

# STIX 3912 PRACTICUM

**Semester 2 Session A201**

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| **UUM’s SUPERVISOR**  **EVALUATION FORM** |

This evaluation contributes **60%** of the total marks for practicum.

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| Matric No. | **:** | 256677 |
| Student Name | **:** | Doha binti Dzahari |
| Organization | **:** | Petroliam Nasional Berhad |

*Updated April 2018*

\* Section A MUST be filled in by the visiting lecturer

# SECTION A: PROJECT PRESENTATION (20%)

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Verbal Communication (10%)** | | | | | | |
| **Purpose of**  **presentation** | Incomprehensible | Vague | Moderately clear | Clear | Very clear |  |
| **Content** | No grasp of subject matter | Lack of understanding of  subject matter | Understand some of the subject matter | Understand most of the subject matter | Fully understand the subject matter |  |
| **Clear delivery of ideas** | Not able to deliver ideas clearly and require major  improvements | Able to deliver ideas and require further improvements | Able to deliver some ideas and require minor  improvements | Able to deliver ideas fairly clearly | Able to deliver various ideas with great clarity |  |
| **Confident delivery of ideas** | Not able to deliver ideas confidently | Able to deliver ideas with limited confidence and require further  improvements. | Able to deliver ideas with some confidence but still require minor  improvements | Able to deliver ideas fairly confidently | Able to deliver ideas confidently |  |
| **Effective & articulate delivery of ideas** | Not able to deliver ideas | Able to deliver ideas | Able to deliver ideas with limited effect and require further improvements | Able to deliver ideas fairly effectively and require minor improvements | Able to deliver ideas effectively and articulately |  |
| **Adapt delivery to audience level** | Not able to deliver appropriately to the audience level | Able to deliver ideas with limited appropriateness to the target audience and require further  improvements. | Able to deliver ideas appropriately to the target audience | Able to deliver ideas appropriately to the target audience well | Able to fully deliver ideas appropriately very well |  |
| **Voice & pronunciation** | Mumbles, reading | Mumbles at certain places, most of the audience has difficulty in hearing the presentation | Voice is sometimes low, pronounce some words correctly. Some of the audience can hear the  presentation | Voice is clear, pronounced words correctly. Most of the audience can hear the presentation | Voice is very clear. Pronounced words correctly. Audience can hear the presentation |  |
| **Eye contact** | No eye contact. Reading notes. | Occasional use of eye contact.  Frequently reading  notes | Moderate use of eye contact. Still reads notes | Maintains eye contact most of the time. Occasionally  refers to notes | Maintain eye contact with audience, do not refer to notes nor  having notes at hand |  |
| **Understand and respond to questions** | Not able to understand and respond to any question | Partly understand the questions but not able to accurately answer the questions | Able to understand and briefly answer questions | able to respond to questions reasonably well | Able to fully understand and respond to questions satisfactorily with explanations and  appropriate examples |  |
| Sub-total | | | | | |  |
| **Total A** (sub-total/36\*10) | | | | | |  |

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Practical - Project demo (10%)** | | | | | | |
| **Functionality** | Project is not functional | Less than half of the project is functional | More than half of the project is  functional | Project is functional but some parts can  be improved | Project is perfectly functional |  |
| **Functional Specification** | Design does not include any of the mandatory requirements | Design includes very few mandatory requirements | Design includes only some mandatory requirements | Design includes most of the mandatory requirements | Design includes all mandatory requirements and suitable non- requirements |  |
| **System interaction** | Hard to figure out how to even get started | Hard to use | Can be used after some repetitive effort to learn | Easy to use after one or twice repetitive effort to learn | Intuitive, easy to use without any training |  |
| **Aesthetic** | There is no clear theme presented; the size, color, and placement of each element did not work together | There are themes but not consistent | Themes and interface elements (size, color, and placement) need to be learned | Themes and interface elements (size, color, and placement) that should work together needs further  improvement | Themes and interface elements (size, color, and placement) work together, creating a clear path to understanding the interface |  |
| The interfaces fail to enable users to understand how things will work as it is not consistent  (no affordance) | The interface enables users to guess how things will work where the interface design presents a lot of inconsistencies (slight affordance but only one or two objects) | The interface enables users to understand how things will work, but users need help to use it as the consistency of the design needs more improvement (some affordance) | The interface enables users to better understand how things will work, but the consistency in design can be further improved | The interface enables users to easily understand how things will work, increasing their efficiency by presenting consistent design.  (full affordance) |  |
| Too crowded and no appearance of a layout being  designed. | Complicated layout arrangement with unnecessary  features/elements. | Some layout are inflow, some are not | Simple layout but not up to professional look  and feel | Simple layout but neat and professional. |  |
| **Beneficial to organization** | Project is not beneficial | Less than half of the project is beneficial | More than half of the project is  beneficial | Project is beneficiall but some parts can  be improved | Project is beneficial to organization |  |
| **Ready for implementation** | Project is not ready to be implemented | Less than half of the project is ready to be implemented | More than half of the project is ready to be implemented | Project is ready to be implemented but some modules can  be improved | Project is ready to be implemented |  |
| Sub-total | | | | | |  |
| **Total B** (sub-total/32\*10) | | | | | |  |

## Reported by:

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| **Visiting Lecturer** |  |  |  |  |
| **Name** | **:** |  |  |  |
|  |  |  | ***Staff Id :*** | |
| **Signature** | **:** |  | ***Date :*** |  |
| **Official Stamp** | **:** |  |  |  |

\* Sections B and C MUST be filled in by UUM’s Supervisor

**SECTION B: INDIVIDUAL ASSESSMENT (20%)**

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Knowledge (3%)** | | | | | | |
| **Understanding of**  **organization governance** | Poor understanding of the organization governance | Limited understanding of the organization governance | Fair understanding of the organization governance | Good understanding of the organization governance | Excellent understanding of the organization governance and can explain off hands |  |
| **Knowledge of key business principles and practices** | Do not understand the important information from a business point of view | Poor understanding what is Important from a business point of view | Often need guidance in understanding what is important from a business point of view | Good understanding of the important information from a business point of view and able to use it to solve relevant problems | Excellent understanding of the important information; able to use it to solve relevant problems and identify new business  opportunities |  |
| **Ability to apply**  **knowledge into practices** | Do not demonstrate skills in applying knowledge to  practical problems | Demonstrates minimal skills in applying knowledge to  practical problems | Demonstrates moderate skills in applying knowledge to practical  problems | Demonstrates reasonable skills in applying knowledge to  practical problems | Demonstrates excellent skills in applying knowledge to practical  problems |  |
| Sub-total | | | | | |  |
| **Total C** (sub-total/12\*3) | | | | | |  |
| **Problem solving (10%)** | | | | | | |
| **Problem Identification** | Not able to explain a problem, even with assistance | Able to partially explain a problem with maximum  assistance | Able to explain a problem with minimum assistance | Independently able to explain a problem without assistance | Able to provide explanation of problem clearly and  accurately |  |
| **Analysis** | Not able to organize and analyze gathered requirements and fails to define the factors that contribute to the problem/issue or explain the root of the problem | Finds difficulty in organizing and analyzing gathered requirements and finds difficulty in explaining the factors that neither contribute to the problem/issue nor explains the root of  the problem | Able to organize and analyze gathered requirements, but does not clearly describe the factors that contribute to the problem/issue or clearly explain the root of the problem | Able to organize and analyze gathered requirements, describe **some** factors that contribute to the problem/issue or explain the possible roots of the problem | Able to organize and analyze gathered requirements, clearly describe the factors that contribute to the problem/issue or explain the root of the problem |  |
| **Application** | Not able to apply any new idea or knowledge to a given problem | Barely able to apply new idea | Limited ability to apply new idea or knowledge | Able to apply new idea or knowledge to a given problem with assistance from  lecturer or student. | Able to apply new idea or knowledge to a given problem independently |  |
| **Decision Making** | Not able to make decisions based on comparison and contrast between information, ideas and solutions even with assistance | Able to make **some** decisions based on comparison and contrast between information, ideas and available solution with  maximum assistance | Able to make decisions based on comparison and contrast between information, ideas and available solutions with some  help | Able to make decisions based on comparison and contrast between information, ideas and available solutions | Able to make effective and excellent decisions based on comparison and contrast between information, identify problems and  available solutions |  |
| Sub-total | | | | | |  |
| **Total D** (sub-total/16\*10) | | | | | |  |

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Social Skill & Responsibility (2%)** | | | | | | |
| **Self-expression** | Not confident in doing a task | Limited self- confidence in doing a task | Sometimes demonstrate self- confidence | Frequently demonstrate self- confidence | Always display self- confidence |  |
| Too self centred | Self centred | Sometimes accept other people's perception of self | Frequently accept other people’s perception of self | Always accept other people’s perception of self with an open heart |  |
| Not aware of self ability and potential | Able to realize the self ability and potential when  raised by others | Sometimes accept and give praise and feedback | Frequently accept and give praise and feedback | Always accept and give praise and constructive, rational  feedback |  |
| **Interaction with others** | No interest to participate in conversations | Less interest to participate in conversations | Take part in conversations when initiated by others | Take the initiative to start a conversation | Start, maintain and end a conversation in a friendly manner |  |
| No eye contact | Inappropriate eye contact | Less eye contact | Reserved eye contact | Maintain good/ appropriate eye contact |  |
| **Etiquette** | Need guidance to be ethical when carrying out responsibilities to the society | Lack of ethics when carrying out responsibilities to the society | Ethical when carrying out responsibilities to the society, but sometimes put self  interest first | Frequently ethical when carrying out responsibilities to the society | Always ethical and promote being ethical when carrying out responsibilities to the society |  |
| Sub-total | | | | | |  |
| **Total E** (sub-total/24\*2) | | | | | |  |
| **Values, Attitudes & Professionalism (3%)** | | | | | | |
| **Appearance** | Show appearance, not appropriate to situations or wear improper attire at all times | Show appearance, less appropriate to situations or wear improper attire most of the time | Show appearance, appropriate to situations and wear proper attire in general | Show appearance, appropriate to situations and most of the time wear proper attire | **Always** show appearance, appropriate to situations and wear proper attire at all  times |  |
| **Proactive & Volunteerism** | Demonstrate no interest to offer him/herself when offered to perform a  certain task | Demonstrate less interest to offer him/herself when offered to perform a  certain task | Agree to offer him/herself when offered to perform a certain task  (reactive) | Offer him / herself voluntarily to perform a certain task | Offer him/herself voluntarily to perform certain task and demonstrate ability to  lead a task |  |
| **Work Ethics** | Practice inappropriate working culture such as bad behaviour, not punctual as well as not being efficient, not productive and unethical at work in  almost all situations | Sometime shows appropriate working culture such as inconsistent behaviour, less punctual as well as being less efficient, productive and ethical at work in  many situations | Practice good working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in general | Practice good working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in most situations | Always practice excellent working culture such as good moral, timeliness as well as being efficient, productive and ethical at work in all situations |  |
| **Attendance to**  **workshop I** | Absent |  |  |  | Attended |  |
| **Attendance to**  **workshop II** | Absent |  |  |  | Attended |  |
| Sub-total | | | | | |  |
| **Total F** (sub-total/20\*3) | | | | | |  |

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Lifelong Learning (2%)** | | | | | | |
| **Self**  **Learning** | Not able to self learn | Limited ability to self  learn | Sufficient ability to  self learn | In general, able to  self learn | Good ability to self  learn |  |
| **Interest** | Show no interest in exploring issues for a given task | Show limited interest in exploring issues for a given  task | Demonstrate some interest in exploring issues for a given  task | Demonstrate sufficient interest for exploring issues  for a given task | Readily interested in exploring issues for a given task |  |
| **Initiative** | No initiative to complete a task | Demonstrate limited initiative in  completing a task | Demonstrate moderate initiative  in completing a task | Demonstrate good initiative in  completing a task | Demonstrate excellent initiative in  completing a task |  |
| **Effort** | No effort to complete task | Minimal effort to complete task | Sufficient effort to complete task | Good effort to complete task | Excellent effort to complete task |  |
| Sub-total | | | | | |  |
| **Total G** (sub-total/16\*2) | | | | | |  |

**SECTION C: PROJECT ASSESSMENT (20%)**

**Written Communication**

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **Excellent** | **Marks** |
| **Proposal (4%)** | | | | | | |
| **Project Title** | Incomprehensible | Vague and not relevant | Moderately clear and relatively irrelevant | Clear but lack relevance | Very clear and relevant to the field of IT and organization’s need |  |
| **Problem Statement, Significance of the Study** | Problem is vaguely stated.  No justification between purpose and problem/ opportunity.  The project is **not**  significant | Problem is too broad.  Lack of justification between purpose and problem/ opportunity.  The project is **not**  significant | Problem is stated.  Justification between purpose and problem/ opportunity is not clear.  The project **lack**  significance | Problem are stated and justified but one or more are not stated in a clear and concise manner.  The project is significant but are not highlighted  clearly | Problem is stated and justified very clearly.  The project is highly significant |  |
| **Objectives** | Objectives are not clearly stated | Objectives are not aligned with stated problem | Objectives are stated but there is lack of coherence to the stated problem | Objectives are stated but one or more are not stated in a clear and concise manner | Manageable numbers of objectives that is clear and aligned with the stated problem |  |
| **Scope** | Not relevant and do not fulfill Practicum requirements | Too small/broad and do not fulfill the Practicum requirements | Manageable scope but not viable for Practicum requirements | Fulfill Practicum requirements but need some improvement | Manageable, viable, relevant scope and fulfill Practicum requirements |  |
| **Methodology** | Not written | Methods for collecting and analyzing requirements are minimally discussed also do not aligned with objectives | Methods for collecting and analyzing requirements are minimally discussed but aligned with the objectives | Methods for collecting and analyzing requirements are adequately discussed relative to the research objectives | Methods for collecting and analyzing requirements are thoroughly discussed relative to the objectives |  |
| **Feasibility study** | Not feasible | Unclear | Moderately feasible | Reasonable | Feasible |  |
| Sub-total | | | | | |  |
| **Total H** (sub-total/24\*4) | | | | | |  |

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| **Sub-attributes** | **0**  **Poor** | **1**  **Weak** | **2**  **Fair** | **3**  **Good** | **4**  **excellent** | **Marks** |
| **Report draft (4%)** | | | | | | |
| **Completeness** | Incomplete | Incomplete but the important  component is there | Complete  but require minor  improvements | Complete but not well written | Complete and well written |  |
| **Structure** | Not able to write ideas coherently | Able to write ideas with limited coherence  and require major  improvements | Able to write ideas fairly coherently but require minor improvements | Able to write ideas coherently, yet can be improved | Able to write ideas with excellent coherence |  |
| **Mechanics/ format** | Poorly formatted  Does not follow any guidelines | Formatted but require further improvements  Reflects minimal knowledge of APA/IEEE guidelines Reflects minimal knowledge of  APA/IEEE guidelines | Formatted with minor improvements  Reflects incomplete knowledge of APA/IEEE guidelines | Adequately formatted  Uses APA/IEEE guidelines with minor violations to cite sources | Well formatted  Uses APA/IEEE guidelines accurately and consistently to cite sources |  |
| Sub-total | | | | | |  |
| **Total I** (sub-total/12\*4) | | | | | |  |
| **Final report (10%)** | | | | | | |
| **Establishing the project context** | Problem is vaguely stated while objectives are not stated | Problem is too broad. Objectives are not aligned with stated problem | Problem is stated but there is lack of coherence between purpose, problem/ opportunity and objectives | Problem and objectives are stated but one or more are not stated in a clear and concise manner | Problem is stated very clearly. Manageable numbers of objectives that is clear and aligned with the stated  problem |  |
| **Appropriate methodology in carrying out the project** | Methods for collecting and analyzing requirements to support project objectives are not discussed | Methods for collecting and analyzing requirements are wrongly discussed relative to the project objectives | Methods for collecting and analyzing requirements are minimally discussed relative to the project objectives | Methods for collecting and analyzing requirements are adequately discussed relative to the project objectives | Methods for collecting and analyzing requirements are thoroughly discussed relative to the project objectives |  |
| **Discussion, conclusion, implication & recommendation** | Discussion and conclusions are not presented  limitation and recommendation are not presented | Discussion and conclusions are unclear  Limitation and recommendation are unclear | Discussion and conclusions are presented but less clear, irrelevant to objectives  Limitation and recommendation are presented but less clear | Discussion, conclusions, limitation and recommendation are moderately presented | Effective discussion and conclusions  Limitation and recommendation are clearly presented |  |
| **Report organization and structure** | The organization is problematic or nonexistent | The organization is unclear or ineffective | The organization is not clear or does not follow the required  report structure | The organization is clear but containing minor problems | Well organized |  |
| **Graphics (charts, tables, graphs)** | Diagrams and illustrations are not used to clarify the content | Diagrams and illustrations are neither neat nor entirely accurate and they don’t add much to the content | Diagrams and illustrations are somewhat accurate though do not add understanding to the content | Diagrams and illustrations are accurate | All diagrams and illustrations are neat, accurate and add understanding to the content |  |
| **Mechanics (punctuations, grammar, spelling)** | Poorly formatted | Formatted but require major improvements | Formatted with minor improvements | Adequately formatted | Well formatted |  |

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| **References** | Does not follow any guidelines | Reflects minimal knowledge of APA/IEEE guidelines | Reflects incomplete knowledge of APA/IEEE guidelines | Uses APA/IEEE guidelines with minor violations to cite sources | Uses APA/IEEE guidelines accurately and consistently to cite sources |  |
| Sub-total | | | | | |  |
| **Total J** (sub-total/28\*10) | | | | | |  |
| **Log book (2%)** | | | | | | |
| **Completeness** | Incomplete | Less than half are complete | More than half are complete | Complete but not detailed | Complete and reasonably detailed to the level of  Practicum report |  |
| **Total K** (sub-total/4\*2) | | | | | |  |

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| **Section A**  **Project Presentation (20%)** | A: Verbal Communication | /10% |
| B: Practical - Project demo | /10% |
| **Section B Individual Assessment (20%)** | C: Knowledge | /3% |
| D: Problem solving | /10% |
| E: Social Skill & Responsibility | /2% |
| F: Values, Attitudes & Professionalism | /3% |
| G: Lifelong Learning | /2% |
| **Section C**  **Project Assessment (20%)** | H: Proposal | /4% |
| I: Report draft | /4% |
| J: Final report | /10% |
| K: Log book | /2% |
| **Grand total**  **(A + B + C + D + E + F + G + H + I + J + K)** | | **/60%** |
| **100%** | |  |