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|  | **FINAL YEAR PROJECT 1**  **EVALUATION FORM – SUPERVISOR** |

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| **INSTRUCTION**  **Students : Please complete the STUDENT INFORMATION SECTION.**  **Supervisor : Please complete SECTION A,B,C,D & E**  **Examiner : Please complete SECTION A,B,C,D ONLY**  **The completed evaluation form must be submitted to the FYP coordinator within ONE (1) week** | | | | | | |
| **STUDENT INFORMATION** | | | | | | |
| **NAME** | | : **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **PROGRAM** | | : **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **STUDENT ID** | : **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **SEMESTER** | | : **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **PROJECT TITLE** | | : | | | | |
|  | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
|  | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **ASSESSMENT TOOL** | | | | | | |
| **SECTION** | **Course learning Outcomes (CLO)** | | **Program Learning Outcomes (PLO)** | | **Possible Assessment** | **Weight** |
| **SECTION A** | **CLO 1**  Ability to conduct an investigative research-oriented (preferably industry related) approach correlated to engineering studies through effective techniques in literature review and information prospecting | | **PO1:**  **Engineering Knowledge (EK) -** Apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization as to the solution of complex engineering problems. | | * FYP1 Report;   + Abstract,   + Introduction,   + Literature Review, | 20% |
| **SECTION B** | **CLO 2**  Ability to perform individual analysis and judgement, to investigate, evaluate, implement and conclude and to propose or adopt an originality and significant solution or methodology of his/her work | | **PO2:**  **Problem Analysis (PA)** - Identify, formulate, conduct research literature and analyses complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences (WK1 to WK4); | | * FYP1 Report;   + Methodology   + Result and Discussion | 20% |
| **SECTION C** | **CLO 3**  Ability to provide opportunities to utilize appropriate modern technology (computer and IT) in some aspects of the work/ emphasizing the need for engineers and include a significant project to the society in its later stages. | | **PO5:**  **Modern Tool Usage (MT)** - Create, select and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems, with an understanding of the limitations (WK6); | | * Presentation;   + Demonstration   + FYP1 report;   + Conclusion   + Summary & Future Work,   + Gantt chart   + References | 20% |
| **SECTION D** | **CLO 4**  Ability to explain the final year project through effective communication through presentation and publish a comprehensive report on the final year research project in the format of a thesis. | | **PO10:**  **Communication** - Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions; | | * FYP report   + Format;   + Citation & reference | 20% |
| **SECTION E** | **CLO 5**  Develop capabilities of being assessed independently and work within constraints, good planning and project management | | **PO9:**  **Individual and Teamwork** - Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings; | | * Progress report;   + logbook | 20% |

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| **FYP1 Assessment Component** | | | | | | | |
| **COMPONENT** | **CRITERIA** | | | | **FULL MARK** | **TOTAL MARKS** | **WEIGHTAGE** |
| **Supervisor** | **SECTION A, B, C & D** | | | | **80** | **100** |  |
| **SECTION E** | | | | **20** |
| **Examiner 1** | **SECTION A, B, C & D** | | | | **80** | **80** |  |
| **Examiner 2** | **SECTION A, B, C & D** | | | | **80** | **80** |  |
| **TOTAL** | | | | | | |  |
| **Measured Program Learning Outcome** | | **Marks** | | **Comments overall achievement on respective PLO’s** | | | |
| SECTION A (PO1) | | /20 | |  | | | |
| SECTION B (PO2) | | /20 | |  | | | |
| SECTION C (PO5) | | /20 | |  | | | |
| SECTION D (P010) | | /20 | |  | | | |
| SECTION E (P09) | | /20 | |  | | | |
| **Total Marks:**  = | | | | | | | |
| **Remarks:** | | | | | | | |
| **Supervisor**  Signature:  Name:  Date: | | | **Examiner**  Signature:  Name:  Date: | | | | |
| **External Examiner**  Signature:  Name:  Date: | | | | | | | |

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| **PERFORMANCE ASSESSMENT** | | | | | | | |
| **ASSESSMENT: SUPERVISOR** | | | | | | | |
| **SECTION A - Engineering Knowledge (EK) (20%)** | | | | | | | |
| **Criteria** | **Very Poor** | **Poor** | **Good** | **Very Good** | **Excellent** | | **Marks** |
| **1** | **2** | **3** | **4** | **5** | |
| * Ability to conduct an investigative research-oriented (preferably industry related) approach correlated to engineering studies through effective techniques in literature review and information prospecting | * Unacceptable ability to conduct an investigative research-oriented * Not industry related * Not correlated to engineering studies | * Acceptable ability to conduct an investigative research-oriented * Industry related * Not correlated to engineering studies | * Good ability to conduct an investigative research-oriented * Industry related * Correlated to at least 1 engineering studies | * Very Good ability to conduct an investigative research-oriented * Industry related * Correlated to at least 2 engineering studies | * Excellent ability to conduct an investigative research-oriented * Industry related * Correlated to at least 2 engineering studies through effective techniques in literature review and information prospecting | |  |
| * FYP1 Abstract | * Missed two or more of the following items and badly written: * Introduction * Methodology * Results * Discussion | * Missed one of the following items and badly written: * Introduction * Methodology * Results * Discussion | * Has all the following items **but** written badly: * Introduction * Methodology * Results * Discussion | * Has all the following items **but** points are not connected properly: * Introduction * Methodology * Results * Discussion * Potential use * Fairly written | * Has all the following items excellently written: * Introduction * Methodology * Results * Discussion * Potential use * Points are connected properly * Uses proper grammar and spelling; clear transitions. | |  |
| * FYP1 Introduction | * Very little background information or information is incorrect. * Poor understanding of topic, inadequate research. * Statement of problem is erroneous or irrelevant. * Objective and scope are not clear. | * Has the following items; * Background * Motivation (current issue and potential solution) * Objective and scope   **But**   * Unclear problem statement * Unclear Objective and scope * Points not connected properly | * Has the following items; * Background * Motivation (current issue and potential solution) * Problem statement well defined * Objective and scope   **But**   * Objective and scope are not clear * Writing is bad * Points are not connected properly | * Has the following items **but** points are not connected properly; * Background * Motivation (current issue and potential solution) * Problem statement well defined * Objective and scope are well defined * Writing is acceptable | * Has the following items; * Background * Motivation (current issue and potential solution) * Problem statement well defined * Objective and scope are well defined * Well written, uses proper grammar and spelling; clear transitions. * Points are connected properly from paragraph to another | |  |
| * FYP1 Literature review | * Poor understanding of topic, * inadequate research or very little research. * No external literature researches. | * Has the following items; * General overview of the project * Literature review is concise, well-written and reference cited correctly * Literature review argues findings and or methods from previous work without suggesting potential solution * Insufficient literature to develop problem statement * Summary of literature review   **But**   * Writing is bad * Points not connected properly | * Has the following items; * General overview of the project * Extensive review: concise, well-written and reference cited correctly * Literature review argues findings and or methods from previous work * Literature review led towards the formulation of the problem statement but in most cases tinged with confusion * Summary of literature review   **But**   * Writing is bad * Points are not connected properly | * Has the following items; * General overview of the project * Extensive review: is concise, well-written and reference cited correctly * Literature review critically argues findings and or methods from previous work * Literature review led towards the formulation of the problem statement * Summary of literature review * Acceptable writing   **But**   * Points are not connected properly | * Has the following items; * General overview of the project * Extensive review with citation * Literature review is concise, well-written and reference cited correctly * Literature review critically argues findings and or methods from previous work and suggesting potential solution * Literature review led towards the formulation of the problem statement * Summary of literature review * Well written, uses proper grammar and spelling; clear transitions. * Points connected properly from paragraph to another | |  |
| **SECTION A - Subtotal (\_\_ /20) x 20%** | | | | | | |  |
| **SECTION B - Problem Analysis (PA) (20%)** | | | | | | | |
| **Criteria** | **Very Poor** | **Poor** | **Good** | **Very Good** | **Excellent** | | **Marks** |
| **1** | **2** | **3** | **4** | **5** | |
| * Ability to Identify problems & fault related to this project (Circuit, system, design, etc.) | * Very poor ability to understand or identify problems related to this project | * Poor ability to understand or identify problems related to this project | * Not quite able to understand and identify problems related to this project | * Reasonably able to understand and identify problems related to this project | * Fully able to understand and identify problems related to this project | |  |
| * Ability to Apply Theoretical and practical Concepts to Solve Problems related to this project (Circuit, system, design, etc.) | * Totally Not able to apply classroom or book knowledge to solve engineering problems related to this project | * Not able to apply classroom or book knowledge to solve engineering problems related to this project | * Somewhat able to apply classroom or book knowledge to solve engineering problems related to this project | * Able to apply classroom or book knowledge to solve engineering problems related to this project | * Quite able to apply classroom or book knowledge to solve engineering problems related to this project | |  |
| * FYP1 Methodology | * Missing several important explanations of materials and/or methodology. * Not sequential. * Most steps are missing or are confusing * Very poor ability to provide sufficient method for project. | * Incomplete or poor conceptualized statement of intended audience for project, qualifications of professionals who would use project, and requirement for implementing project. * Has the following items; * Materials / method description * Method / model / theory description with citation   **But**   * Badly written * Procedure difficult to follow * Method confusing and lacking many details. * Adequate grammar structure. | * Provides adequate statement of intended audience for project, qualifications of professionals who would use project, and requirement for implementing project. Organized outline of project. Some attention to diversity issues pertaining to topic. * Has the following items; * Materials description * Complete method / model description with explanation and citation * Justification to use the method / model * Procedure is well written   **But contain**   * Some confusing sentence * Grammar structure adequate. | * Provides good statement of intended audience for project, qualifications of professionals who would use project, and requirement for implementing project. Well-organized outline of project. Attention to diversity issues pertaining to topic. * Has the following items; * Materials / model / theory description * Complete method description with explanation and citation * Justification to use the method / model * Procedure is well written, uses proper grammar and spelling, clear transitions. **But contain** * Some confusing sentence | * Provides exceptionally clear statement of intended audience for project, qualifications of professionals who would use project, and requirement for implementing project. Comprehensive and well-organized outline of project. Specific attention to diversity issues pertaining to topic. Exemplary writing that flows well: clear, concise, and comprehensive. * Has the following items; * Materials description * Complete method description with explanation and citation * Justification to use the method / model * Procedure is well written * Organized well, logical and easy to follow * Uses proper grammar and spelling; clear transitions. | |  |
| * FYP1 Gantt Chart and FYP2 Planning | * FYP1 No Gantt chart and FYP2 planning | * Has FYP1 Gantt Chart   But   * No FYP2 planning | * Has both FYP1 Gantt chart and FYP2 Planning | * Has both FYP1 Gantt chart and FYP2 Planning   And   * Has the initial result | * Has both FYP1 Gantt chart and FYP2 Planning   And   * Has the initial result and initial discussion | |  |
| **SECTION B - Subtotal (\_\_ /20) x 20%** | | | | | | |  |
| **SECTION C - Modern Tool Usage (MT)** **(20%)** | | | | | | | |
| **Criteria** | **Very Poor** | **Poor** | **Good** | **Very Good** | **Excellent** | | **Marks** |
| **1** | **2** | **3** | **4** | **5** | |
| * Ability to provide opportunities to utilize appropriate modern technology (computer and IT) in some aspects of the work/ emphasizing the need for engineers and include a significant project to the society in its later stages. | * Very poor ability to demonstrate mastery of information technology in one or more of the following areas: accessing research resources; using modern technology in at least word processing software. | * Minimal knowledge of research resources, including databases, library, and internet. Minimal knowledge of basic skills with word processing and other relevant software. | * Evidence of adequate knowledge of research resources, including databases, library, and internet. Evidence of basic skills with word processing and other relevant software. | * Evidence of competent use of research resources, including databases, library, and internet. Evidence of competent use of word processing and other relevant software. | * Evidence of sophisticated use of research resources, including databases, library, and internet. Evidence of sophisticated use of word processing and other relevant software. | |  |
| * Ability to select an optimal solution of new technology based on global needs and requirement | * The project design totally did not take global needs and requirements of new modern technology. | * The project design did not take global needs and requirements of new modern technology. | * There is some indication that global needs and requirement of new modern technology factors have been considered. | * The project design is loosely based on some global needs and requirements of new modern technology factors. | * The project design is based on global needs and requirements of new modern technology factors. | |  |
| * Role of the project in technology and its impact on society | * Design project benefits to the industry and society are completely missing. | * Design project benefits to the industry and society are missing. | * Design project benefits to the industry and society are lightly addressed. | * Design project benefits to the industry and society are addressed. | * The project benefits to the industry and society are fully addressed. | |  |
| * FYP1 Conclusion and Recommendation | * Conclusion and future work are very poor or not all mentioned. * No relation to the project outcomes at all. * Very badly written | * Conclusion and future work are poor or not mentioned. * No relation to the project outcomes * Badly written | * Conclusion and future work are vague. * Fairly well written | * Conclusion and future work are included and show some relation to the project outcomes. * Well written | * Conclusion very well related to objective * Mention significant potential application of the study * Recommendation of new technology to be applied to the next project * Very good written | |  |
| **SECTION C - Subtotal (\_\_ /20) x 20%** | | | | | | |  |
| **SECTION D - Communication (20%)** | | | | | | | |
| **Criteria** | **Very Poor** | **Poor** | **Good** | **Very Good** | **Excellent** | | **Marks** |
| **1** | **2** | **3** | **4** | **5** | |
| * **Effective communication through presentation** | * Fails to demonstrate mastery of information technology in one or more of the following areas: accessing research resources; using word processing software. | * Minimal knowledge of research resources, including databases, and internet. * Minimal knowledge of basic skills with word processing and other relevant software. | * Adequate knowledge of research resources, including databases, and internet. * Evidence of basic skills with word processing and other relevant software. | * Competent use of research resources, including databases, and internet. * Evidence of competent use of word processing and other relevant software. | * Excellent use of research resources, including databases, and internet. * excellent use of word processing and other relevant software. | |  |
| * **FYP1 Thesis Style & Format** * **FYP1 Reference & Citation** | * Little or no conformation to thesis format / style * Citing unrelated articles. None of the article useful content digested and included in the proposal. | * Many substantial consistent thesis errors * Citing related articles and its useful content digested and included in the proposal. Less comment on other references | * Some minor consistent thesis errors * Citing related articles and its useful content digested and included in the proposal. Able to comment and refer to other references | * Few thesis errors, nonconsistent * Citing related articles and its useful content digested and included the proposal. Able to comment and refer to other references. | * Exemplary thesis format / style throughout * Citing related articles and its useful content (all article) digested and included in the proposal | |  |
| * **Communication skill** | * Display no confidence * Communication is unclear * Presentation is very poorly organized | * Poor ability to display lack of confidence * Communication is fairly clear * Presentation is poorly organized | * Good ability to display confidence level * Adequately clear communication * Presentation is well-organized | * Very good and sometimes display shaky confidence level * Clear communication * Presentation is well-organized | * Display full of confidence * Strongly clear communication * Presentation is very well-organized | |  |
| * **Student Understanding** | * Unable to respond/answer with understanding * Unable to provide information | * Able to give slow response with minimum understanding * Able to provide simple information | * Able to give response/answer with partial understanding * Able to provide adequate amount of information | * Able to give response/answer with full understanding * Able to provide specific information | * Able to give immediate response/ answer with full understanding * Able to provide mastery level information | |  |
| * **Appearance & Mannerism** | * Impolite attitude and behavior * Informally dressed which does not follow UNIMY dress code | * Poor attitude and behavior * Poorly dressed which does not follow UNIMY dress code | * Polite attitude and behavior * Casually dressed | * Polite and well-mannered attitude and behavior * Smartly dressed but attire partly follows UNIMY dress code | * Very polite and well-mannered attitude and behavior * Smartly dressed follows UNIMY dress code | |  |
| * **Idea Contribution** | * Unable to contribute ideas at all | * Rarely contributes ideas | * Sometimes contributes ideas | * Usually contributes Ideas | * Consistently contributes ideas | |  |
| **SECTION D - Subtotal (\_\_ /30) x 20%** | | | | | |  | |
| **SECTION E - Individual and Teamwork (20%)** | | | | | | | |
| **Criteria** | **Very Poor** | **Poor** | **Good** | **Very Good** | **Excellent** | | **Marks** |
| **1** | **2** | **3** | **4** | **5** | |
| * Abilities to justify design * principle towards sustainability | * Unable to justify the design principle | * Poorly justify the design principle | * Appropriately justify the design principle | * Completely justify the design principle | * Completely justify the design principle with relevant information | |  |
| * Abilities to demonstrate * Engineering practice for Sustainable development | * Unable to demonstrate engineering practice in routine work | * Rarely demonstrate engineering practice in routine work | * Partially demonstrate engineering practice in routine work | * Frequently demonstrate engineering practice in routine work | * Completely demonstrate engineering practice in routine work | |  |
| * Abilities to initiate self-development for sustainability | * Require full guidance to perform task | * Require frequent guidance to perform task | * Require minimal guidance to perform task | * Work in self-directed manner | * Work in self-directed manner and able to guide others | |  |
| * Frequency of communication / meeting with supervisor | * Less than 2 times | * 2 to 4 times | * 4 to 6 times | * 6 to 8 times | * More than 8 times | |  |
| * Information Finding * Logbook update | * Unable to find information at all | * Able to find Information with assistance | * Able to find Information independently | * Able to find information independently and assists those when needed help | * Able to find information Independently, efficiently and assists those when needed help | |  |
| * Planning and Time Management | * Unable to organize planning and time management at all | * Able to organize planning but poor time management to complete the task | * Able to organize fair planning and time management to complete the task | * Able to organize good planning and fair time management to complete the task | * Able to organize strategic planning and excellent time management to complete the task | |  |
| **SECTION E - Subtotal (\_\_ /30) x 20%** | | | | | | |  |