

# FINAL YEAR PROJECT GUIDEBOOK



FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT

UNIVERSITI MALAYSIA TERENGGANU

**(Version 2 | Effective October 2024)**

# **FBESD FINAL YEAR PROJECT GUIDEBOOK**

Faculty of Business, Economics and Social Development,  
University of Malaysia Terengganu  
21030 Kuala Nerus  
Terengganu, MALAYSIA

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Second Edition –2024

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**FINAL YEAR PROJECT GUIDEBOOK**

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Professor Dr Suriyani Muhamad  
**Dean, Faculty of Business, Economics and Social Development**

**Chairperson**

Associate Professor Dr Azwadi Ali  
**Deputy Dean (Academic and Student Affairs)**

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**Bachelor of Accounting FYP Coordinator**

Dr Siti Aisyah binti Saat  
**Bachelor of Management (Policy Studies) FYP Coordinator**

Dr Jaharudin bin Padli  
**Bachelor of Economics (Natural Resources) FYP Coordinator**

Dr Mazidah Mohd. Dagang  
**Bachelor of Counselling FYP Coordinator**

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## PREFACE



Alhamdulillah, we are pleased to present the second edition of the Final Year Project (FYP) Guidebook for the Faculty of Business, Economics, and Social Development (FBESD). This updated edition builds upon the success of the first edition, offering enhanced guidance and resources to support our undergraduate students in their academic endeavors.

We have carefully considered the feedback received from students and faculty members, incorporating valuable suggestions to improve the clarity, comprehensiveness, and relevance of the handbook. Our goal remains to provide a user-friendly and informative resource that equips students with the necessary tools to excel in their FYPs and produce high-quality research.

We extend our sincere gratitude to the dedicated members of the FYP Guidebook Committee for their ongoing commitment to developing this essential resource. Their expertise and hard work have been instrumental in ensuring the continued improvement of this handbook.

We hope that this second edition will serve as a valuable companion for students throughout their FYP journey, empowering them to achieve their academic aspirations. May Allah SWT grant us all success in our endeavors.

**Dean**  
**Faculty of Business, Economics and Social Development**  
**Universiti Malaysia Terengganu**  
**2024**

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# 1. INTRODUCTION

## 1.1 Introduction

The Final Year Project (FYP), consisting of FYP I and FYP II, is typically completed during the final two semesters before students embark on their internships. While the Bachelor of Economics (Natural Resources) program mandates both components, students from six other faculty programs can choose to enroll in them as electives. Both FYP I and FYP II introduce students to the systematic approach of scientific research, proficient writing, and effective presentations.

This guidebook, organized into six chapters is designed to assist all students and supervisors in successfully implementing FYPs within the faculty. Currently, the faculty offers seven undergraduate programmes, including Bachelor of Economics (Natural Resources) with Honours, Bachelor of Accounting with Honours, Bachelor of Management (Marketing) with Honours, Bachelor of Management (Policy Study) with Honours, Bachelor of Counseling with Honours, Bachelor of Tourism Management with Honours, and Bachelor of Finance with Honours.

## 1.2 Final Year Project Goals

The objectives of the final year scientific project are to enable students to:

- i. Apply their acquired knowledge and skills from the first two years of study.
- ii. Gain new experiences and insights through their research.
- iii. Find solutions to contemporary problems through investigation.
- iv. Develop strong soft skills by mastering research methods and project management.

## 1.3 Implementation Period

The FYP is implemented over two consecutive semesters if both FYP I and FYP II are taken. It typically occurs at the end of the third or fourth year of study.

## 1.4 Credit Hours

Table 1.1 outlines the course status and credit hours for FYP I and FYP II in each program.

## 1.5 Student Participation in Student Research Day (SRD)

All students are encouraged to participate in UMT's annual Student Research Day (SRD), where outstanding projects can be recognized with awards. The SRD program provides valuable experience in scientific and innovative presentations, and offers opportunities for student-industry interactions. For more details, please refer to Chapter 4.



Table 1.1: Courses and credit hours for FYP I and FYP II

Programme	Course Status	FYP I (Cr. Hours)	FYP II (Cr. Hours)
Bachelor of Economics (Natural Resources) with Honours	Core	2	4
Bachelor of Accounting with Honours	Elective	3	3
Bachelor of Management (Marketing) with Honours	Elective	3	3
Bachelor of Management (Policy Studies) with Honours	Elective	3	3
Bachelor of Counselling with Honours	Elective	3	3
Bachelor of Management (Tourism) with Honours	Elective	3	3
Bachelor of Finance with Honours	Elective	3	3

### 1.6 Conclusion

In this chapter, we have discussed the introduction of FYP in FBESD, including implementation goals, duration of the project to be completed, and the number of credit hours.

## **2. FINAL YEAR PROJECT IMPLEMENTATION PROCEDURE**

### **2.1 FYP Title Selection**

The selection of titles is a key element that students need to prioritize. The title of the study can be obtained by liaising directly with the supervisor concerned. The FYP title must be in the field or scope of the supervisor's expertise and the student's programme of study. Titles should be simple and easy to understand while remaining compact. Students are also encouraged to propose their own topics that align with the selected field and plan the project in detail with their supervisor. The final title may change/differ from the suggested title based on the suitability of the results. However, the field must remain the same.

### **2.2 Endorsement of FYP Title and Supervisor**

Students are required to complete the Title Confirmation and Supervisor Form of FYP (see Chapter 6). Forms are available from the FYP Coordinator of the respective programmes. The title of the project must be as agreed upon by the supervisor. The completed form must be returned to the FYP Coordinator on the specified date. Please refer to the FYP Planning and Implementation Schedule issued by each of the respective programmes for the relevant date.

### **2.3 FYP with Industry**

Students are encouraged to implement an industry-related FYP that involves joint supervision by both an industry professional, and a UMT supervisor.. A FYP programme with industry aims to expose students to the industry and encourage their interest in research about the local industry.

### **2.4 Implementation of FYP**

Commitment, initiative and dedication are required from all students. Students must work independently when conducting their project studies. The supervisor's role is to provide guidance and leadership to the students. Students must consult with their respective supervisors regarding necessary facilities and provisions. The project procedures should be arranged so that they can use the existing faculty facilities.

#### **2.4.1 Implementation of FYP I**

The implementation of FYP I (concept article) is divided into three (3) parts as follows:

##### **i. Provision of FYP I**

Students are required to complete FYP I in accordance with the prescribed journal format (which includes three sections, namely, Introduction, Literature Review, and Methodology). The preparation period of FYP I will be set according to the programme of study. Students should discuss the scope of the study to be conducted with the main supervisor and joint supervisor (if any).

## ii. Submission of FYP I

FYP I shall be reviewed and corrected by the primary supervisor and joint supervisor (if any) and improved by the student before being submitted to the supervisor for assessment. Each student is required to submit FYP I to their supervisor. FYP I delivery deadlines are subject to their respective programs. Refer to FYP I Implementation Schedule for their respective study programmes to determine the exact date.

## iii. FYP I Presentation

All students who register FYP I are required to make a presentation. Students who do not make a presentation are considered to have failed FYP I, subject to their respective programmes. Students are required to present FYP I orally or poster in front of a panel of examiners consisting of at least one (1) lecturer in the field to be determined by their respective programmes. Supervisors are required to be present at the time of presentation to evaluate the student's presentation. The date for FYP I presentation will be set in accordance with the resolution of the respective study programme.

The purpose of the FYP I presentation and the discussion is to ensure that the procedures, principles and grounds of the study to be conducted are reasonable, appropriate, correct and scientifically accurate. Each student will be allocated at least 15 minutes which includes both the presentation and the discussion session with the examiner(s). Students are advised to prepare for a presentation within the stipulated time and to use an appropriate audiovisual aids during their presentation session. All improvements proposed by the examiner(s) orally must be considered before the review is carried out. Each supervisor is responsible for ensuring that students under his or her supervision address all comments and recommendations provided by the panel.

## **2.4.2 Implementation of FYP II**

The implementation of FYP II (journal articles) is divided into three (3) parts as follows:

### i. Provision of FYP II

The journal article for FYP II is a continuation of the study from FYP I, which has been certified by the supervisors. Students must regularly consult with their supervisors throughout the preparation period of journal articles and submit drafts to the main supervisor and joint supervisor (if any) to be reviewed and certified from time to time.

### ii. Submission of FYP II

Copies of journal articles must be submitted to the respective supervisors for evaluation. FYP II delivery deadlines are subject to their respective programs. Refer to FYP II Implementation Schedule for their respective study programmes to determine the exact date. The completed FYP II must be certified by the main supervisor and joint supervisor (if any).

### iii. FYP Presentation II

Students are required to present FYP II either orally or in a poster form, depending upon the requirement of their respective programmes. Presentations must be made in front of a panel of

examiners comprising at least one (1) lecturer in the field, as determined by their respective programmes. Decisions and discussions on the findings of the project should be presented scientifically. Supervisors are required to be present at the time of presentation to evaluate each student's presentation. The date for the FYP II presentation will be set in accordance with the resolution of the respective study programme.

Each student is allocated at least 15 minutes including presentation and discussion session with the examiner(s). Students are advised to prepare ahead for the presentation within the stipulated time and use an appropriate audio visual aids during the presentation session. All improvements proposed by the examiner(s) orally must be taken into account. Each supervisor is required to ensure that students under his or her supervision take action on the comments and recommendations of the panel of examiners.

## **2.6 Prohibition against Plagiarism**

Students are subject to the Universities and Colleges Act 1971, Universiti Malaysia Terengganu (Discipline of Students) Rules. Reports are permitted to have an index of equivalence with other documents of up to 20%. Plagiarism/Turnitin reports must be submitted with each report.

## 2.5 Flow Chart

### 2.5.1 Flow Chart of FYP I

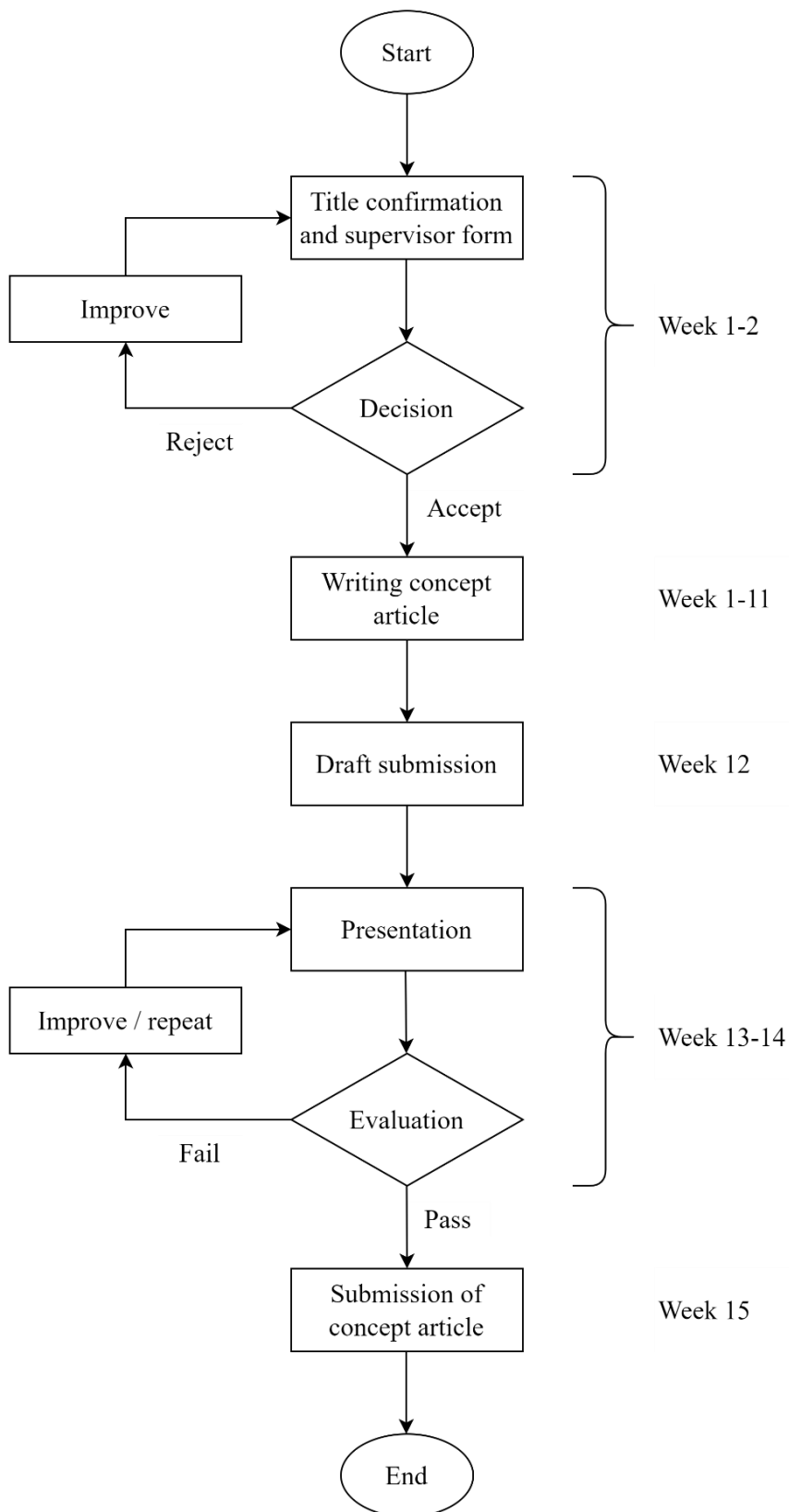


Figure 2.1: Flow Chart of FYP I

## 2.5.2 Flow Chart FYP II

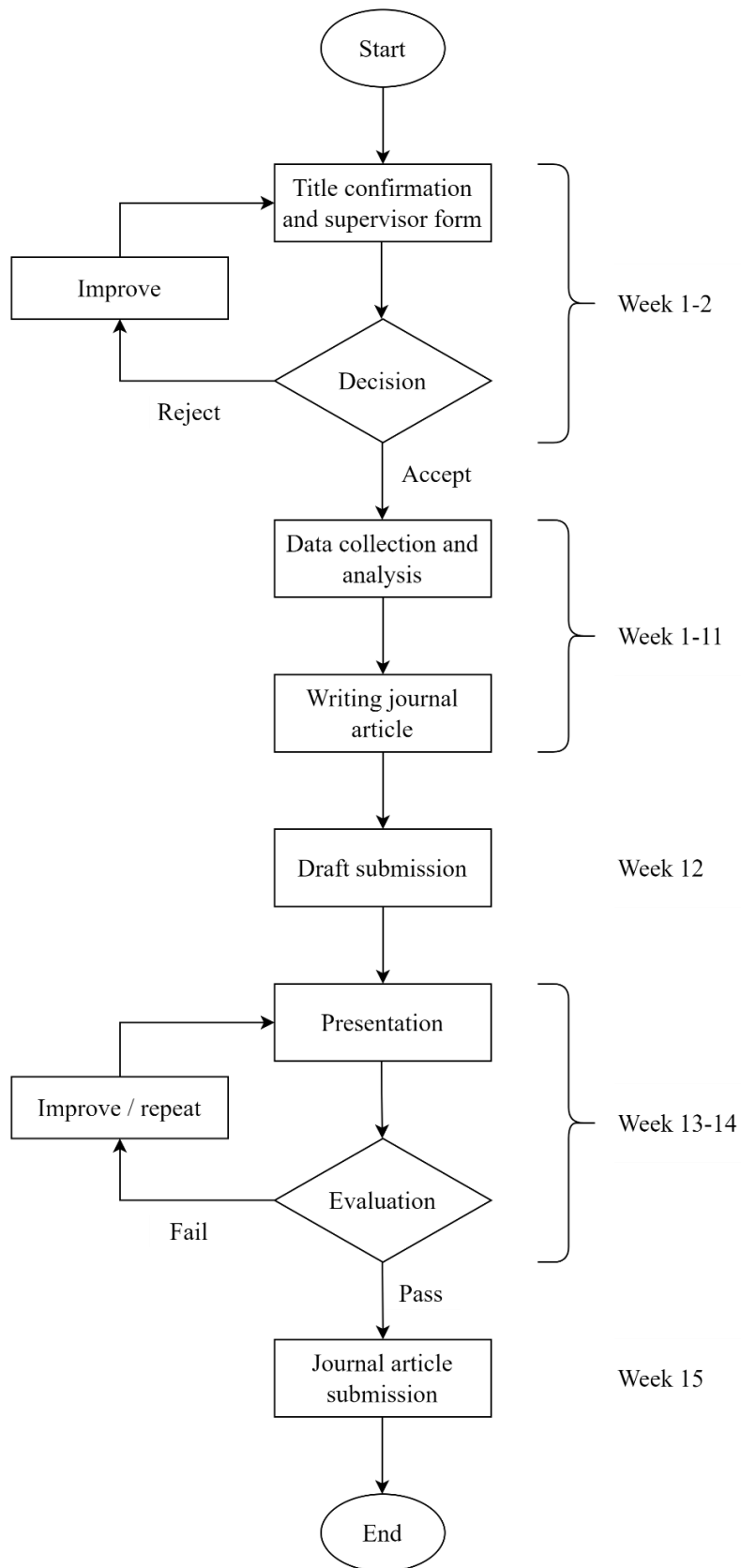


Figure 2.2: Flow Chart of FYP II

### **3. FYP I & FYP II WRITING GUIDELINES**

This chapter outlines the writing guidelines for both FYP I and FYP II. Students are required to structure their research projects in the format of a journal article. Consequently, the outcome of FYP I should resemble a concept article, while FYP II should be presented as a complete journal article.

#### **3.1 Research Writing Guides**

The writing of the FYP I concept article and the FYP II journal article should adhere to the guidelines outlined in sections 3.2 and 3.3, respectively. For FYP I, students must also include sections on expected results and a conclusion, even though the actual research will only be conducted in FYP II. Additionally, if a student plans to submit their completed article to a specific journal, they must reformat the article to meet the requirements of that journal. In addition to guidance from their supervisors, students can refer to the following general guidelines to assist in completing both the concept and journal articles.

##### **3.1.1 Journal Article Writing**

Journal articles are shorter than books and their writing is more specific to a topic of study. A journal is also a collection of articles (as in a magazine) published periodically in a year. The difference between journals and other reading materials is that journals are more closely related to the writing of current studies and written by experts in a field.

The general structure of an academic journal consists of the title of study, keyword, abstract, award, introduction, main content section (literature study, study methods, study and discussion), conclusions and references.

The title of the study is an indicator to the reader regarding the study and its concept. It needs to be compact, accurate and informative. Authors need to include keywords that are relevant in the study title, but should avoid abbreviations of names and formulas.

Keywords are an important part of a journal article. Therefore, authors need to choose the appropriate keywords to make it easier for readers or other reviewers to refer to. These keywords help readers to find your article through searches on the internet.

The abstract serves to express the key to your study clearly and densely. Therefore, abstract is important because it is a key element of the work of the researchers that the reader will follow. Abstracts should be written in a short paragraph (in 300 words) which also summarizes the findings of the authors' study. The abstract should address the following:

- What is your study?
- What research methods are used?
- What are the main findings of your study?

Appreciation is a small part of a journal article but it is also important. This is the section where the authors/researchers write their appreciation to the parties who have assisted directly or indirectly in the study and writing of the articles in any form whether intellectual, financial and other contributions. Writing in this section of the award can enhance the integrity of a writer, because indirectly the author/researcher has recognized the previous researchers and did not

claim other academic ideas as the intellectual property of the author himself.

Each reference must be a current and relevant reference. The reference requirements for each field of study are different, but generally the reference should not be older than 10 years. The study referred to should be very relevant to the author's study questions.

### 3.1.2 Introduction

The introduction is an important part of the writing of the article. It not only introduces the title of the study and the author's stance on the topic, but there should also be a general argument regarding the study.

After the introductory is the main content part of the article. This section contains arguments and evidence to the studies made. Generally, this section is divided into literature studies, study methods and findings.

### 3.1.3 Literature Review

A literature review is a survey of scientific resources on a particular topic. It provides an overview of current knowledge, identifying theories, methods and related gaps in existing research. The determination of gaps is important in the study of literature as it helps to avoid doing previous studies by identifying gaps, the objectives of the study can be better formed.

Writing literature reviews involves searching for related and current publications (such as books and journal articles), critically analysing them and describing things encountered. There are five main steps in literature writing:

1. Find related literature
2. Source value
3. Identify themes, debates and gaps
4. Outline the structure
5. Write literature reviews

A good literature review not only summarizes the sources, but also analyses, synthesizes and evaluates critically to provide a clearer picture of knowledge of the subject of study.

### 3.1.4 Methodology

The study method refers to the framework procedure for explaining the research process. The study method is either a qualitative, quantitative or mixed method of the two methods. Table 3.1 describes the differences between qualitative and quantitative methods.

Table 3.1 Characteristics of qualitative and quantitative methods

<b>Qualitative</b>	<b>Quantitative</b>
Using words	Using numbers
Emphasis on meaning/intent	Emphasis on behaviour
The hypothesis results from the data	It starts with a hypothesis
Case study	General



The quantitative method studies numerical data and often requires the use of statistical tools to analyse the collected data. The data collected (experimentally, stimulation, questionnaire, theoretical testing or the like) will be listed, measured or categorized through statistical analysis. It helps by revealing patterns or relationships, as well as to generalize. This type of research is useful to know how much, how often, or to what extent something is.

Qualitative methods are where data is collected through interviews, observations, group discussions, site visits or the like about human life experiences, emotions or behaviours. Qualitative methods enable researchers to understand in depth a problem through interpretation or recommending solutions from the information collected. Since qualitative methods involve a natural interaction and observation with the perpetrator, the findings are amazing because the findings are with evidence and explanation of cause and effect. Analysis for qualitative research is performed in software such as NVivo and Atlas. Ti.

The procedure summary for qualitative and quantitative research is as follows:

Table 3.2 Summary of qualitative and quantitative research procedures

Quantitative research procedures	Qualitative research procedures
Researchers tested a theory.	Researchers collect information and data
↓	↓
Hypotheses or research problems are published from the theory	Asked questions about the phenomenon
↓	↓
Concepts and variables in operation	Data is classified and placed in categories
↓	↓
An instrument is used to measure variables in theory	Patterns in data are determined and theories potentially backed up
↓	↓
Hypothesis confirmed	Theories are tested and developed and patterns compared to other patterns and theories

Thus, the description of the study method can be done using the following four steps:

- Step 1: Explain the methodological approach. Start by introducing an overall approach to research.
- Step 2: Explain the data collection method.
- Step 3: Explain the analysis method used.
- Step 4: Evaluate and justify the methodological options.

### 3.1.5 Findings

The writing of a good finding study is to restate the goals and objectives of the study at the beginning of the sentence. This allows the reader to refocus on the core of the author's academic article. A short paragraph is sufficient to restate the purpose of the study. The study findings section is the main part of the research. It is a place to present and explain the data collected as well as the findings of analytical and interpretation of data.

Therefore, this section must be clear, unbiased, and objective. Each decision, which either confirms or disproves assumptions, should be recorded in an unbiased manner to increase the credibility of the studies made.

The findings of this study provide an opportunity for the authors:

- formulate collected data in the form of descriptive statistics
- report findings from relevant and appropriate analysis and interpretation of inferential statistics aimed at answering the study questions of academic articles or supporting the hypotheses made, and demonstrating the importance of research of researchers.

For regular writing, it is best to use sub-sections based on:

- Research questions, hypotheses or models, or
- Statistical tests that have been run.

### 3.1.6 Conclusions

The conclusion is the interpretation of the author's results. It summarizes all the concepts introduced in the main body of the text from the most important to the least important. No new concepts were introduced in this section.

## 3.2 FYP I Concept Article Template

**TITLE OF PAPER** [Single spaced]

Author Name One<sup>a\*</sup>, Author Name Two<sup>b</sup>, and Author Name Three<sup>c</sup>

<sup>a</sup>Department, University, City, Country; <sup>b,c</sup>Department, University, City, Country

[mohd@umt.edu.my](mailto:mohd@umt.edu.my); [wan@gmail.com](mailto:wan@gmail.com); [three@yahoo.com](mailto:three@yahoo.com)

[Single spaced]

\* Corresponding author

**Abstract:** This template provides formatting guidelines for authors preparing an FYP I concept article, which precedes the full journal article in FYP II. These guidelines are aligned with the UMT Journal of Undergraduate Research (UMTJUR). Authors are required to follow the instructions provided in this document for their papers to meet publication standards. If authors intend to publish in journals other than UMTJUR, they must ensure that their submissions comply with the specific formatting requirements of those journals. This document serves both as an instructional guide and as a template for entering your own text. [300 words Single Space]

**Purpose** – *Drawing on the Resource Based View (RBV) theory, the purpose of this paper is mainly to show how Electronic Human Resource Management (HRM), green employee empowerment, and Human Resource (HR) Business Partner Role may influence Green HRM practices.*

**Design/methodology/approach** – *A conceptual framework was proposed to test the direct effect of the three independent variables – and key human resource factors – on Green HRM. A self-administered questionnaire is proposed to systematically collect the data from manufacturing and service organizations in Malaysia. The partial least squares (PLS) method will be used to test the conceptual framework of the study.*

**Expected Results** – *The expected results may include significant effect of green employee empowerment all/part of dimensions of Green HRM practices..*

**Originality/value** - *As revealed by searches of ISI Web of Knowledge and Scopus, there is no similar work which tested a similar framework based on evidence from an emerging economy. Based on*

*RBV, it is possible to suggest that green employee empowerment and the role of HR as a business partner constitute unique resources when adopting Green HRM practices.*

**Keywords** *Electronic HRM, Green employee empowerment, HR Business Partner Role, Green HRM practices, Resource Based View.* [5-6 keywords]

## **Introduction**

This template gives formatting guidelines for authors preparing papers for publication in the UMT Journal of Undergraduate Research. The authors must follow the instructions given in the document for the papers to be published. You can use this document as both an instruction set and as a template into which you can type your own text.

## **Literature Review**

If reference is made in the text to a publication written by less than two authors the name of all authors should be used (Hall & Fitzgerald, 2008).

If reference is made in the text to a publication written by more than two authors the name of the first author should be used followed by “*et al.*,” (Hall *et al.*, 2008).

For more than two references by the same author, list the citations in chronological sequence with the earliest first, (Azmi, 2015; 2017).

For two or more articles by the same author within the same year: (Azmi, 2015a; 2015b)

When two or more articles by different authors are cited at the same time, list the citations in chronological sequence with the earliest first: (Azmi, 2015; Afzan, 2016; Wahi, 2017).

## **Methodology**

### ***Subheading***

The methodology to complete the research is proposed here. It may entails the justification for choosing the methodology over other alternatives and potentially the research framework and hypothesis development. Suggested unit of analysis and sample of respondents are elaborated in this section.

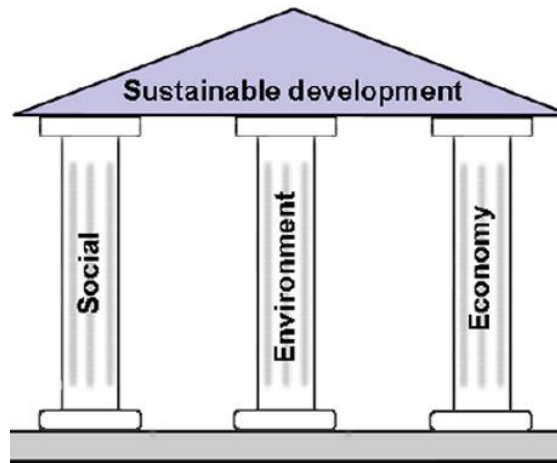


Figure 1: Every figure must be clear, of high quality and labelled with Arabic numerals.

**Expected Results**

Although the actual research has not commenced, author may tell here what are the expectations from the collected data.

Table 1: Every table should be labeled with a reference number (Arabic numerals). Tables should be drawn using clear horizontal lines. No vertical or diagonal lines.

	Title 2	Title 3	Title 4	Title 5	Title 6
Text A					
Text B					
Text C					

**Conclusion**

The concept article is summarized under this section.

**Acknowledgements**

If necessary, authors may include any relevant acknowledgements.

**References**

**Articles in Journal**

Dame, R., & Libes, S. (1993). Oyster reefs and nutrient retention tidal creeks. *Journal of Experimental Marine Biology and Ecology*, 171(6), 251-258.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

More than 7 authors - If the article has more than seven authors, list the names of the first six authors followed by ... and then the last author's name in the reference entry.

Yonkers, K. A., Ramin, S. M., Rush, A. J., Navarrete, C. A., Carmody, T., March, D., ... Leveno, K. J. (2001). Onset and persistence of postpartum depression in an inner-city maternal health clinic system. *American Journal of Psychiatry*, 158(11), 1856-1863. doi:10.1176/appi.ajp.158.11.1856

### Book

Zar, J. H. (1999). *Biostatistical Analysis*, 4<sup>th</sup> edition. Prentice-Hall, Englewood Cliffs, New Jersey.

### Thesis

Khalik, W. N. (2012). Status kualiti air Temenggor. Perak. Master's theses, Universiti Kebangsaan Malaysia.

### Webpage

Author or institution, year, title, link website, date access

Kenneth, I. A. (2001). How to be an entrepreneur. Retrieved from <http://www.business.com/money/how.html>, 20 August 2016.

### Newspaper article

Bagnall, D. (1998, January 27). Private schools: Why they are out in front. *The Bulletin*, pp. 12-15.

### Government publication

The Health Targets and Implementation (Health for All) Committee. (1988). *Health for all Australians*. Canberra, ACT: Australian Government Publishing Service.

## 3.3 FYP II Journal Article Template

Each journal has its own way of writing and templates. Therefore, the author must first choose the journal that the article wants to send and then write with the guided journal in question. The following is an example of a journal template:

**TITLE OF PAPER** [Single spaced]

Author Name One<sup>a\*</sup>, Author Name Two<sup>b</sup>, and Author Name Three<sup>c</sup>

<sup>a</sup>Department, University, City, Country; <sup>b,c</sup>Department, University, City, Country

[mohd@umt.edu.my](mailto:mohd@umt.edu.my); [wan@gmail.com](mailto:wan@gmail.com); [three@yahoo.com](mailto:three@yahoo.com)

[Single spaced]

\* Corresponding author

**Abstract:** This template provides formatting guidelines for authors preparing the full FYP II journal article. The formatting follows the standards of the UMT Journal of Undergraduate Research (JUR). Authors must strictly adhere to the instructions in this document to ensure their papers are eligible for publication. If authors plan to submit to journals other than JUR, they should reformat their article according to the specific guidelines of those journals. This document can be used both as an instructional guide and a template for composing the final version of your journal article. [300 words Single Space]

**Purpose** – *Drawing on the Resource Based View (RBV) theory, the purpose of this paper is mainly to show how Electronic Human Resource Management (HRM), green employee empowerment, and Human Resource (HR) Business Partner Role may influence Green HRM practices.*

**Design/methodology/approach** – *A conceptual framework was proposed to test the direct effect of the three independent variables – and key human resource factors – on Green HRM. A self-administered questionnaire was adopted in a systematic collection of data from manufacturing and service organizations in Malaysia. The partial least squares (PLS) method was used to test the conceptual framework of the study.*

**Findings** – *The empirical results demonstrate that green employee empowerment has a significant positive relationship with all dimensions of Green HRM practices; the added value of HR Business Partner Role is an important aspect in ensuring the successful implementation of Green HRM practices; and surprisingly, Electronic HRM was not significantly related with all dimensions of Green HRM practices.*

**Originality/value** - *As revealed by searches of ISI Web of Knowledge and Scopus, there is no similar work which tested a similar framework based on evidence from an emerging economy. Based on RBV, it is possible to suggest that green employee empowerment and the role of HR as a business partner constitute unique resources when adopting Green HRM practices.*

**Keywords** *Electronic HRM, Green employee empowerment, HR Business Partner Role, Green HRM practices, Resource Based View. [5-6 keywords]*

## **Introduction**

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If reference is made in the text to a publication written by less than two authors the name of all authors should be used (Hall & Fitzgerald, 2008).

If reference is made in the text to a publication written by more than two authors the name of the first author should be used followed by “*et al.*,” (Hall *et al.*, 2008).

For more than two references by the same author, list the citations in chronological sequence with the earliest first, (Azmi, 2015; 2017).

For two or more articles by the same author within the same year: (Azmi, 2015a; 2015b)

When two or more articles by different authors are cited at the same time, list the citations in chronological sequence with the earliest first: (Azmi, 2015; Afzan, 2016; Wahi, 2017).

## **Methodology**

### **Subheading**

This template gives formatting guidelines for authors preparing papers for publication in the UMT Journal of Undergraduate Research.

### **Findings and Discussions**

This template gives formatting guidelines for authors preparing papers for publication in the UMT Journal of Undergraduate Research. The authors must follow the instructions given in the document for the papers to be published. You can use this document as both an instruction set and as a template into which you can type your own text.

Table 1: Every table should be labeled with a reference number (Arabic numerals). Tables should be drawn using clear horizontal lines. No vertical or diagonal lines.

	Title 2	Title 3	Title 4	Title 5	Title 6
Text A					
Text B					
Text C					

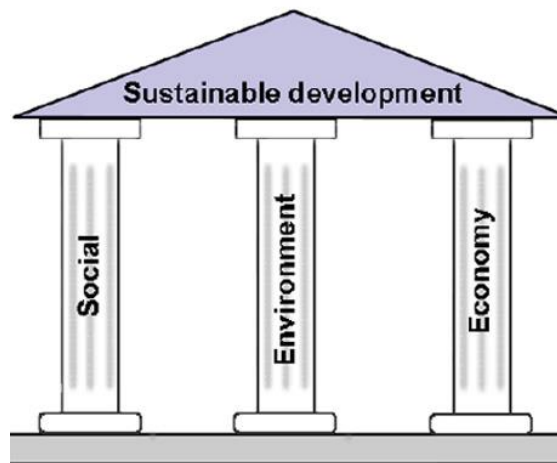


Figure 1: Every figure must be clear, of high quality and labelled with Arabic numerals.

### **Conclusion**

This template gives formatting guidelines for authors preparing papers for publication in the UMT Journal of Undergraduate Research. The authors must follow the instructions given in the document for the papers to be published. You can use this document as both an instruction set and as a template into which you can type your own text.

### **Acknowledgements**

Authors may acknowledge those contributed to the research here.

### **References**

### **Articles in Journal**

Dame, R., & Libes, S. (1993). Oyster reefs and nutrient retention tidal creeks. *Journal of Experimental Marine Biology and Ecology*, 171(6), 251-258.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

**More than 7 authors - If the article has more than seven authors, list the names of the first six authors followed by ... and then the last author's name in the reference entry.**

Yonkers, K. A., Ramin, S. M., Rush, A. J., Navarrete, C. A., Carmody, T., March, D., ... Leveno, K. J. (2001). Onset and persistence of postpartum depression in an inner-city maternal health clinic system. *American Journal of Psychiatry*, 158(11), 1856-1863. doi:10.1176/appi.ajp.158.11.1856

### **Book**

Zar, J. H. (1999). *Biostatistical Analysis*, 4<sup>th</sup> edition. Prentice-Hall, Englewood Cliffs, New Jersey.

### **Thesis**

Khalik, W. N. (2012). Status kualiti air Temenggor. Perak. Master's theses, Universiti Kebangsaan Malaysia.

### **Webpage**

**Author or institution, year, title, link website, date access**

Kenneth, I. A. (2001). How to be an entrepreneur. Retrieved from <http://www.business.com/money/how.html>, 20 August 2016.

### **Newspaper article**

Bagnall, D. (1998, January 27). Private schools: Why they are out in front. *The Bulletin*, pp. 12-15.

### **Government publication**

The Health Targets and Implementation (Health for All) Committee. (1988). *Health for all Australians*. Canberra, ACT: Australian Government Publishing Service.



## **4. STUDENT RESEARCH DAY**

### **4.1 Introduction**

To ensure that Universiti Malaysia Terengganu (UMT) remains a public university beloved by its students, the university has taken various initiatives to improve the social skills of its students and the marketability of its graduates, especially in industry. One of the initiatives taken by UMT to achieve this objective is to organize the Student Research Day program by all faculties at UMT in turn and the place of organization is carried out according to the faculties involved.

Student Research Day is an annual programme that started in 2018. The SRD programme aims to highlight interdisciplinary research and transnational research conducted at UMT. The programme also aims to expose the local community and industry to the research being done by UMT students as well as to inculcate their interest in research in the local community and industry. Students present research projects resulting from their final year academic project (FYP). The programme also immerses students into experiences with scientific and innovation presentations as well as exposing students to interaction with the industry which is also the objective of the SRD programme. This programme is participated in by all final year students who are enrolled in the Final Year Project course from all programmes available at UMT.

For evaluation, each participant was evaluated by external and internal evaluators consisting of UMT lecturers and industry representatives. The involvement of external agencies and industries in this program also provides an opportunity to market UMT graduates, and that is one of the strategies planned for students. The Student Research Day program is expected to contribute towards the achievement of UMT's aspirations, vision and mission.

### **4.2 Objectives**

Among the objectives of SRD are as follows:

- i. Obtain feedback directly from the appointed panel of industry assessors
- ii. Enable the industry to know or understand the field of study and expertise of students
- iii. Contributions to the improvement of life, the enrichment of new knowledge and innovation in research products especially in the thrust areas of UMT
- iv. Helps improve the maturity, ethics and professionalism of students as well as the supervisors/supervisors involved
- v. Create a conducive and excellent research environment
- vi. Enabling students to highlight their ideas, knowledge and abilities.
- vii. To enhance soft skills among students according to the needs of the industry
- viii. Highlight cross-disciplinary research as well as transnational research of the university.

### 4.3 Abstract Submission

The requirements for abstract submission are as follows:

- i. Students are required to prepare the FYP study abstract according to the format set by the SRD secretariat.
- ii. Abstract revisions and corrections must be made between students and supervisors before being sent to the secretariat of SRD.
- iii. In the 9th week, students are required to submit abstracts to the secretariat through the SRD system which will be developed by the SRD secretariat (the exact date will be determined in the current semester)
- iv. Complete abstracts must be uploaded by students to the SRD system within the stipulated time after review by the supervisor
- v. Abstracts must be written in English only, .docx format.
- vi. In column after \*Corresponding author: must be written to the supervisor's email address.
- vii. The name of the supervisor needs to be put together as the second author who is also the corresponding author.
- viii. Name the abstract file in the format set by the SRD secretariat, for example, abstrak\_no. matrix.docx
- ix. Abstract revisions (especially formats) will be made by FYP Coordinator through the FYP coordinator module in the SRD system. Abstracts that do not meet the specified format will be returned to the student. The complete abstract submission deadline is in Week 12.

### 4.4 Poster Presentation

Here are some important points as a guide for the FYP project presentation using posters:

- i. The poster size should be A1 with portrait/vertical orientation.



Figure 4.1 Poster size

- ii. The poster must contain:
  - a. Title
  - b. Author, with affiliation and email address
- iii. The UMT logo shall be placed in the upper-left corner of the poster.
- iv. Student photos should be placed on the top-right corner of the poster.
- v. Since your poster is a representation of a research study, you should include a section:
  - a. Introduction and objectives
  - b. Method
  - c. Decision
  - d. Discussions and/or Conclusions
  - e. Appreciation
- vi. Students must print the posters themselves before the SRD programme.
- vii. Keep text brief. Reports for each section need to be simple, compact with the use of simple language.
- viii. Keep the diagram simple. Deliver only one idea per diagram, table, or photo. Diagrams from publications, dissertations, or dissertations do not usually produce good visuals.
- ix. Text and diagram must be readable by a person standing at a distance of three feet.
- x. Charts and graphs should clearly show what you want the audience to see.
- xi. Use the appropriate blank space between words, sections, and diagrams.
- xii. Use appropriate and compatible colours for fonts, backgrounds, and graphics.
- xiii. A simple type of letter is preferred over an interesting font. Thick writing corresponds to the title and subheading.

Poster presentations covering the background and findings will be assessed by an appointed internal and industry assessor. The duration of the presentation and discussion with the assessor is 15 minutes.

#### **4.5 Assessment**

Students are required to display their respective posters by attaching them to the board provided by the secretariat at the time set by the SRD Secretariat. Poster presentations will be evaluated by appointed evaluators, consisting of internal evaluators and industry evaluators. All poster presentation evaluation scores must be returned to the SRD secretariat for evaluation and scoring.

The following should be noted:

- i. The best FYP project will be selected from each program.
- ii. The best project for each program will be competed at the faculty level. The winner of the faculty's best project will be competed at the UMT level.
- iii. At the UMT level, the best project "best of the best" will be selected by the SRD secretariat and the winner will win a trophy, certificate and cash.

## **5. PROJECT ASSESSMENT GUIDE**

### **5.1. Introduction**

Upon completion of FYP projects and reports, students will undergo evaluation by supervisors and examiners according to specific criteria outlined in the course syllabus of each program. The comprehensive evaluation procedure will take place twice, namely for FYP I and FYP II.

### **5.2. Types of assessments**

The FYP assessment can be divided into three categories: FYP Report Assessment, FYP Presentation Assessment, and assessment of student attitudes. The FYP Report is evaluated by a supervisor and one examiner, while the FYP Presentation is evaluated by at least one examiner. The attitude of the students is assessed by their respective supervisors.

#### **5.2.1 FYP Report Assessment**

The FYP report is assessed based on elements of Cognitive Skills, Communication Skills, Ethics and Professionalism and Personal Skills.

#### **5.2.2 FYP Presentation Assessment**

FYP presentation is evaluated in the aspect of Communication Skills only.

#### **5.2.3 Assessment of Student Attitudes**

Student attitudes are assessed in terms of Cognitive Skills and Communication Skills.

#### **5.2.4 Lifelong Learning Assessment**

Activities should be carried out to enhance knowledge and skills in relation to personal, social and life long learning.

## **6. FYP-RELATED DOCUMENTS**

### **6.1 Syllabus**

FYP syllabus might differ from each program. They can be found on e-learning platform or provided by the appointed FYP coordinator.

### **6.2 MyCA**

MyCA of program's FYP should corresponds to the related syllabus. They can be found on e-learning platform or provided by the appointed FYP coordinator.

### **6.3 Rubrics**

Most of the assessments are carried out based on the agreed rubrics. As a guidance, the following rubrics can serve as examples.

### 6.3.1 Personal Skills



**UNIVERSITI MALAYSIA TERENGGANU  
EVALUATION FORM FINAL YEAR PROJECT I  
FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

#### Rubric on Personal Skills

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Problem Identification	Clearly identifies and articulates the research problem with deep understanding and insight.	Identifies the research problem well, with minor gaps in articulation.	Identifies the problem, but with noticeable gaps in understanding or clarity.	Struggles to identify or articulate the research problem.	
2.	Literature Analysis	Analyzes relevant literature deeply, showing excellent critical thinking and personal insight.	Analyzes literature well, with minor gaps in critical thinking or depth.	Provides basic analysis of literature with noticeable gaps in depth or insight.	Limited analysis with minimal critical thinking or personal insight.	
3.	Synthesis of Ideas	Effectively synthesizes ideas from the literature, demonstrating strong personal skills in understanding connections.	Synthesizes ideas well, with minor gaps in understanding or connection.	Basic synthesis of ideas with noticeable gaps in understanding.	Poor synthesis with minimal connection between ideas.	
4.	Independent Research	Independently identifies and analyzes a wide range of relevant and high-quality literature.	Identifies and analyzes most relevant literature with minor gaps.	Some relevant literature is identified, but with gaps in quality or range.	Limited identification and analysis of relevant literature.	

5.	Problem-Solving	Effectively uses literature to solve complex problems related to the research proposal.	Uses literature to address problems with some minor issues in problem-solving.	Basic problem-solving using literature with noticeable gaps.	Ineffective problem-solving with minimal use of literature.	
6.	Methodological Choices	Makes well-reasoned and appropriate methodological choices, demonstrating good problem-solving skills.	Makes appropriate choices with minor reasoning gaps.	Some methodological choices are appropriate, but with noticeable reasoning gaps.	Poor or inappropriate methodological choices, lacking reasoning.	
7.	Time Management	Manages time effectively to conduct a thorough literature review.	Manages time well with minor lapses in thoroughness.	Some issues with time management affecting the depth of literature review.	Poor time management affecting the quality and depth of the literature review.	
8.	Adaptability	Adapts literature review approach effectively based on evolving research needs.	Adapts approach with minor issues based on research needs.	Some adaptability shown but with noticeable gaps in adjusting the approach.	Limited adaptability with minimal adjustment to research needs.	
Total score						/160



**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT II**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

**Rubric on Personal Skills**

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Understanding of Concepts	Analyzes concepts deeply and clearly.	Analyzes concepts well with minor gaps.	Analyzes concepts with basic understanding.	Struggles to analyze concepts clearly.	
2.	Identification of Key Issues	Identifies all key issues effectively.	Identifies most key issues.	Identifies some key issues.	Fails to identify key issues.	
3.	Argument Structure	Builds a clear and logical argument.	Builds a mostly logical argument.	Builds a basic argument with some gaps.	Argument is unclear or illogical.	
4.	Use of Evidence	Uses strong evidence to support points.	Uses evidence effectively with minor gaps.	Uses some evidence but lacks depth.	Evidence is weak or missing.	
5.	Critical Thinking	Shows deep critical thinking throughout.	Shows good critical thinking with some gaps.	Shows basic critical thinking.	Limited or no critical thinking evident.	
6.	Connection to Theory	Connects ideas to theory seamlessly.	Connects ideas to theory well with minor gaps.	Basic connection to theory.	Struggles to connect ideas to theory.	
7.	Synthesis of Information	Synthesizes information clearly and fully.	Synthesizes information well with minor gaps.	Synthesizes information with basic clarity.	Fails to synthesize information clearly.	
8.	Originality	Shows originality in analysis and ideas.	Shows some originality in analysis.	Limited originality in analysis.	Lacks originality in analysis.	
Total score						/160



### 6.3.2 Ethics and Professionalism



**UNIVERSITI MALAYSIA TERENGGANU  
EVALUATION FORM FINAL YEAR PROJECT I  
FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

#### Rubric on Ethics and Professionalism

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Honesty in Documenting Progress	Progress is documented honestly and accurately, reflecting true progress and challenges.	Progress is mostly documented honestly, with minor gaps in accuracy.	Progress documentation shows some honesty, but there are noticeable gaps or omissions.	Progress documentation lacks honesty, with significant omissions or inaccuracies.	
2.	Ethical Reflection on Decision-Making	Reflects deeply on ethical decisions made during the research process.	Reflects on ethical decisions, with minor gaps in depth or clarity.	Provides basic reflection on ethical decisions, with limited depth or insight.	Lacks reflection on ethical decisions or fails to address them effectively.	
3.	Integrity in Research Approach	Demonstrates integrity by consistently adhering to ethical guidelines throughout the research process.	Generally adheres to ethical guidelines, with minor lapses.	Adheres to ethical guidelines, but with noticeable lapses or inconsistencies.	Shows limited adherence to ethical guidelines, with significant lapses.	
4.	Professional Attitude	Maintains a consistently professional attitude, showing respect, responsibility, and reliability.	Generally maintains a professional attitude, with minor lapses.	Shows a basic level of professionalism, with noticeable lapses or inconsistencies.	Demonstrates an unprofessional attitude, with significant issues in respect, responsibility, or reliability.	
5.	Relationship with Supervisor	Builds a strong, collaborative relationship with the supervisor,	Maintains a good relationship with the supervisor, with minor communication or respect issues.	Relationship with the supervisor shows some collaboration but has	Relationship with the supervisor is weak, with significant communication or respect issues.	

		effectively communicating and respecting guidance.		noticeable communication or respect gaps.		
6.	Punctuality in Meeting Deadlines	Consistently meets all deadlines, demonstrating excellent time management.	Meets most deadlines, with minor lapses in punctuality.	Meets some deadlines, but with noticeable issues in time management.	Fails to meet deadlines consistently, showing poor time management.	
	Total score					/120



**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT II**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

**Rubric on Ethics and Professionalism**

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Accuracy of Referenced Material	References are fully accurate and well analysed.	Most references are accurate, minor issues.	Some references are accurate but lack depth.	Many references are inaccurate or missing.	
2.	Plagiarism	No plagiarism, fully original work.	Minor originality issues, mostly original.	Some issues with plagiarism or originality.	Clear plagiarism or lack of originality.	
3.	Quality Assurance in Methodology	Methodology is clear, ethical, and well analysed.	Methodology is mostly clear, some ethical gaps.	Methodology lacks clarity or ethical depth.	Methodology is unclear or fails ethical standards.	
4.	Research Integrity	Research is thorough, ethical, and well documented.	Research is generally ethical with minor gaps.	Research is basic, lacks ethical consideration.	Research lacks integrity or fails ethical guidelines.	
5.	Proper Referencing	All references are correctly cited and verified.	Most references are correct, minor errors.	Some references are incomplete or incorrect.	References are incorrect or missing.	
6.	Punctuality in Meeting Deadlines	Consistently meets all deadlines, demonstrating excellent time management.	Meets most deadlines, with minor lapses in punctuality.	Meets some deadlines, but with noticeable issues in time management.	Fails to meet deadlines consistently, showing poor time management.	
Total score						/120

### 6.3.3 Communication Skills



**UNIVERSITI MALAYSIA TERENGGANU  
EVALUATION FORM FINAL YEAR PROJECT I  
FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

#### Rubric on Written Communication

	Criteria	Very Poor (0-5)	Poor (6-10)	Satisfactory (11-15)	Good (16-20)	Very Good (21-25)	Score
1.	Structure	Organizational structure and paragraphing have serious and persistent errors	Written work has weak beginning, development, and conclusion. Paragraphing and transitions are also lacking	Written work has partially adequate beginning, development, and conclusion. Paragraphing and transitions are also partially adequate	Written work has adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate	Written work has clear and appropriate beginning, development, and conclusion. Paragraphing and transition are also clear and appropriate	
2.	Content	Written work does not cover the assigned topic/thesis and assertions are not supported by evidence	Written work does not do an adequate job of covering the assigned topic/thesis and assertions are weakly supported by evidence	The length of the written work is partially sufficient to cover the topic/thesis and assertions are partially supported by evidence	The length of the written work is sufficient to cover the topic/thesis and assertions are supported by evidence	The length of the written work provides in-depth coverage of the topic/thesis and assertions are clearly supported by evidence	
3.	Clarity	Not able to write ideas clearly	Able to write ideas with limited clarity and require further improvements	Able to write ideas partially clear but require minor improvements	Able to write ideas fairly clearly but require minor improvements	Able to write ideas with excellent clarity	

4.	Coherent	Not able to write ideas coherently	Able to write ideas with limited coherence and require further improvements	Able to write ideas partially coherent but require minor improvements	Able to write ideas fairly coherently but require minor improvements	Able to write ideas with excellent coherence	
	Total score						/100



**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT II**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

**Rubric on Written Communication**

	Criteria	Very Poor (0-5)	Poor (6-10)	Satisfactory (11-15)	Good (16-20)	Very Good (21-25)	Score
1.	Structure	Organizational structure and paragraphing have serious and persistent errors	Written work has weak beginning, development, and conclusion. Paragraphing and transitions are also lacking	Written work has partially adequate beginning, development, and conclusion. Paragraphing and transitions are also partially adequate	Written work has adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate	Written work has clear and appropriate beginning, development, and conclusion. Paragraphing and transition are also clear and appropriate	
2.	Content	Written work does not cover the assigned topic/thesis and assertions are not supported by evidence	Written work does not do an adequate job of covering the assigned topic/thesis and assertions are weakly supported by evidence	The length of the written work is partially sufficient to cover the topic/thesis and assertions are partially supported by evidence	The length of the written work is sufficient to cover the topic/thesis and assertions are supported by evidence	The length of the written work provides in-depth coverage of the topic/thesis and assertions are clearly supported by evidence	
3.	Clarity	Not able to write ideas clearly	Able to write ideas with limited clarity and require further improvements	Able to write ideas partially clear but require minor improvements	Able to write ideas fairly clearly but require minor improvements	Able to write ideas with excellent clarity	
4.	Coherent	Not able to write ideas coherently	Able to write ideas with limited coherence and require further improvements	Able to write ideas partially coherent but require minor improvements	Able to write ideas fairly coherently but require minor improvements	Able to write ideas with excellent coherence	
Total score							/100



**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT I**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

**Rubric on Oral Communication**

	Criteria	Exemplary (16-20)	Proficient (11-15)	Developing (6-10)	Needs Improvement (0-5)	Score
1.	Clarity of Purpose	Clearly states the purpose and objectives of the presentation.	Purpose and objectives are stated but may lack some clarity.	Purpose and objectives are somewhat unclear.	Purpose and objectives are not clear.	
2.	Organization of Content	Information is well-organized with a clear, logical flow.	Information is organized with minor issues in flow.	Basic organization with noticeable issues in structure.	Disorganized content that impedes understanding.	
3.	Engagement with Audience	Engages the audience effectively, encouraging interaction and discussion.	Engages the audience with good delivery, though some opportunities for interaction may be missed.	Basic engagement with noticeable gaps in interaction.	Limited engagement with poor interaction.	
4.	Use of Visual Aids	Uses visual aids effectively to enhance understanding and support content.	Visual aids are used effectively with minor issues.	Visual aids are provided but have some issues in clarity or relevance.	Visual aids are limited or ineffective.	
5.	Articulation and Pronunciation	Articulates clearly with accurate pronunciation, enhancing understanding.	Articulates and pronounces words effectively with minor errors.	Basic articulation with noticeable pronunciation issues.	Poor articulation and pronunciation, affecting clarity.	

6.	Confidence and Poise	Demonstrates high confidence and poise throughout the presentation.	Shows good confidence and poise with minor signs of nervousness.	Displays basic confidence with noticeable signs of nervousness.	Lacks confidence and poise, with significant signs of nervousness.	
7.	Knowledge of Subject Matter	Demonstrates thorough understanding and knowledge of the subject matter.	Shows good understanding of the subject with minor gaps.	Basic understanding of the subject, with some gaps.	Limited understanding of the subject matter.	
8.	Responsiveness to Questions	Responds to questions effectively with well-informed answers.	Responds to questions with mostly accurate answers.	Responds to questions but with some inaccuracies or lack of detail.	Struggles to answer questions or provides incorrect information.	
9.	Timing and Pacing	Adheres to time limits and maintains a good pacing throughout the presentation.	Mostly adheres to time limits with minor pacing issues.	Some issues with timing or pacing, affecting the presentation flow.	Poor timing and pacing, affecting the presentation.	
10.	Professionalism and Presentation	Exhibits professionalism and a polished presentation style.	Generally professional with minor lapses in presentation style.	Some professionalism is evident but with noticeable issues in presentation style.	Lacks professionalism with significant issues in presentation style.	
	Total score					/200





**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT II**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number

**Rubric on Oral Communication**

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Application of Research Findings	Demonstrates a thorough and insightful application of research findings with clear relevance to the research question.	Applies research findings effectively with minor gaps in relevance or detail.	Applies findings with basic relevance, but with noticeable gaps in insight or detail.	Limited or inadequate application of research findings, lacking relevance or detail.	
2.	Integration of Theoretical Knowledge	Integrates theoretical knowledge seamlessly into the presentation, demonstrating deep understanding and application.	Integrates most theoretical knowledge effectively, with minor gaps in integration or application.	Provides basic integration with noticeable gaps in depth or application.	Minimal or inadequate integration of theoretical knowledge into the presentation.	
3.	Organization of Presentation	Presents information in a well-organized and logical sequence, enhancing understanding and flow.	Information is generally well-organized with minor issues in sequence or clarity.	Basic organization with noticeable issues in flow or structure.	Disorganized presentation that impedes understanding and flow.	
4.	Use of Visual Aids	Utilizes visual aids effectively to enhance understanding and support the presentation content.	Uses visual aids effectively with minor issues in clarity or relevance.	Provides visual aids with some issues in effectiveness or clarity.	Limited or ineffective use of visual aids, impacting understanding.	

5.	Engagement with Audience	Engages the audience effectively with a confident and dynamic delivery, encouraging interaction and discussion.	Engages the audience with good delivery, though some opportunities for interaction may be missed.	Basic engagement with noticeable gaps in interaction or delivery.	Limited engagement with the audience, lacking confidence or interaction.	
6.	Articulation and Pronunciation	Articulates clearly and pronounces words accurately, demonstrating excellent verbal communication skills.	Articulates and pronounces words effectively with minor errors or issues.	Basic articulation with noticeable errors or issues in pronunciation.	Poor articulation and pronunciation, affecting overall clarity.	
7.	Confidence and Poise	Demonstrates high confidence and poise throughout the presentation, effectively managing nervousness.	Shows good confidence and poise with minor signs of nervousness.	Displays basic confidence with noticeable signs of nervousness or discomfort.	Lacks confidence and poise, with significant signs of nervousness or discomfort.	
Total score						/140

### 6.3.4 Cognitive Skills



**UNIVERSITI MALAYSIA TERENGGANU**  
**EVALUATION FORM FINAL YEAR PROJECT II**  
**FACULTY OF BUSINESS, ECONOMICS AND SOCIAL DEVELOPMENT**

Student name	Student number


### Rubric on Cognitive Skills

	Criteria	Excellent (16-20)	Good (11-15)	Satisfactory (6-10)	Needs Improvement (0-5)	Score
1.	Identifying the Problem	Clearly identifies the main problem or question.	Identifies the problem, but with minor gaps in clarity.	Some understanding of the problem, but unclear in parts.	Fails to identify the main problem.	
2.	Understanding Relationships	Accurately shows how ideas or variables are connected.	Shows connections between ideas, but not in-depth.	Basic connections made, but missing detail or clarity.	Fails to show connections between ideas or concepts.	
3.	Analyzing Data or Evidence	Provides detailed and accurate analysis of data or evidence.	Analyzes data, but with minor gaps or missing details.	Basic analysis provided, but lacks depth or accuracy.	Little to no analysis of data or evidence.	
4.	Methods	Correctly applies methods or tools to support the analysis.	Applies methods or tools, but with minor mistakes.	Uses basic methods, but with limited understanding or accuracy.	Fails to apply appropriate methods or tools.	
5.	Drawing Conclusions	Makes logical conclusions based on the analysis.	Conclusions are logical, but lack full support from analysis.	Makes basic conclusions, but they are weak or not fully logical.	Conclusions are unclear or not based on analysis.	
6.	Providing Justification	Strong reasoning and evidence are used to support conclusions.	Provides reasoning and evidence, but some gaps exist.	Gives some reasoning, but lacks strong evidence.	Fails to justify conclusions with reasoning or evidence.	
	Total score					/120

## 6.4 Forms

### 6.4.1 Registration Forms

#### Registration Form Final Year Project I

 UNIVERSITI MALAYSIA TERENGGANU <b>UMT</b>	<b>Faculty of Business, Economics and Social Development (FBESD)</b> <b>Bachelor _____</b>
<b>FYP I REGISTRATION FORM</b>	

#### A. STUDENT AND PROJECT INFORMATION

Student Information	
Full Name:	
Matric No.:	
Study Session:	
Semester of Study:	
Project Information	
Project Title :	
Name of Main Supervisor:	
Name of Co-Supervisor (if any):	

#### B. STUDENT AND SUPERVISOR'S CONFESSION

Student Confession	
1. I will ensure the study to be carried out is an original study and the dissertation produced at the end of the semester is the result of my own efforts. 2. I understand that plagiarism is a serious academic offense that is contrary to university rules, which may result in a failing grade for this course and disciplinary action may also be imposed on me.	
Student Signature:	
Date:	
Supervisor's Confession	
I/we hereby <b>AGREE</b> to be the project paper supervisor to the above-mentioned students.	
Signature of Main Supervisor:	Signature of Co-Supervisor (if any) :
Date:	Date:

#### C: COORDINATOR VERIFICATION

Coordinator's Signature:	Date:
Official Stamp:	

#### Registration Form Final Year Project II



Faculty of Business, Economics and Social Development (FBESD)  
Bachelor \_\_\_\_\_

FYP II REGISTRATION FORM

**A. STUDENT AND PROJECT INFORMATION**

Student Information	
Full Name:	
Matric No.:	
Study Session:	
Semester of Study:	
Project Information	
Project Title :	
Name of Main Supervisor:	
Name of Co-Supervisor (if any):	

**B. STUDENT AND SUPERVISOR'S CONFESSION**


Student Confession	
1. I will ensure the study to be carried out is an original study and the dissertation produced at the end of the semester is the result of my own efforts. 2. I understand that plagiarism is a serious academic offense that is contrary to university rules, which may result in a failing grade for this course and disciplinary action may also be imposed on me.	
Student Signature:	
Date:	
Supervisor's Confession	
I/we hereby <b>AGREE</b> to be the project paper supervisor to the above-mentioned students.	
Signature of Main Supervisor:	Signature of Co-Supervisor (if any) :
Date:	Date:

**C: COORDINATOR VERIFICATION**

Coordinator's Signature:	Date:
Official Stamp:	

### 6.4.2 Log Book

#### Log Book

 <p>UNIVERSITI MALAYSIA TERENGGANU <b>UMT</b></p>	<p><b>Faculty of Business, Economics and Social Development (FBESD)</b>  <b>Bachelor _____</b></p>
<p><b>Log Book</b></p>	

<b>A. Student Information</b>	
Name:	
Matric No.:	
Academic Sessions:	
Project Title :	
Main Supervisor:	
Co-Supervisor :	

#### B: Log Report

<b>Meeting 1:</b>	
Date:	
<p>Project Activities</p> <div style="border: 1px solid black; height: 250px;"></div>	

## 6.5 Declaration Form for Submission

Students need to complete and submit the following declaration form for their articles be kept at the UMT's library.



### Pusat Pembangunan Pengurusan Akademik (PPPA)

#### **Borang Pengesahan Penyerahan Tesis / Disertasi/ Laporan Kertas Projek *Declaration Form for Submission of Theses/ Dissertation / Project Paper***

Tajuk / *Title* : .....

Nama Pelajar / *Student's Name* : .....

No. Matrik / *Matric No.* : .....

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*Contains information categorized under the security or interests of Malaysia as stipulated in the Official Secrets Act 1972.*

.....  
Tandatangan Pelajar / *Student's Signature*

.....  
Tandatangan Penyelia / *Supervisor's Signature*  
(Nama dan Cop Rasmi / *Name & Official Stamp*)

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