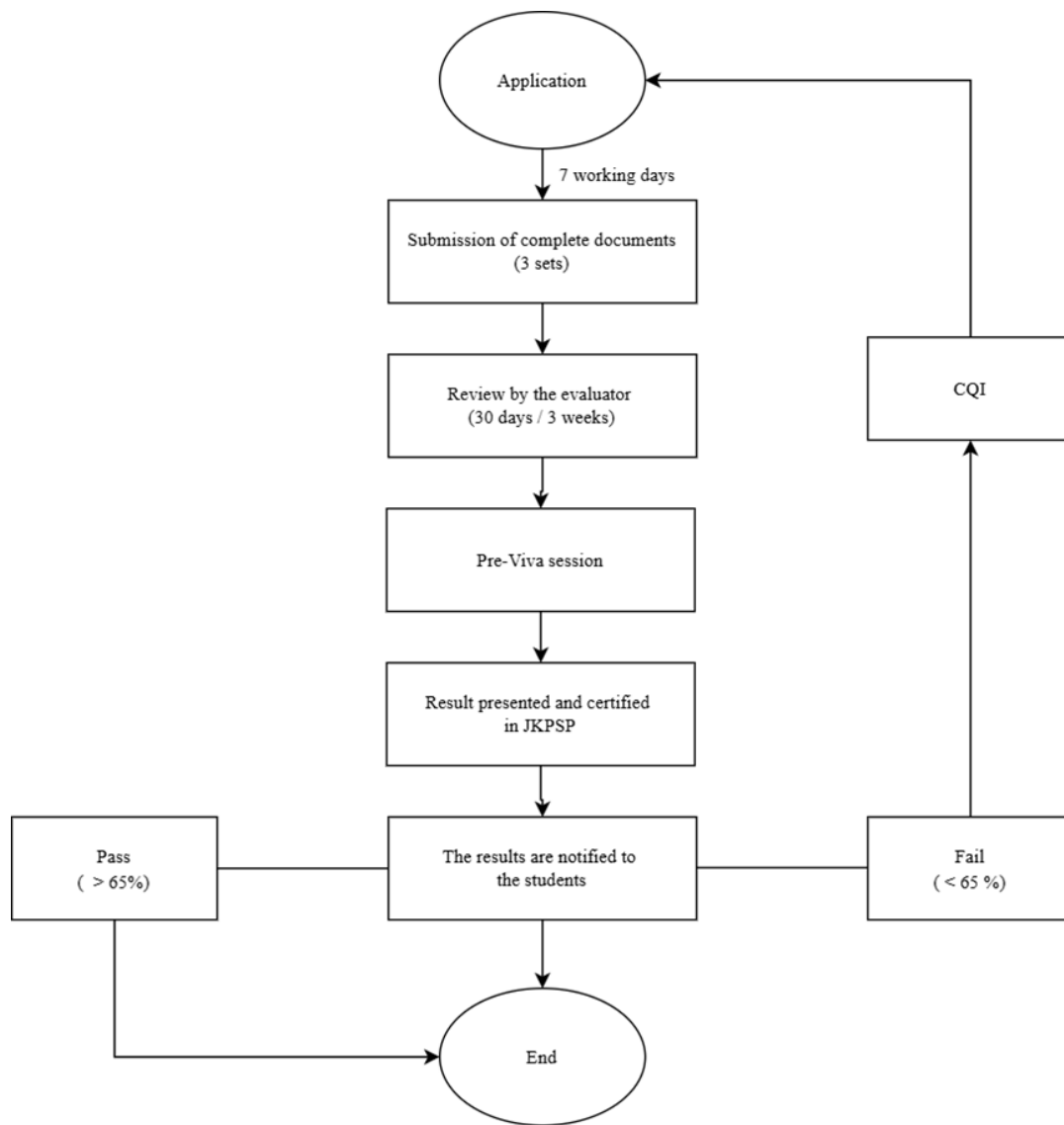
TITLE

(FRONT PAGE)

NOTICE

The content in writing this Methodology Course is a basic guide for students. The actual content refers to the research design method that will be used in the research (thesis writing) whether quantitative, qualitative or mixed-method.

Students are strongly advised to get guidance and suggestions from the supervisor regarding the content in writing the proposal.

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Supervisor's Name:

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5.3 Implication of the study

5.4 Recommendation for future research

6.0 REFERENCES

MASTER OF PHILOSOPHY

RUBRIC (EXAMINER) - REPORT

Having assessed the research, the examiner is requested to complete this form by allocating the marks in accordance with the scale at the score's column.

ELEMENT & DESCRIPTION	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Weighted score			
							Score	Weightage	Marks	%
TITLE										
The title carries the exact meaning and covers the study carried out	PLO2 C4	Student states a title that blurs the meaning and does not cover the study conducted	Student shows a title that has an unclear meaning and covers the conducted study	Student outlines a title that has a meaning and covers the conducted study	Student summarize a title that has a good meaning and covers the conducted study	Student generates a title that has a good meaning and covers the conducted study		3	0	0
ABSTRACT										
Background and objectives of the research, methods, significant results and major findings, brief summary and conclusion	PLO2 C4	Student states very poor background, objectives, methods, significant results, major findings, brief summary and conclusion, that does not cover the study conducted	Student shows poor background, objectives, methods, significant results, major findings, brief summary and conclusion, that has poorly cover the study conducted	Student outlines fair background, objectives, methods, significant results, major findings, brief summary and conclusion that has fairly cover the study conducted	Student summarizes well background, objectives, methods, significant results, major findings, and brief summary that has a well precise, well conclude and cover the study conducted	Student compiles excellent background, objectives, methods, significant results, major findings, and brief summary that has a excellent precise, excellent conclude and cover the study conducted		5	0	0
INTRODUCTION										
Research background, aims, objectives are attention-getting, lays out the problem well, problem statement, and establishes a framework for the rest of the research, supporting literatures and solid justification on the purpose of the research work, novelty and contributions towards the research work, scope and limitation of study	PLO2 C5	Student outlines this chapter, but does not consist of research background, unclear problem statement and research gap, blur goal and research question, cannot justify the significant and limitation	Student outlines this chapter, which consists of research background, poor problem statement and research gap, blur goal and research question, cannot justify the significant and limitation	Student shows the chapter that consists of the research background, states the problem statement, the research gap is unclear, the goal and research question are moderately measurable, and states the significant and limitation	Student generates good chapter that consists of the research background, states the problem statement, the research gap is clear, the goal and research question are measurable, and states the significant and limitation	Student revives the chapter very well that consists of research background, lays out the problems and show the research gap well, measureable objective and research question, justify the significant and limitation		4	0	0
LITERATURE REVIEW										
Relevant supporting review and the topic is critically reviewed, comprehensive and critically written literature review, relevant and up to date literature, literature gain from reliable source, balance between opposing and supporting literature	PLO2 C5	Student states very weak supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student describes supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student prepares supporting literature review, topic is easily reviewed, designs a confusing research / conceptual framework	Student defends good in supporting literature review, topic is easily reviewed, designs a good research / conceptual framework	Student explains and generates very well relevant literature, critically examine the topic, interpret and design a clear development of the research / conceptual framework		4	0	0
LITERATURE REVIEW										
Demonstrate that area of study is not a duplication of work done earlier and should contain an element of originality	PLO11 A5	Student does not display ethics and emerging professional issues, its complexities, and implications to advancement of research	Student display poorly ethics and emerging professional issues, its complexities, and implications to advancement of research	Student performs ethics and emerging professional issues, its complexities, and implications to advancement of research	Student performs good ethics and emerging professional issues, its complexities, and implications to advancement of research	Student displays and verifies excellent ethics and emerging professional issues, its complexities, and implications to advancement of research		5	0	0

METHODOLOGY									
Research Design	PLO3 P5	Student very poor ability to design and implement or adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student poorly ability to design and implement or adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student ability to design and implement or adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student calibrates well ability to design and implement or adapts highly advanced, specialized research design and methodologies well which is concerning field of specialization	Student varies very well the ability to design and implement or adapts very well highly advanced, specialized research design and methodologies which is concerning field of specialization	5	0	0
Selecting suitable technique, methods and procedure towards achieving research objectives	PLO7 C6	Student very poor explain suitable technique, methods and procedure towards achieving research objectives	Student poorly explain suitable technique, methods and procedure towards achieving research objectives	Student able to explain suitable technique, methods and procedure towards achieving research objectives moderately	Student able to well explains suitable technique, methods and procedure towards achieving research objectives	Student able to composes and generates suitable technique, methods and procedure towards achieving research objectives excellently	5	0	0
RESULTS & DISCUSSION									
Establish new knowledge and appropriate tools of analysis	PLO6 P6	Student very poor establish new knowledge and appropriate tool of analysis	Student poorly establish new knowledge and appropriate tool of analysis	Student moderately establish new knowledge and appropriate tool of analysis	Student well establish and adapts new knowledge and appropriate tool of analysis	Student excellently establish and originates new knowledge and appropriate tool of analysis	5	0	0
Critical evaluation of numerical and/or graphical data	PLO7 C6	Student very poor critical evaluation of numerical and / or graphical data	Student poorly critical evaluation of numerical and / or graphical data	Student moderately critical evaluation of numerical and / or graphical data	Student well composes critical evaluation of numerical and / or graphical data	Student excellently categorizes and organizes critical evaluation of numerical and / or graphical data	5	0	0
A clear statement of expected results and consistent with the objectives, analysing data using suitable techniques, Presenting data using suitable techniques, interpretations of finding is coherence with the research objectives, discussions of findings is structured and critical	PLO8 C6	Student defines an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student relates a moderate statement of expected results and consistent with the research objectives, discussions of findings is constructs.	Student well demonstrates and generates a clear statement and discussion of expected results and consistent with the research objectives, discussions of findings is well constructs and well critical.	Student excellently demonstrates and composes a clear statement and discussion of expected results and consistent with the research objectives, discussions of findings is well constructs and well critical.	5	0	0
CONCLUSION & RECOMMENDATION									
A clear descriptions of research contributions and recommendation on significant follow-up actions / research	PLO9 A4	Student defines an unclear descriptions of research contributions and inconsistent recommendation on significant follow-up actions/ research	Student defines an unclear descriptions of research contributions and provide poor recommendation on significant follow-up actions / research	Student relates a moderate descriptions of research contributions and recommendation on significant follow-up actions/ research	Student verify a clear descriptions of research contributions and recommendation on significant follow-up actions/ research	Student designs and explains very well a clear descriptions of research contributions and recommendation on significant follow-up actions / research	5	0	0
REFERENCES									
References are written in accordance to the prescribe format, selections of references sources are reliable and coherence to the text, matching in-text citation with the references list	PLO6 C5	Student lists a thesis with unnecessary citations, insufficient number of references and digital skills, the sources of the references are uncertain, and the citations are inconsistent with the list of references	Student shows a thesis with some citations, insufficient number of references, less digital skills used, the sources of the references are a few, and the citations are not consistent with the list of references	Students able to identify and develop good references skill and style using online and others relevant database	Student justify and interpret thesis appropriately and cites the required number of references, digital skills are used, the sources of the references are reliable, and the citations are consistent with the list of references	Student revives and reorganizes well the thesis appropriately and cites the required number of references, digital skills are well used, the sources of the references are very reliable, and the citations are very consistent with the list of references	5	0	0
LANGUAGE & STYLE									
A clear statement of expected results and consistent with the objectives, overall thesis is written in compliance to the format of UTHM's Thesis Writing Guide, the use of good and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	PLO9 A4	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, inconsistent writing styles, no continuity and unity of ideas throughout the thesis, less originally written with less evidence of plagiarism	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, partially consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with less evidence of plagiarism	Student thesis is moderate written in compliance to the format of UTHM's Thesis Writing Guide, the use of moderate and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student able to organize writing format in compliance to UTHM's Thesis Writing Guideline and PPUK's Postgraduate Manual with consistent writing style without plagiarism	Student thesis is excellently performs and written in compliance to the format of UTHM's Thesis Writing Guide, the use of well and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	4	0	0
						TOTAL MARKS PART A	0		

RUBRIC (EXAMINER) - PRESENTATION

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO5)	A4	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.), uses unclear and inaudible voice, delivery is rampant and lousy, and does not convey information	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.), uses a clear but inaudible voice, delivery is poised but uncontrolled, and unsmooth information	Students maintains eye contact with the audience fairly and is appropriately animated (e.g., gestures, moving around, etc.), uses moderately clear and audible voice, delivery is moderately poised, controlled, and smooth information	Student acts and communicate well that include interactive communication using non-verbal(eye contact, gestures) and verbal communication (audible voice, pitch and tone) with clear slides presentation and well convey the information	Student displays and communicate effectively that include interactive communication using non-verbal(eye contact, gestures) and verbal communication (audible voice, pitch and tone) with clear slides presentation and excellently convey the information		10	0	0
ORGANIZATION OF THE PRESENTATION (PLO5)	A4	Student very poor presents data gained according to sequence with unappropriate language and unclear slides presentation	Student poorly presents data gained according to sequence with unappropriate language and unclear slides presentation	Student explains moderately data gained according to sequence with appropriate language and clear slides presentation	Student able to well acts data gained according to sequence with appropriate language and clear slides presentation	Student able to performs and serves excellently data gained according to sequence with appropriate language and clear slides presentation		10	0	0
Q & A SESSION (PLO11)	A5	Student answers and defends very poorly all project result, and cannot answer questions intelligibly	Student answers and defends poorly all project result, and cannot answer questions intelligibly	Student answers and defends moderately all project result, and the questions are answered moderately clear	Student verifes and defends well all project result, and answers questions clearly	Student influences and performs excellently all project result, and answers questions clearly and precisely		10	0	0
APPEARANCE (PLO8)	A4	Student shares visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly, unappropriate and simple appearance	Student shares visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented, unappropriate and simple appearance	Student shares visual aids moderately, effective but not informative or distracting, information is moderately presented, appropriate and neat appearance	Student integrates well visual aids effective and informative, not distractingly, information is good presented, good appropriate and neat appearance	Student displays and influences excellently visual aids creatively, informatively, effectively, and not distractingly; information is presented well, well appropriate and neat appearance		10	0	0
						TOTAL MARKS PART B				0

DOCTOR OF PHILOSOPHY

RUBRIC (EXAMINER) - REPORT

Guideline for ASSESSOR in Using This Form:										
Having assessed the research, the examiner is requested to complete this form by allocating the marks in accordance with the scale at the score's column.										
ELEMENT & DESCRIPTION	LEVEL	VERY POOR	POOR	FAIR	GOOD	EXCELLENT	Weighted score			
		1	2	3	4	5	Score	Weightage	Marks	%
TITLE										
The title carries the exact meaning and covers the study carried out	PLO2 C5	Student states a title that blurs the meaning and does not cover the study conducted	Student shows a title that has an unclear meaning and covers the conducted study	Student outlines a title that has a meaning and covers the conducted study	Student summarize a title that has a good meaning and covers the conducted study	Student generates a title that has a good meaning and covers the conducted study		3	0	0
ABSTRACT										
Background and objectives of the research, methods, significant results and major findings, brief summary and conclusion	PLO2 C5	Student states very poor background, objectives, methods, significant results, major findings, brief summary and conclusion, that does not cover the study conducted	Student shows poor background, objectives, methods, significant results, major findings, brief summary and conclusion, that has poorly cover the study conducted	Student outlines fair background, objectives, methods, significant results, major findings, brief summary and conclusion that has fairly cover the study conducted	Student summarizes well background, objectives, methods, significant results, major findings, and brief summary that has a well precise, well conclude and cover the study conducted	Student compiles excellent background, objectives, methods, significant results, major findings, and brief summary that has a excellent precise, excellent conclude and cover the study conducted		5	0	0
INTRODUCTION										
Research background, aims, objectives are attention-getting, lays out the problem well, problem statement, and establishes a framework for the rest of the research, supporting literatures and solid justification on the purpose of the research work, novelty and contributions towards the research work, scope and limitation of study	PLO2 C6	Student outlines this chapter, but does not consist of research background, unclear problem statement and research gap, blur goal and research question, cannot justify the significant and limitation	Student outlines this chapter, which consists of research background, poor problem statement and research gap, blur goal and research question, cannot justify the significant and limitation	Student shows the chapter that consists of the research background, states the problem statement, the research gap is unclear, the goal and research question are moderately measurable, and states the significant and limitation	Student generates good chapter that consists of the research background, states the problem statement, the research gap is clear, the goal and research question are measurable, and states the significant and limitation	Student revives the chapter very well that consists of research background, lays out the problems and show the research gap well, measureable objective and research question, justify the significant and limitation		4	0	0
LITERATURE REVIEW										
Relevant supporting review and the topic is critically reviewed, comprehensive and critically written literature review, relevant and up to date literature, literature gain from reliable source, balance between opposing and supporting literature	PLO2 C6	Student states very weak supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student describes supporting literature review, topic is presented in an unclear manner, does not propose a conceptual framework	Student prepares supporting literature review, topic is easily reviewed, designs a confusing research / conceptual framework	Student defends good in supporting literature review, topic is easily reviewed, designs a good research / conceptual framework	Student explains and generates very well relevant literature, critically examine the topic, interpret and design a clear development of the research / conceptual framework		4	0	0
LITERATURE REVIEW										
Demonstrate that area of study is not a duplication of work done earlier and should contain an element of originality	PLO11 A5	Student does not display ethics and emerging professional issues, its complexities, and implications to advancement of research	Student display poorly ethics and emerging professional issues, its complexties, and implications to advancement of research	Student performs ethics and emerging professional issues, its complexities, and implications to advancement of research	Student performs good ethics and emerging professional issues, its complexities, and implications to advancement of research	Student displays and verifies excellent ethics and emerging professional issues, its complexities, and implications to advancement of research		5	0	0

METHODOLOGY									
Research Design	PLO3 P5	Student very poor ability to design and implement and adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student poorly ability to design and implement or adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student ability to design and implement or adapts highly advanced, specialized research design and methodologies which is concerning field of specialization	Student calibrates well ability to design and implement or adapts highly advanced, specialized research design and methodologies well which is concerning field of specialization	Student varies very well the ability to design and implement or adapts very well highly advanced, specialized research design and methodologies which is concerning field of specialization	5	0	0
Selecting suitable technique, methods and procedure towards achieving research objectives	PLO7 C6	Student very poor explain suitable technique, methods and procedure towards achieving research objectives	Student poorly explain suitable technique, methods and procedure towards achieving research objectives	Student able to explain suitable technique, methods and procedure towards achieving research objectives moderately	Student able to well explains suitable technique, methods and procedure towards achieving research objectives	Student able to composes and generates suitable technique, methods and procedure towards achieving research objectives excellently	5	0	0
RESULTS & DISCUSSION									
Establish new knowledge and appropriate tools of analysis	PLO6 P6	Student very poor establish new knowledge and appropriate tool of analysis	Student poorly establish new knowledge and appropriate tool of analysis	Student moderately establish new knowledge and appropriate tool of analysis	Student well establish and adapts new knowledge and appropriate tool of analysis	Student excellently establish and originates new knowledge and appropriate tool of analysis	5	0	0
Critical evaluation of numerical and/or graphical data	PLO7 C6	Student very poor critical evaluation of numerical and / or graphical data	Student poorly critical evaluation of numerical and / or graphical data	Student moderately critical evaluation of numerical and / or graphical data	Student well composes critical evaluation of numerical and / or graphical data	Student excellently categorizes and organizes critical evaluation of numerical and / or graphical data	5	0	0
A clear statement of expected results and consistent with the objectives, analysing data using suitable techniques, Presenting data using suitable techniques, interpretations of finding is coherence with the research objectives, discussions of findings is structured and critical	PLO8 C6	Student defines an unclear statement of expected results and inconsistent with the objectives.	Student defines an unclear statement of expected results and partially consistent with the objectives.	Student relates a moderate statement of expected results and consistent with the research objectives, discussions of findings is constructs.	Student well demonstrates and generates a clear statement and discussion of expected results and consistent with the research objectives, discussions of findings is well constructs and well critical.	Student excellently demonstrates and composes a clear statement and discussion of expected results and consistent with the research objectives, discussions of findings is well constructs and well critical.	5	0	0
CONCLUSION & RECOMMENDATION									
A clear descriptions of research contributions and recommendation on significant follow-up actions/ research	PLO9 A5	Student defines an unclear descriptions of research contributions and inconsistent recommendation on significant follow-up actions/ research	Student defines an unclear descriptions of research contributions and provide poor recommendation on significant follow-up actions/ research	Student relates a moderate descriptions of research contributions and recommendation on significant follow-up actions/ research	Student verify a clear descriptions of research contributions and recommendation on significant follow-up actions/ research	Student designs and explains very well a clear descriptions of research contributions and recommendation on significant follow-up actions/ research	5	0	0
REFERENCES									
References are written in accordance to the prescribe format, selections of references sources are reliable and coherence to the text, matching in-text citation with the references list	PLO6 C5	Student lists a thesis with unnecessary citations, insufficient number of references and digital skills, the sources of the references are uncertain, and the citations are inconsistent with the list of references	Student shows a thesis with some citations, insufficient number of references, less digital skills used, the sources of the references are a few, and the citations are not consistent with the list of references	Students able to identify and develop good references skill and style using online and others relevant database	Student justify and interpret thesis appropriately and cites the required number of references, digital skills are used, the sources of the references are reliable, and the citations are consistent with the list of references	Student revives and reorganizes well the thesis appropriately and cites the required number of references, digital skills are well used, the sources of the references are very reliable, and the citations are very consistent with the list of references	5	0	o
LANGUAGE & STYLE									
A clear statement of expected results and consistent with the objectives, overall thesis is written in compliance to the format of UTHM's Thesis Writing Guide, the use of good and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	PLO9 A4	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, inconsistent writing styles, no continuity and unity of ideas throughout the thesis, less originally written with less evidence of plagiarism	Student thesis is unclear written in compliance to the format of UTHM's Thesis Writing Guide, partially consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with less evidence of plagiarism	Student thesis is moderate written in compliance to the format of UTHM's Thesis Writing Guide, the use of moderate and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	Student able to organize writing format in compliance to UTHM's Thesis Writing Guideline and PPUK's Postgraduate Manual with consistent writing style without plagiarism	Student thesis is excellently performs and written in compliance to the format of UTHM's Thesis Writing Guide, the use of well and consistent writing styles, continuity and unity of ideas throughout the thesis, originally written with no evidence of plagiarism	4	0	0
						TOTAL MARKS PART A	0		

RUBRIC (EXAMINER) - PRESENTATION

ELEMENT	LEVEL	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	EXCELLENT 5	Score	Weightage	Marks	%
PRESENTATION SKILLS (PLO5)	A5	Students does not maintains eye contact with the audience and is inappropriately animated (e.g., gestures, moving around, etc.), uses unclear and inaudible voice, delivery is rampant and lousy, and does not convey information	Students maintains eye contact with the audience poorly and is inappropriately animated (e.g., gestures, moving around, etc.), uses a clear but inaudible voice, delivery is poised but uncontrolled, and unsmooth information	Students maintains eye contact with the audience fairly and is appropriately animated (e.g., gestures, moving around, etc.), uses moderately clear and audible voice, delivery is moderately poised, controlled, and smooth information	Student acts and communicate well that include interactive communication using non-verbal(eye contact, gestures) and verbal communication (audible voice, pitch and tone) with clear slides presentation and well convey the information	Student displays and communicate effectively that include interactive communication using non-verbal(eye contact, gestures) and verbal communication (audible voice, pitch and tone) with clear slides presentation and excellently convey the information	10	0	0	
ORGANIZATION OF THE PRESENTATION (PLO5)	A5	Student very poor presents data gained according to sequence with unappropriate language and unclear slides presentation	Student poorly presents data gained according to sequence with unappropriate language and unclear slides presentation	Student explains moderately data gained according to sequence with appropriate language and clear slides presentation	Student able to well acts data gained according to sequence with appropriate language and clear slides presentation	Student able to performs and serves excellently data gained according to sequence with appropriate language and clear slides presentation	10	0	0	
Q & A SESSION (PLO11)	A5	Student answers and defends very poorly all project result, and cannot answer questions intelligibly	Student answers and defends poorly all project result, and cannot answer questions intelligibly	Student answers and defends moderately all project result, and the questions are answered moderately clear	Student verifes and defends well all project result, and answers questions clearly	Student influences and performs excellently all project result, and answers questions clearly and precisely	10	0	0	
APPEARANCE (PLO8)	A4	Student shares visual aids very poorly, uninformative, ineffective, and not distracting, information is presented poorly, unappropriate and simple appearance	Student shares visual aids poorly, uninformative, ineffective, and not distracting, information is not enough presented, unappropriate and simple appearance	Student shares visual aids moderately, effective but not informative or distracting, information is moderately presented, appropriate and neat appearance	Student integrates well visual aids effective and informative, not distractingly, information is good presented, good appropriate and neat appearance	Student displays and influences excellently visual aids creatively, informatively, effectively, and not distractingly; information is presented well, well appropriate and neat appearance	10	0	0	
								TOTAL MARKS PART B		0

APPLICATION FOR VIVA-VOCE STUDENTS

1. Students need to prepare the following documents in softcopy form:-

      i.   A copy of the thesis after correction;
      ii.   A copy of the Turnitin report*;*
      iii.   A copy of proofreading evidence;
      iv.   The Chairperson's pre viva report; dan
      v.   The Pre-viva Correction Schedule Form.

2. Please email all documents and applications to ppuk.ps@uthm.edu.my with the email subject:

       VIVA VOCE DOCUMENT REVIEW APPLICATION

3. Once all documents have been confirmed by the Secretariat, students will be informed to upload relevant documents (copy of thesis, copy of Turnitin report and copy of proof of proofreading) via SMP at https://smap.uthm.edu.my. For more information, please refer to the Viva Voce Examination User Manual in SMAP Online, which will be distributed by the Graduate Studies Center, UTHM.

General Guide: Thesis Writing (PPUK)

1. THESIS COVER

   The size of the completed book cover should be A4 (210 x 297 mm). On the front cover should be written the title of the thesis, the name of the author and Universiti Tun Hussein Onn Malaysia in capital letters.

2. PAPER AND SIZE

   Only 80-gram white and high-quality paper of A4 size (210 mm x 297 mm) is allowed to be used in the thesis.

3. FONT TYPE, SIZE AND SPACING

   The writing only uses TIMES NEW ROMAN font size 12 and one (1) single line spacing between lines of sentences.

4. NUMBER OF PAGES

   BACHELOR OF PHILOSOPHY

   ONE (1) Thesis with a MINIMUM of 120 pages and NOT EXCEEDING 200 pages, including tables, diagrams and other illustrations **NOT INCLUDING REFERENCES AND APPENDICES** or 60,000 words.

   DOCTOR OF PHILOSOPHY

   ONE (1) Thesis with a MINIMUM of 200 pages and NOT EXCEEDING 300 pages, including tables, diagrams and other illustrations **NOT INCLUDING REFERENCES AND APPENDICES** or 100,000 words.

PLEASE TAKE NOTE that the guidelines for the number of pages stated in the thesis writing guide of the Graduate Studies Center are general guidelines for postgraduate students, and if there is any confusion, then the requirements for the minimum - maximum number of pages as stated in this Manual shall apply.

FOOTNOTE WRITING GUIDE

1. Footnote System

Footnotes are notes typed at the bottom of a page that explain or provide additional information about what is found in the text content on that page. This system of footnotes is also used to provide information about the source of the referenced material.

1.1 How to Number Footnotes

    a. Numbering uses superscript numbers where appropriate in a page of text.
    b. Use the same superscript number at the bottom of the page with the notes or additional information, and they must be on the same page.
    c. The length of the dividing line between the text and the footnote should not be less than 40mm.
    d. The numbers used must be consecutive starting with the number 1 until the next in the thesis.

1.2 How to Write Footnotes

    a. The allowed font size is 10 points.
    b. Footnotes should be typed with one skip (single spacing)

1.3 How to Write Information and Reference Footnotes

    a. Complete information on the reference material in the footnote section should be stated the first time the material is written/cited.

    Example:

    _____

    [1] Ishak Isaac Suliaman et al. (2007). Hadith Authority Addresses Anti-Hadith Movement. Kuala Lumpur: University of Malaya Publishers. p. 2.

    _____

    [2] Nik Anuar Nik Mahmud. (2000). Malaysia Indonesia confrontation. Bangi: Publisher of the National University of Malaysia. p. 11.

Re-referencing the material for the second and subsequent citations in the thesis should be written briefly and only include the author's name, book title and page number only stated in the footnotes.

Example:

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[3] Ishak Suliaman et al. *Autoriti Hadis Menangani Gerakan Antihadis*. pg.2.

---

[4] Nik Anuar Nik Mahmud. *Konfrontasi Malaysia Indonesia*. pg. 11.

b. Similar references to previous and consecutive ones in footnotes should be written as *Ibid.*

1.4 Reference to the Quran

The numbers indicating the reference to the Quranic verse should be placed at the end of the text of the Quran, not at the end of the translation. Reference should be made to surah numbers and verse numbers.

Firman Allah s.w.t.:

أُوْلَٰئِكَ عَلَىٰ هُدًى مِّن رَّبِّهِمْ وَأُوْلَٰئِكَ هُمُ ٱلْمُفْلِحُونَ [5]

Translation: They are the ones who receive guidance from their Lord, and they are the successful people.

[5] Al-Quran, al-Baqarah 2: 5.

The verses of the Qur'an presented must be from Mushaf Uthmani while the translation of the verses of the Qur'an must be from Tafsir Pimpinan al-Rahman to the Understanding of the Qur'an published by the Islamic Development Department of Malaysia (JAKIM).

1.5   Reference to al-Hadith

        a. Hadith references in certain collections are made to the number or name of the book or chapter or hadith number of a particular hadith found.
Examples of hadith references:

عَنْ أَنَس بْنِ مَالِكٍ، قَالَ: قُبِضَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ وَهُوَ ابْنُ ثَلَاثٍ وَسِتِّينَ، وَأَبُو بَكْرٍ وَهُوَ ابْنُ ثَلَاثٍ وَسِتِّينَ، وَعُمَرُ وَهُوَ ابْنُ ثَلَاثٍ وَسِتِّينَ. ²⁵

Translation: From Anas bin Malik said; Rasulullah s.a.w. has passed away. when (he was) sixty-three (years old), and (the death of) Abu Bakr (when he was) sixty-three (years old), and (so was) Umar (at the age of) sixty-three (years).

_____

²⁵ Hadith narrated by Muslim, Kitab al-Fada'il, Chapter Kam Sinn al-Nabiy Sallallah 'alayyh wa Sallam Yaum Qubid. no. Hadith 2348. See Abu al-Husain Muslim bin al-Hajjaj bin Muslim. (t.th.) Sahih Muslim. ed. Muhammad Fuad 'Abd al-Baqi. Beirut: Dar Ihya' al-Turath al-'Arabi. 4:1825.

      Example of *takhrij hadith*:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ، قَالَ: قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّم (أُمُّ الْقُرْآنِ هِيَ السَّبْعُ الْمَثَانِي وَالْقُرْآنُ الْعَظِيمِ)²⁶

Translation: From Abu Hurairah r.a., he said: Rasulullah s.a.w. said: Umm (mother/tree/foundation) Al-Quran (surah al-Fatiḥah) is seven verses that are repeated (which are used as intercession between Allah and His servants in prayer) and it is the great Al-Quran (which is very glorious and brings together the entire meaning of the Qur'an).

_____

²⁶ T: (al-Bukhari (256H): Ṣaḥiḥ al-Bukhari), No. 4704 [Pronunciation above]; (al-Tirmidhi (279H): al-Jamiʿ al-Kabir (Sunan al-Tirmidhi)), No. 3124 and he said: (هَذَا حَدِيثٌ حَسَنٌ صَحِيح); (Abu Dawud (275H): Sunan Abi Dawud), No. 1457; (al-Darimi (255H): Sunan al-Darimi), No. 3374; (Aḥmad (241H): al-Musnad), No. 9496 & 9498 and others. [Status: Ṣaḥiḥ]

1.6   List of Abbreviations

Abbreviations used in some footnotes are as follows:

SENARAI SINGKATAN

Usage In English   **Usage In Malay Language**

app.	appendix	lamp.	lampiran
art./arts.	article/articles	makal.	makalah
b.	born	l.	lahir
bk./bks.	book/books	bk.	buku
©	copyright	h.c.	hak cipta
ca.	(circa): about, approximately	ca.	lebih kurang
cf.	compare	band.	bandingan
ch.	chapter (rujukan dalam bidang undang-undang)	bab	bab
chap./chaps.	chapter/chapters	bab	bab
col./cols.	column/columns	ruang	ruangan / lajur
comp./comps.	compiler/compilers; compiled by	pnys.	penyusun
dept./depts.	department/departments	bhg	bahagian
d.	died	jab.	jabatan
div./divs	division/divisions	w.	wafat
e.g.	(*exempligratia*):for example	mis.	misal / misalnya / contoh

ed./eds.	edition/editions; editor, edited by	ed.	edisi, editor / oleh
		pnyt.	penyunting
et al.	(et alia): and others	et al.	dan pengarang-pengarang lain
et seq.	(*et sequers*): and the following	dst.	dan seterusnya
etc.	(et cetera): and so forth	dll./dsb.	dan lain-lain / dan sebagainya
fig./figs.	figure/figures	gamb.	gambar / gambar rajah
		raj.	rajah
ibid.	(*ibiden*): in the same place	ibid.	di tempat yang sama
id.	(*idem*): the same	id.	yang sama
infra.	below	di bawah	di bawah
l.v.	(*locus variis*): various places (of publication)	l.v.	aneka tempat penerbitan
ms/mss	manuscript/manuscripts	mss.	manuskrip
n.d.	no date	t.th.	tiada tarikh
n.p.	no place; no publisher (baru-baru ini"(s.l.)" (*sinoloco*) digunakan sebagai tanda bahawa tempat penerbitan tidak disebut; dan "(s.n.)" (*sine nomine*) untuk menyatakan bahawa penerbitan tidaklah disebut dalam sesuatu penerbitan)	t.tp.	tiada tempat
		t.pt.	tiada penerbit
no.	number	bil.	bilangan

n.s.	new series	s.b.	siri baru
o.s.	old series	s.l.	siri lama
p./ps.	page/pages	hlm.	halaman
par./pars.	paragraph/paragraphs	pgn.	perenggan
passim	here and there	passim	tersebar di sana sini
pt./pts.	part/parts	fs.	fasal
q.v.	(*quod vide*): which see	r.s.	rujuk seterusnya
r.a.	*radhiallahu 'anhu*	s.a.w.	*sallallah 'alaihi wa sallam*
sc.	scene	adeg.	adegan
sec./secs/	section/sections	fs.	bahagian
sic.	so, thus	sic.	begitu, demikian
supp./supps. supplements	supplement /	tbh. tambahan	
s.v.	(sub-verbo, sub-voce) : under the word or heading	s.v. trj.	di bawah perkataan atau tajuk terjemahan
s.w.t.	*subhanahu wa ta'ala*		
trans.	translator; traslated by	ptrj.	penterjemah
v./vv	verse/verses	ayat	ayat
viz.	(videlicet): namely	i.i.	iaitu, iaini
vol./vols.	volume/volumes	jld.	jilid
vs.	(*versus*): against	lwn.	lawan (dalam bidang undang-undang)

TURNITIN
USER MANUAL

1) Log in Turnitin

2) Instructors need to "add class" and fill in the necessary information. The enrollment key is the number filled in by the instructor.

3) Click on the created folder, which is "post grad".

4. "Add assignment".

5) Fill in the required information and press "submit"

6) To send documents for similarity review, it is necessary to add the student's name in the "student" section. Click "add student".

7. Then go to "more action" and click submit.

8.   Fill in the required information and upload the document.

9.   Press "confirm"

10.   To check the % similarity, it is necessary to go to the folder where the document has been uploaded.

11.   Click on "similarity" on the selected document and click on the red "similarity tool".

12. Click download and click at "current view"

13. Download the document and go to the last page.

DEMARCATION BETWEEN MASTER'S & PHD

	SARJANA FALSAFAH	DOKTOR FALSAFAH
SCOPE	**Contribution to Science/Research** Generate or create simple frameworks, model frameworks and module frameworks. Form a cause-and-effect relationship between two variables. Show the originality and significance of the research results.	**Contribution to Science / Research** Establish cause-and-effect relationships between more than two variables. Produce empirical evidence for existing theories or develop new theories. Demonstrate original, new and important findings.
	Contribution to Methodology Innovative study design and multiplexed data analysis	**Contribution to Methodology** Produce or create new frameworks, modules, models, and theories with new approaches.
		Practical Contribution Produce or develop new instruments or modules or models or approaches in research methods.
REQUIRE-MENT	***Publication** **MINIMUM ONE (1) article published in a journal/proceeding listed in Scopus/ERA/WOS; OR** **MINIMUM ONE (1) article published in an indexed journal**	***Publication** **MINIMUM ONE (1) article published in a journal listed in Scopus/ERA/WOS; OR** **MINIMUM TWO (2) articles published in conference proceedings listed in Scopus, ERA or WOS; OR** **MINIMUM TWO (2) articles published in indexed journals.**

Thesis	Thesis
ONE (1) Thesis with a **MINIMUM of 120** pages and **NOT EXCEEDING 200** pages, including tables, diagrams and other illustrations **NOT INCLUDING APPENDICES** or 60,000 words.	**ONE (1)** Thesis with a **MINIMUM of 200** pages and **NOT EXCEEDING 300** pages, including tables, diagrams and other illustrations **NOT INCLUDING APPENDICES** or 100,000 words.

*Additional Notes:

1. Applies to 2021/2022 intake students and beyond;
2. For 2016/2017 to 2020/2021 intake students, the publication conditions are as follows;
   Masters – Minimum of ONE (1) publication in proceedings or journals indexed by Scopus or ISI by submitting proof of publication acceptance.

   PhD – Minimum of TWO (2) publications in proceedings or journals indexed by Scopus or ISI by submitting proof of publication acceptance.

3. For students before 2016, NO publication conditions apply.

Source:
Academic Regulations of Graduate Studies, Universiti Tun Hussein Onn Malaysia. Fifth Edition 2021.
Senate Approval No. 6/2020/2021 dated April 4, 2021.

RELATE

LIST OF GRADUATE DEPARTMENT FORMS WITH REFERENCE NUMBERS

1	UTHM.PPUK/AS/RM/PHD-01/2022	RUBRIC FOR RESEARCH REPORT PROPOSAL (A)
2	UTHM.PPUK/AS/RM/MSC-02/2022	MASTER RUBRIC FOR RESEARCH REPORT PROPOSAL (A)
3	UTHM.PPUK/AV/PHD/PD/SV-03/2022	DOCTOR OF PHILOSOPHY (PhD) PROPOSAL DEFENSE VALUATION APPRAISAL FORM (SUPERVISOR)
4	UTHM.PPUK/AS/PHD/PD/E-04/2022	DOCTOR OF PHILOSOPHY (PhD) PROPOSAL DEFENSE EVALUATION EXAMINER REPORT
5	UTHM.PPUK/AS/PHD/PD/SV-05/2022	MASTER OF PHILOSOPHY PROPOSAL DEFENSE EVALUATION APPRAISAL FORM (SUPERVISOR)
6	UTHM.PPUK/AS/MSC/PD/E-06/2022	MASTER OF PHILOSOPHY PROPOSAL DEFENSE EVALUATION EXAMINER REPORT
7	UTHM.PPUK/AS/CLQ/SV -07/2022	DOCTOR OF PHILOSOPHY (PhD) COLLOQIUM EVALUATION APPRAISAL FORM (SUPERVISOR)
8	UTHM.PPUK/AS/CLQ/E -08/2022	DOCTOR OF PHILOSOPHY (PhD) PRE- VIVA EVALUATION EXAMINER REPORT
9	UTHM.PPUK/AV/PHD/PV/E-09/2022	MASTER OF PHILOSOPHY PRE-VIVA EVALUATION EXAMINER REPORT
10	UTHM.PPUK/AV/MSC/PV/E-10/2022	MASTER OF PHILOSOPHY PRE-VIVA EVALUATION
11	UTHM.PPUK/AS/PRVAPP/MSC-01/2022(PIND3)	APPLICATION FOR PRE-VIVA (Master of Philosophy)
12	UTHM.PPUK/AS/PRVAPPPHD-01/2022(PIND3)	APPLICATION FOR PRE-VIVA (Doctor of Philosophy)
13	UTHM.PPUK/3MT/J-10/2022	RUBRIC FOR 3MT
14	UTHM.PPUK/MDJ-01/2024	MILESTONE DELAY JUSTIFICATION
15	UTHM.PPUK/CFC-02/2024	CHECKLIST FORM CENTRAL (VIVA-VOCE EXAMINATION APPLICATION)
16	UTHM.PPUK/PD/MSC/PHD/01/2021	APPLICATION FOR PROPOSAL DEFENSE
17	UTHM.PPUK/COLL/PHD/02/2021	APPLICATION FOR COLLOQUIUM
18	UTHM.PPUK/SSI/01/2023	AKUAN MENYEMAK KESAHAN KANDUNGAN INSTRUMEN SOAL SELIDIK

semua borang boleh dimuat naik dari laman sesawang Jabatan Siswazah PPUK

LIST OF PROOFREADERS

1.	Minutes of the Graduate Studies Committee Meeting of the Center for General Studies and Co-Curriculum Special No. 1/2022 (18th time)	Article 3.2 Certifying Student's Thesis Review e) …. PPUK PROOF READER REFERENCE LIST is as follows:
	Date: January 20, 2021 Time: 9.00 am (Thursday) Venue: Google Meet	

NO.	NAME	QUALIFICATION/INSTITUTION	TYPE OF DOKUMENT
1	ZULKIFLI BIN SENIN	MASTER'S OF HISTORY SEJARAH / IPGM, BP	GRADUATE STUDENT THESIS
2	SITI DAHLIA BINTI ABDULLAH	MASTER'S OF TEACHING MALAY AS THE FIRST LANGUAGE	GRADUATE STUDENT THESIS
3	ISMAIL BIN ABDUL SAMAD	MASTER'S IN EDUCATION TECHNOLOGY EDUCATION	GRADUATE STUDENT THESIS
4	IDAWATI BINTI MOIN	MASTER'S OF LITERATURE	GRADUATE STUDENT THESIS
5	KHALIDAH BINTI KHALID	MASTER'S OF EDUCATION	GRADUATE STUDENT THESIS
6	DR. NIZAM BIN ATTAN	DOCTOR OF PHILOSOPHY ETHNOMUSICOLOGY	GRADUATE STUDENT THESIS

2.	Minutes of the Graduate Studies Committee Meeting of the Center for General Studies and Co-Curriculum Special No. 2/2023 Sem 1 session 2022 / 2023	Article 2.1 Certifying the Student's Viva Application/Student's Thesis Submission Note:
	Date: March 6, 2023 Time: 3.00 pm Place: Google Meet	i. The meeting also agreed to improve the appointment/selection of proofreaders approved by JKPSPPUK Meeting No. 1/2022 previously by appointment as follows: a. Qualified and experienced Malay teachers; b. qualified and experienced academic staff; c. list of proofreaders of the National Translation Institution; d. list of proof readers of the Language Studies Center Translation Unit.

GENERIC PPUK

Persatuan Pascasiswazah Pengajian Generik UTHM

UTHM Generic Studies Postgraduate Association

This association was established to implement the following goals;

1. Medium of social networking and communication between postgraduate students
   UTHM generic studies.

2. Take care, protect and voice the rights, welfare and interests of students
   UTHM generic studies postgraduate.

3. Implement efforts and programs that are appropriate and can provide benefits
   to UTHM generic studies postgraduate students.

4. Be the intermediary body between the management of the Study Center and
   university with UTHM generic studies postgraduate students.

Membership in the association is open to all students registered under the postgraduate program
of the General Studies Center and Co-Curriculum only.

Membership registration is open throughout the year.

UTHM Generic Studies Postgraduate Association,
Pusat Pengajian Umum dan Kokurikulum (Center for General Studies and Co-Curriculum),
Universiti Tun Hussein Onn Malaysia,
86400 Parit Raja, Batu Pahat,
Johor Darul Takzim

E-mel: uthmgeneric@gmail.com

LIST OF REFERENCES

1. Academic Regulations for Graduate Studies Sixth Edition 2023
2. Thesis Writing Format (2012) Graduate School of Universiti Tun Hussein Onn Malaysia

For more information about the study program,

please contact:

07-4538412 / 07 453 7484

ppuk.ps@uthm.edu.my

(Program Coordinator / PPUK Postgraduate Department)

THANK YOU