



UTHM.PPUK/AS/CLQ/E -08/2022

**CENTRE FOR GENERAL STUDIES AND CO-CURRICULAR  
UNIVERSITI TUN HUSSEIN ONN MALAYSIA**

**DOCTOR OF PHILOSOPHY (PhD) COLLOQUIUM EVALUATION**

**EXAMINER REPORT**

<b>STUDENT'S NAME</b>	
<b>MATRIC NUMBER</b>	
<b>RESEARCH TITLE</b>	
<b>TOTAL MARKS (PART A+PART B)</b>	/60
<b>OVERALL COMMENTS</b>	
<b>DATE</b>	
<b>EXAMINER'S NAME</b>	
<b>SIGNATURE AND OFFICIAL STAMPS</b>	



**CENTRE FOR GENERAL STUDIES AND CO-CURRICULAR**  
**SEMESTER 1 SESSION 2022/2023**  
**DOCTOR OF PHILOSOPHY (PhD)**  
**RUBRIC FOR COLLOQUIUM (EXAMINER FORM)**

**PART A (THESIS WRITING: 30%)**

**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	POOR	FAIR	GOOD	EXCELLENT	Weighted score			%
		1	2	3	4	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 writing 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
<b>TOTAL MARKS PART A</b>								<b>0</b>		

**\*This form is designed to streamline the assessment of COLLOQUIUM THESIS WRITING. The examiner fills in the SCORE COLUMN to calculate both the percentage and overall score automatically. The Coordinator and Secretariat then review the overall score to determine whether the student has passed or failed.**

**PART B (COLLOQUIUM PRESENTATION: 30%)**

ELEMENT	LEVEL	VERY POOR	POOR	FAIR	GOOD	EXCELLENT	Weighted score			%
		1	2	3	4	5	Score	Weightage	Marks	
<b>PRESENTATION SKILLS</b>	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
		<b>TOTAL</b>								
<b>ORGANIZATION OF THE PRESENTATION</b>	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
<b>TOTAL</b>										<b>0</b>
<b>Q &amp; A SESSION</b>	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
<b>TOTAL</b>										<b>0</b>
<b>APPEARANCES</b>	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
<b>TOTAL</b>										<b>0</b>
<b>TIME MANAGEMENT</b>	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
<b>TOTAL</b>										<b>0</b>
<b>TOTAL MARKS PART B</b>										<b>0</b>

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