



UTHM.PPUK/AS/PHD/PD/E-04/2022
CENTRE FOR GENERAL STUDIES AND CO-CURRICULAR
UNIVERSITI TUN HUSSEIN ONN MALAYSIA

DOCTOR OF PHILOSOPHY (PhD) PROPOSAL DEFENSE EVALUATION
EXAMINER REPORT

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



CENTRE FOR GENERAL STUDIES AND CO-CURRICULAR
SEMESTER 1 SESSION 2022/2023
DOCTOR OF PHILOSOPHY (PHD)
RUBRIC FOR PROPOSAL DEFENSE EVALUATION (EXAMINER FORM)

PART A (PROPOSAL: 40%)

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 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 excellent 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	PL06 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 relevant 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	PL04 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

***This form is designed to streamline the assessment of PROPOSAL REPORT 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.**

RUBRIC FOR PROPOSAL PRESENTATION (B)

ELEMENT	LEVEL	VERY POOR	POOR	FAIR	GOOD	EXCELLENT	Weighted score			%
		1	2	3	4	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 distracting, information is presented	Student arranges visual aids effective and informative, not distracting, information is good presented	Student arranges visual aids creatively, informatively, effectively, and not distracting; information is presented well		5	0	0
Total										0
TOTAL										0

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