



# **GUIDELINES FOR THE UNDERGRADUATE PROJECT (XXXX 499) VERSION: 4.0**

***Ref: UC/P 329 /2018***

***As approved by University Council Decision No. UC/1781/10/2017-18 of meeting No. UC/10/2017-18 held on Wednesday 25<sup>th</sup> July 2018***

This document contains the complete guidelines for the supervision of Undergraduate Projects (XXXX 499).

This document supersedes document UC/ P 91/2013 of University Council Decision No. UC/638/05/2012-13 of meeting No. UC/05/2012-13 dated Wednesday 22 May 2013.



**GUIDELINES FOR THE  
UNDERGRADUATE PROJECT (XXXX 499)  
VERSION: 4.0**

**Version 1: UC/P 03/2010**

**Version 2: UC/P 72/2012**

**Version 3: UC/P 91/2013**

**Version 4: UC/P 329/2018 (current)**

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## Introduction

These guidelines are intended to provide standards of good practice for supervision of the undergraduate project (XXXX 499). The aim is to ensure uniformity of approach for staff and students across Ahlia University. This booklet should be utilized in conjunction with the *Faculty Handbook* and *Student Handbook*.

These guidelines are discussed under three main section headings (1) aims of the project;

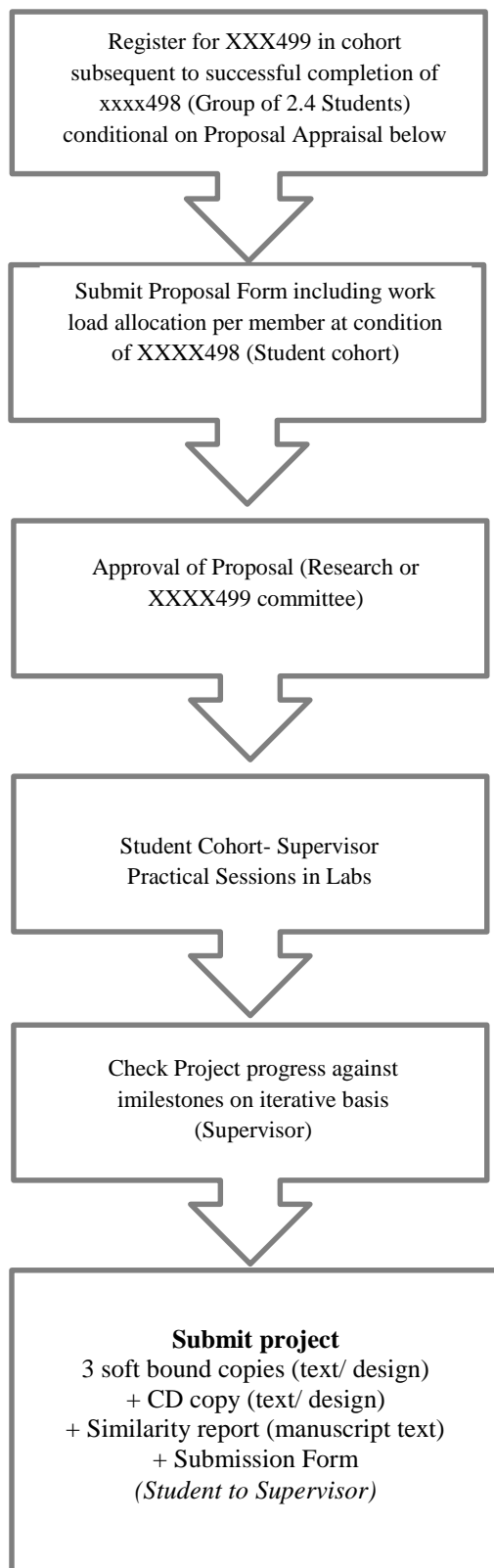
(2) Roles and responsibilities; and (3) key milestones.

## Aims of the project

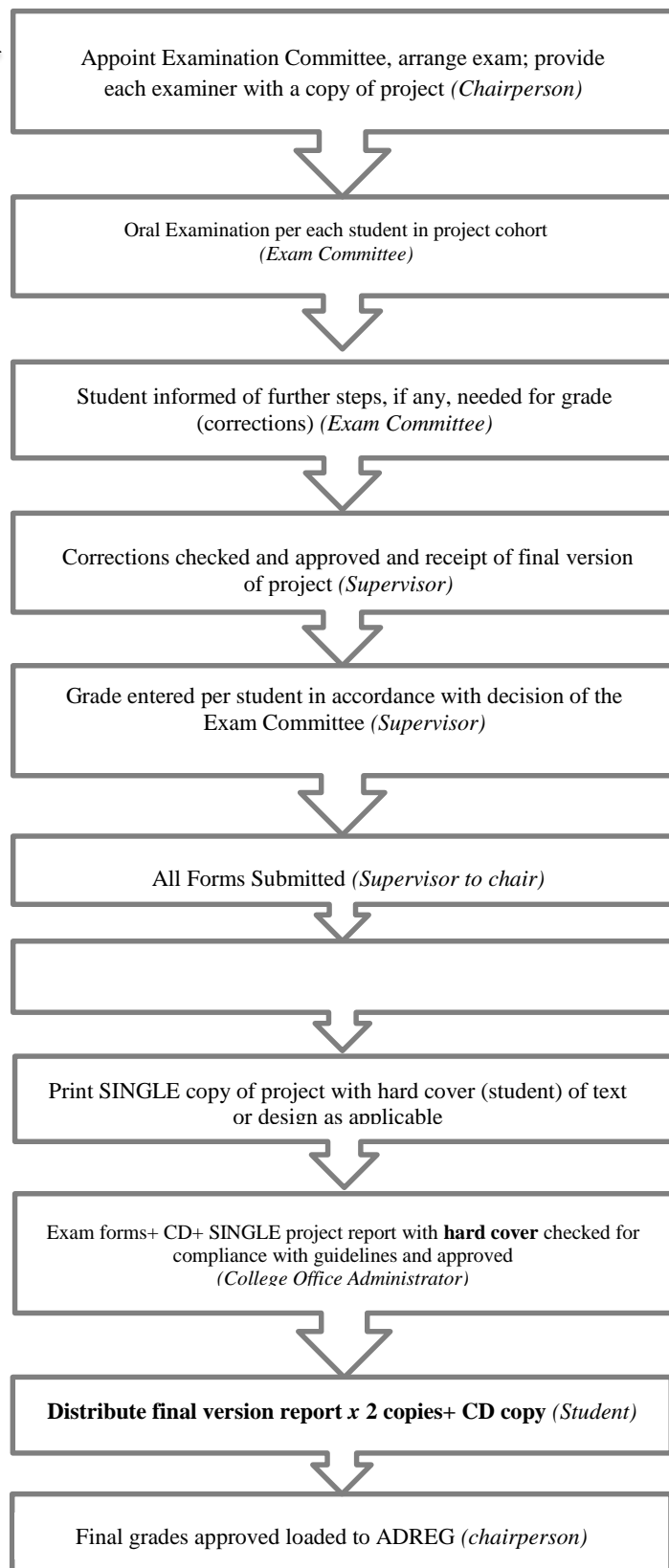
The final year undergraduate research project is a crucial element of all undergraduate degree programmes. It should be differentiated from other projects undertaken in courses through its articulation of a complex research question, involving practical elements of vocational pertinence, in the field of study, the execution of which requires integration of multiple skills that cut across a range of courses the student has undertaken in pursuit of his/her undergraduate specialization. The output of the project may assume the form of a traditional manuscript or, depending on the specialization, may be entirely practical in nature involving the design of a physical facility (BSID) or the programming of a mobile app (BSIT). The projects aims are to provide students with an opportunity (a) to obtain practical experience in defining a research problem in the field, and designing and conducting the research project accordingly; (b) to demonstrate specialization-specific as well as general skills of vocational merit that enhances future employability prospects; and (c) to develop skills in teamwork and leadership as much as undergraduate projects are structured as joint initiatives involving collaboration in cohorts of 2-4 students. Finally, it is seen as an instrument that links into vocational skills afforded the student through internship

## Overview of processes for the undergraduate project

### PREPARATION OF PROJECT



### EXAMINATION OF PROJECT



## Roles and Responsibilities

### Student

The role of the student is to manage and complete the project within the time limit provided by the University. The responsibilities of the student are:

1. Development of a project proposal by the end of the course XXXX498
2. Complete the *Proposal Form* and submit it to the Chairperson, who will assign a supervisor who will run a seminar in a lab for all students approved in the project cohort for XXXX499
3. Attend the weekly seminar in the designated lab run by the supervisor
4. Observe University undergraduate attendance requirements
5. Be aware of the University regulations regarding academic misconduct
6. Submit three soft copies of the project (text/design) amenable to printing prepared as per the *Presentation Guidelines*, to the supervisor by the specified deadline. In addition:
  - a) A *Submission Form* should be attached to the project that details the individual contributions of each member of the project cohort. (Students deemed free riders by the Supervisor will be awarded a W for the course XXXX499 and students deemed by the Examination Committee to be deemed free riders will be awarded WF for the course XXXX499)
  - b) Where intrinsic to the project submit other output not amenable to conventional printing, for example hardware devices and three dimensional models to the supervisor
  - c) An electronic copy of the report should be submitted along with the *anti-plagiarism report* – generated by the Student (see section on Academic Misconduct).
  - d) Students studying the Mass Communications and Public Relations (Arabic) must submit a copy of the project abstract in Arabic language

7. Make an oral presentation of the project to the Examination Committee at a time specified by the Chairperson typically in the 11<sup>th</sup>, 12<sup>th</sup> or 13<sup>th</sup> week of the 499 seminar. During the presentation, each student will be expected to answer all questions pertaining to his/her share of the project output as detailed in the Submission Form in 6a above posed to him/her by the Committee, and where appropriate may be required to demonstrate, for example, the functionality of software, hardware devices or multimedia.
8. Make corrections to the project as required by the Examination Committee, and submit a single soft-bound corrected version (text/design) to supervisor for checking. Practical projects involving hardware and 3D designs are also subject to being resubmitted with correction according to the decision of the Examination Committee.
9. Provide the Supervisor with a CD-copy and single (black color) hard copy of the project (text/design) which will be checked by the College Office Administrator.
10. Prepare two hard bound copies (in black color; one for the Supervisor and One for the Chairperson) of the corrected final version of the project= CD copy (text/ design) by the 16<sup>th</sup> week of the seminar.

## Supervisor

The Supervisor is normally a full-time member of the Department with the minimum rank of Lecturer, three years teaching experience at University level, and evidence of recent or current research activity.

The primary roles of the supervisor are (1) to run a seminar for all students in the project cohort designed to monitor progress towards the completion of the project according to agreed milestones including the verification of each student's active contribution into the input of the project as detailed in roles stipulated in the Submission Form in 6a above (2) to provide academic guidance to the student

throughout the report; (3) to advise the student on the University regulations and deadlines for completion of the project; (4) to participate in the Oral Examination; (4) to reach an independent judgment on the quality of the report and to record this assessment on the appropriate forms. The responsibilities of the supervisor are:

1. Confirm that every student registered for the project is attending the project seminar in observance of University undergraduate attendance regulations
2. Conduct the project seminar to ensure that students meet key project milestones on time.
3. Keep records of progress in the seminar per student participant in the project cohort using the *Supervision Record Entry* in ADREG
4. Inform Chairperson of any serious difficulties which may affect the timely completion of the project
5. Check the project report (1) to ensure that it complies with the formatting requirements in these guidelines; (2) for plagiarism using University approved software to detect commonality as an initial tool (TURNITIN; see section on Academic misconduct) and attach the plagiarism report to the *Submission Form*.
6. Liaise with Chairperson to organize oral examination. Circulate copies of the project report to members of the examination committee prior to the oral examination.
7. Participate in assessment of the project and submit all forms to the office of the Chairperson with assignment of a provisional grade to each student in the seminar based on the composite weight of grade allocated by the Exam Committee subject to completion of all corrections
8. Provide the student with a list of any corrections
9. Check soft bound copy of corrected report to ensure all corrections completed and enter seminar grades subject to chairperson approval

## Chairperson

The primary roles of the Chairperson are to assign the Research/ XXXX499 seminars

each dedicated to a single project to a supervisor once having approved project proposals and constituent student members (the cohort) per project, to appoint the examination committee and to approve final grades entered by the supervisor in the seminar per student. The key responsibilities are:

1. Oversee the Department Research Committee/ XXXX499 Committee in facilitating approval of student project proposals.
2. Organize the registration of students into approved cohorts to carry out the project appointing a supervisor to run the seminar.
3. Resolve serious administrative or academic difficulties related to the project.
4. Check the student supervision record on ADREG for quality assurance purposes.
5. Receive three soft bound copies of the project + TURNITIN report + CD + submission form.
6. Appoint the internal examiners and organize the oral examination
7. Receive and file all the forms, related to the project from the Supervisor
8. Approve seminar grades assigned to each student in the project seminar (XXXX499)
9. Keep a hard bound copy (in black color) and electronic copy of each project.

### **Research Committee/ XXXX499 Committee**

The key responsibilities of the Departmental Research/XXXX 499 Committee are:

1. Preparation of a list of approved project titles (based on do-ability, facilities and equipment required) and their respective supervisors
2. Approval of request from student regarding choice of project and supervisor from the above list.
3. Approval of student requests to conduct their own project proposals.

### **Internal examiner**

The Internal Examiner is normally a full-time member of the Department with at least

a minimum rank of Lecturer, three years teaching experience at University level, and evidence of recent or current research activity.

The primary role of the Internal Examiner is to reach an independent judgement on the quality of the written report and the oral examination. The responsibilities are

1. Judge the quality of the project by examination employing rubrics designed to assess written work, oral feedback and practical components of projects contributed by each student in the project cohort and record this information on the appropriate forms.
2. Come to an agreement with the other Internal Examiner and Supervisor on the provisional grade to be assigned each student subject to stipulated corrections.

### **Examination Committee**

The primary role of the Examination Committee is to evaluate the project according to University regulations. The committee normally consists of the supervisor and two other internal examiners. The responsibilities of the Examination Committee are:

1. Evaluate the project practical work and written report as applicable to particular projects
2. Conduct and Evaluate the Oral examination
3. Complete all the required Examination Committee Forms for evaluating the report (i.e. Written Report, Practical Report and Oral Examination Assessment Forms, Evaluation Form, Approval Form, Moderator's Report Form and Corrections Form). The Supervisor will submit these forms to the Supervisor.
4. The Supervisor will provide the student with a list of any corrections and inform the student of successful completion of corrections.

### **College Office Administrator**

The roles of the Administrator are (1) to receive all the forms from the Chairperson and to compile these into the XXXX499 course file; (2) for each student check the

SINGLE hard cover project report and CD to ensure that it has been prepared as required and inform the student and supervisor of any final changes required before the student prints the three hard cover project reports; (3) complete the *Supervision of Undergraduate Project Summary Report*. This summary report should then be submitted to CAQA for review at the end of the academic year.

### **Centre for Accreditation and Quality Assurance**

The role of this centre is to monitor and evaluate compliance with all the documentation requirements described in these guidelines. This involves reviewing the *Supervision of Undergraduate Project Summary Report* provided to CAQA by the College Office Administrator at the end of the academic year, and providing feedback where appropriate.

### **Preparations for the Examination**

1. An invitation is sent by the Chair to the Internal Examiners and Supervisor to agree on a proper date for the oral examination normally during the assigned seminar in its 11<sup>th</sup> 12<sup>th</sup> or 13<sup>th</sup> week.
2. Once the date has been fixed, the procedures will be conducted according to the procedures outlined in this document

### **Storage of the Project following Examination**

It is the responsibility of the student to distribute the hard bound copies of the project as follows:

- 1) Supervisor.
- 2) Chairperson of Department.

## A guide to deadlines for the Undergraduate Project (XXX499)

ITEM	RESPONSIBILITY	DEADLINE
1. Submission of Project Proposal Form to Office of chairperson at the end of XXXX498	Student	Week 16 of XXXX498
2. Review and approved the Project Proposal	Department Committee(Research Committee or XXXX499 Committee)	End of Add- Drop period
3. Organization of student project cohorts assigned to seminars run be designed faculty from the relevant department with registration for XXXX499	Chairperson	End of Add- Drop period
4. Monitor student progress on project in course of XXXX499 seminar	Supervisor	During XXXX499 seminar
5. Submit 3 soft- cover copies of project + CD + TURNITIN report Submission Form to the Office of the Chairperson. Where appropriate submit other output, for example drawings, models, multimedia, software, hardware devices and three dimensional pieces (e. g. design related courses)	Student	Between weeks 10- 12 of the XXXX499 seminar
6. Appointment of Examination committee	Chairperson	Between weeks 10- 12 of the XXXX499 seminar
7. Arrange the date of examination and inform the student and the examination committee	Chairperson	Between weeks 11- 13 of the XXXX499 seminar
8. Distribution of the three soft bound copies of the project report, all members of the examination committee	Supervisor	At least five days prior to the oral examination
9. Conduct Exam, complete the making rubrics, the evaluation form, the approval form and the corrections form	Examination Committee	Within one day following the oral examination
10. Generate provisional grades subject to completion of necessary corrections	Examination Committee	Within one day following the oral examination
11. Provide student a copy of the correction form	Supervisor	Within one day following the oral examination
12. Make corrections and submit soft bound copy to supervisor	Students	By last day of seminar in XXXX499
13. Submission of all forms to Chairperson's office	Supervisor	within one day following submission of corrections
14. Signed approval form given to student	Chairperson	Within one day following submission of forms to chairperson
15. Print single (soft cover) hard copy of report to chairperson's office	Student	Within three days following signed approval to student
16. Check all forms+ e- copy+ 1 x hard- cover copy of project compliance with guidelines	College Office Administrator	Within one day following receipt of project from student cohort directly above
17. Distribute two hard bound copies: (1) Supervisor, (2) Chairperson, where appropriate submit other output, for example drawings, models, multimedia, software, hardware devices and three dimensional pieces (e. g. deign related courses)	Students	Five days following approval by CAQA
18. Final grade loaded to ADREG and approved by Chairperson	Supervisor/ Chairperson	One day following receipt of hard-bound copies after CAWA approval

## Registration Regulations

A student may register for XXXX 499 provided that they have completed the pre-requisite XXXX 498 (which requires the student to be of 4<sup>th</sup> year standing and having completed ETHC39x).

## Attendance Regulations

1. It is the responsibility of the student to attend the assigned XXXX499 seminar conducted by the supervisor.
2. The project is submitted within a single semester of registration. Otherwise, all students in the project cohort will be awarded a grade of IW.
3. Students who have (IW) grade in the project will have to re-register in order to submit their project and to be examined. Re-registering on the project will follow the normal registration procedure and will be allowed to complete their project within two semesters excluding the summer session.
4. Supervisors are required to submit copies of all records of supervision to the Chairperson immediately on completion of the XXXX499 seminar.

## Academic Misconduct

In a small number of cases there are students who are tempted to gain an unfair advantage on their undergraduate projects. This behavior is considered unacceptable. There are at least six types of academic misconduct, which Ahlia University acknowledges and wishes to prevent: (1) plagiarism; (2) data falsification; (3) use of third-parties (tacit personation) or cheat-ware sites; (4) free-riding collusion; (5) recycling collusion; and (6) active personation.

1. **Plagiarism** includes the practice of presenting ideas, words, data, diagrams, illustrations or other output as original pieces of work or without proper acknowledgment (including appropriate identification and referencing) of the source.

2. **Data Falsification** is an act involving willful creation of false data as in students in the project filling out questionnaires themselves rather than distributing them and soliciting legitimate feedback from the population or changing data collected on received questionnaires
3. **Use of third parties (tacit personation) or cheat ware sites** which, typically for a fee, write all or part of a manuscript or design a model that students in the project then present as their own original work. (However, cohorts may use a professional proofreading service provided that they declare use of such a service.) When third parties prepare academic work-product for one (or more) cohort members, a form of tacit **personation** results.
4. **Free riding collusion** involves one student (or more) in the project cohort doing work on behalf of another who in fact makes no contribution to the project. In free riding collusion both the student(s) not doing any work as well as the other(s) doing work at the behest of the former, who passes such work off as his/her own are liable.
5. **Recycling collusion** involves one student (or more) in the project cohort enlisting outside-the cohort support of one student (or more) whose previously submitted academic work product is fobbed off as being the unique intellectual work product of those concerned conspiring project cohort members.
6. **Active Personation** occurs when one (or more) students outside the cohort substitute for one (or more) students in the project cohort proffering false identities at the time of project defense (in the admittedly unlikely scenario of the project supervisor not remembering the physical appearance of each member of the cohort).

In order to address the issue of academic dishonesty, the following procedures will be followed for

The project:

1. Oral examination will be used to detect free riding and recycling collusion and use of third parties (tacit personation)/cheat ware sites

2. Students will need to submit evidence of questionnaire integrity to the Supervisor e.g. screenshots of emails contain on-line questioner response.
3. Commonality should not exceed 20% of text (in phrases of 6 or more matching words), excluding the reference list. Supervisors will need to manually peruse highlighted text in TURNITIN to verify absence of plagiarism even where commonality is below 20%.
4. Cases where academic dishonesty has been detected will be referred to the Disciplinary Committee of the University, and penalties imposed if the allegations are upheld.
5. All members of the cohort will have to submit personal identification documentation to prove who they are before undergoing defense of research to defeat

## Summary

These guidelines are intended to provide standards of good practice for supervision of the undergraduate project (XXXX 499). The student, supervisor, chairperson and examination committee members must all be aware of their individual responsibilities for ensuring satisfactory progress and assessment of the project.

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## Appendices

# UNDERGRADUATE PROJECT

## Proposal Form



To be completed by the Student

<b>Name of Student</b>		<b>Student ID</b>	
<b>College</b>		<b>Department</b>	
<b>Course Title</b>		<b>Course Cod</b>	
<b>Proposed Project Title</b>		<b>Academic Year</b>	
		<b>Semester</b>	
		<b>First</b>	<b>Second</b>
			<b>Summer</b>
<b>Proposed Supervisor</b>	If unsure please enter 'not applicable'		
<b>Aims of the Project</b>			
<b>Signature of Student</b>		<b>Date</b>	

To be completed by Chairperson

	<b>Approved</b>	<b>Rejected</b>	<b>Remarks</b>
<b>Proposed Project Title</b>			
<b>Aims of the Project</b>			
<b>Proposed Project Supervisor</b>			

<b>Final date for Submission of Project</b>	Thirty seven days before the end of the second semester following registration
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<b>Name of Chairperson</b>		<b>Signature</b>		<b>Date</b>	
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Cc: Dean of the College

# UNDERGRADUATE PROJECT

## *Supervision Record Form*



Name of Student		Student ID	
Supervisor Name		Department	
College		Course Cod	
Course Title		Academic Year	
Project/ Project Title		Semester	
		First	Second
			Summer

Summary of Dissertation	
Work Required by Next Meeting	
Date of Next Meeting	

Signature of Student		Date	
Signature of Supervisor		Date	

[The supervisor may choose to complete this form using the electronic template available in ADREG ]

# UNDERGRADUATE PROJECT

## Supervision Record Form



Name of Student		Student ID	
College		Department	
Course Title		Course Cod	
Supervisor Name		Academic Year	
Project Title		Semester	
		First	Second
By signing this document I confirm that I have read the Guidelines for the Undergraduate Project (XXXX499) and that my report has been formulated as per the most recent version of the Guidelines. I understand that the correct formulating of the report is my responsibility. I also confirm that the work presented in this project report is solely my own work-product neither in part nor in whole copied from any unacknowledged sources. I understand that academic misconduct is unacceptable at Ahlia University and, if suspected, the alleged misconduct will be referred to the Dean of Student Affairs for investigation, follow up, and, where warranted, disciplinary action			
Signature of Student		Date	

By signing this document I confirm that I have read the most recent version of the Guidelines for the Undergraduate project (XXXX499) and that the student's report complies with these guidelines. I also confirm that I have reviewed this student's project, checked it on University approved anti-plagiarism software and have found it devoid of plagiarism and absent of any infringement of intellectual property. I agree that it can be submitted to the Examination Committee.			
Plagiarism report	% (Print result from anti- plagiarism software and attach to this form)		
Signature of Supervisor		Date	

Name of Chairperson		Signature		Date	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF BUSINESS & FINANCE**  
**Marking Rubric for Written Report**

Name of Degree Programme		Course Code	
Student ID		Course Title	
Student Name		Project Title	

Performance Area	Exceeds Standards (Score= 11.0-14.0)	Meets Standards (Score= 7.5-10.5)	Partially Meets Standards (Score= 4.0-7.0)	Fails to Meet Standards (Score= 0.0-3.5)	Score
<b>Problem Definition</b>	Student posed a thoughtful creative question. The question is original and contributes to knowledge in a focused and specific area.	Student(s) posed a focused question involving them in challenging research.	Student(s) constructed a valid question, that however lends itself to an array of readily available answers involving some creative necessitating a modest level of research.	Student(s) relied on a lecturer-generated proposal or developed a question requiring little or no creative thought involving marginal research.	
<b>Literature Search</b>	Information gathered from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem.	Information gathered from a variety of relevant sources both print and electronic.	Limited range of information and minimal efforts in selecting quality resources.	Information lacked relevance, quality, depth and balance.	
<b>Methodology, Result &amp; Analysis</b>	There is a clear and appropriate methodological approach to the problem. Result, information, design or solutions are clear and complete. Careful analysis/ testing of the result, information, devices or solution presented, with appropriate and inventive conclusions supported by high quality evidence.	Good effort was made in designing the methodology and in presenting clear and complete result, information, design or solutions, as well as analysis or testing; but a few aspects are unclear, superficial or incomplete. There are appropriate conclusions supported by moderate- to- high quality evidence.	Some effort was made in designing the methodology and in presenting clear and complete result, information, design or solutions, as well as analysis or testing; but a number aspects are unclear, superficial or incomplete. The conclusions are supported by low- to- moderate quality evidence.	Little effort was made in designing the methodology and in presenting clear and complete result, information, design or solution, as well as analysis or testing; many aspects are unclear, superficial or incomplete. The conclusions are supported by low quality evidence.	
<b>Format</b>	There is an appropriate structure to the report, incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.	There is a logical organization of the report with good connections among ideas.	Logical organization of the report is patchy with good connections among ideas being inconsistent.	The report is not logically or effectively structured.	
<b>Documentation</b>	Complete documentation of all sources, including for example any visuals, sounds, and animations. Sources are properly cited, both in-text/ in-product. Documentation is error-free.	Evidence of documentation with some care, sources are cited, both in-text/ in-product a few errors noted.	Documentation of the report is patchy. Sources are generally cited but the scale of in-text/in-product errors mar the manuscript.	Documentation of the report is poor with in-text/in-product errors manifold.	
<b>[Note that the score for the written report is worth 70% of the final mark for the project ]</b>				<b>Total Score (out of 70%)</b>	

Name of Examiner		Signature of Examiner		Date	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF BUSINESS & FINANCE**  
**Marking Rubric for Oral Examination**

<b>Name of Degree Programme</b>		<b>Course Code</b>	
<b>Student ID</b>		<b>Course Title</b>	
<b>Student Name</b>		<b>Project Title</b>	

Performance Area	Exceeds Standards (Score= 7.5-10.0)	Meets Standards (Score=5.5-7.0 )	Partially Meets Standards (Score=3.0-5.0)	Fails to Meet Standards (Score=0.0-2.5)	Score
<b>Organization, Eye Contact &amp; Delivery</b>	Logical sequence provides explanations and can elaborate. Maintains eye contact with audience throughout the presentation. Speaks clearly and loud enough for all in audience to hear, and pronounces all terms correctly and precisely.	Logical sequence provides explanations but fails to elaborate. Maintains eye contact with audience most of the time, with occasional reference to notes. Voice is clear but periodically not sufficiently audible to be heard by all of the audience. Pronounces all terms correctly and precisely.	Logical sequence but cannot provide explanation or elaboration. Maintains eye contact with audience some of the time, but refers frequently to notes. Voice is clear but periodically not sufficiently audible to be heard by all of the audience. Presenter from time to time mispronounces a few terms.	No logical sequence. Reads most or all of report, making little to no eye contact with audience. Voice is unclear and not sufficiently audible to be heard by all of the audience.. Presenter consistently mispronounces many terms.	
<b>Time Management &amp; Presentation Skills</b>	Speaker uses the allotted time effectively and finishes on time. Balanced use of appropriate multimedia that enhances the overall presentation. Where relevant, demonstrates mastery in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but has to rush through last points of presentation. Limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding. Where relevant, demonstrates limited acumen in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but rushes through most of the presentation. Limited multi- media that enhances parts of the presentation. Easy to read and informative in parts only. Where relevant, demonstrates limited acumen in employment of supporting material such as software, hardware devices or multimedia.	Does not finish on time or finishes will before allotted time. No multimedia or uses it ineffectively. Difficult to read and uninformative. Where relevant, demonstrates no or marginal acumen in employment of supporting material such as software, hardware devices or multimedia..	
<b>Questions &amp; Answers</b>	Addresses all questions in a manner that demonstrates a through command of the topics(s).	Demonstrates an ability to address most questions in a thoughtful and effective manner.	Answers only basic questions about the topic in an acceptable manner.	Cannot address basic questions about the topic or addresses them in a superficial manner.	
<b>[Note that the score for the oral examination is worth 30% of the final mark for the project ]</b>				<b>Total Score (out of 30%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF INFORMATION TECHNOLOGY**  
*Marking Rubric for Written Report*

<b>Name of Degree Programme</b>		<b>Course Code</b>	
<b>Student ID</b>		<b>Course Title</b>	
<b>Student Name</b>		<b>Project Title</b>	

Performance Area	Exceeds Standards	Meets Standards	Partially Meets Standards	Fails to Meet Standards	Score
<b>Problem Definition</b>	Student posed a thoughtful, creative question. The question is original and contributes to knowledge in a focused and specific area. <b>(Score=10.0-12.0)</b>	Student(s) posed a focused question involving them in challenging research <b>(Score= 7.5-9.5)</b>	Student(s) constructed a question that lends itself of readily available answers. <b>(Score=4.0-7.0)</b>	Student(s) relied on lecturer- generated proposal or developed a question requiring little creative thought <b>(Score=0.0-3.5)</b>	
<b>Literature Search</b>	Information gathered from a variety of quality electronic and print source. Sources are relevant, balanced and include critical readings relating to the thesis or problem. <b>(Score=10.0-12.0)</b>	Information gathered from a variety of relevant sources both print and electronic <b>(Score=7.5-9.5)</b>	Limited range of information and minimal effort in selecting quality resources. <b>(Score= 4.0-7.0)</b>	Information lacked relevance, quality, depth and balance. <b>(Score=0.0-3.5)</b>	
<b>Methodology</b>	There is a clear and appropriate methodological approach to the problem and all tools and models appropriate in relation to the project <b>(Score=9.0-11.0)</b>	Good effort was made in designing the methodology and most tools and models are appropriate in relation to the project. <b>(Score=7.5-9.5)</b>	Some effort was made in designing the methodology, some tools and models are appropriate in relation to the project. <b>(Score=4.0-6.5)</b>	Little effort was made in designing the methodology, few, if any, of the tools and models are appropriate in relation to the project <b>(Score=0.0-3.5)</b>	
<b>Result &amp; Analysis</b>	Result, information, design or solution are clear and compete. Careful analysis/ testing of the results, information. Solutions presented with appropriate and inventive conclusions supported by high quality evidence. <b>(Score=10.0-12.0)</b>	Presenting clear and complete results, information, design or solutions, as well as analysis or testing with very few aspects being unclear, superficial or incomplete. There are appropriate conclusions supported by moderate- to- high quality evidence. <b>(Score=7.5-9.5)</b>	Presenting, for the most part but not exclusively, clear and complete results, information deigns or solutions, as well as analysis or testing with a few to several aspects being unclear, superficial or incomplete. The conclusions are supported by low- to- moderate quality evidence. <b>(Score=4.0-7.0)</b>	Presenting, for the most part, incomplete results, information, design or solutions, as well as analysis or testing with many unclear, superficial or incomplete aspects. The conclusions are supported by low quality evidence. <b>(Score=0.0-3.5)</b>	
<b>Product</b>	All the functionalities in the developed product are working correctly i.e. contribution w. r. t. UI and application logic is excellent. All objectives are met from implementation point of view. <b>(Score=10.0-12.0)</b>	Most of the functionalities in the developed product are working correctly i.e. contribution w.r.t. UI and application logic is very good. All objectives are met from implementation point of view. <b>(Score=7.5-9.5)</b>	Few of the functionalities in the developed product are not working correctly i.e. contribution w.r.t UI and application logic is reasonable. Most objectives are met except few from implementation point of view <b>(Score=4.0-7.0)</b>	Most of product functionalities are not working correctly or incomplete i.e. contribution w.r.t application logic is very less. Most of objectives are not met from implementation point of view <b>(Score=0.0-3.5)</b>	
<b>Documentation &amp; Format</b>	Report structure is appropriate. Incorporating variety of quality and complete sources including, for example any visual, sounds, and animations. Sources are properly cited, both in-text/ in-product. Documentation is error-free. <b>(Score=9.0-11.0)</b>	There is logical organization of the report and good connections among ideas. Evidence of documentation with some care, sources are cited, both in-text/ in-product. A few errors noted. <b>(Score=7.5-8.5)</b>	There should have been greater effort put into organizing the report. Greater care needed in documenting sources. Documentation was poorly constructed or absent Several errors noted.. <b>(Score=4.0-6.5)</b>	The report is not logically or effectively structured. Documentation of the report is poor wiith in-text errors manifold.. <b>(Score= 0.0-3.5)</b>	
<b>[Note that the score foe the written report is worth 70% of the final mark for the project ]</b>				<b>Total Score (out of 70%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF INFORMATION TECHNOLOGY**  
*Marking Rubric for Oral Examination*

<b>Name of Degree Programme</b>		<b>Course Code</b>	
<b>Student ID</b>		<b>Course Title</b>	
<b>Student Name</b>		<b>Project Title</b>	

Performance Area	Exceeds Standards (Score= 7.5-10.0)	Meets Standards (Score=5.5-7.0 )	Partially Meets Standards (Score=3.0-5.0)	Fails to Meet Standards (Score=)	Score
<b>Organization, Eye Contact &amp; Delivery</b>	Logical sequence provides explanations and can elaborate. Maintains eye contact with audience throughout the presentation. Speaks clearly and loud enough for all in the audience to hear and pronounces all terms correctly and precisely.	Logical sequence provides explanations but fails to elaborate. Maintains eye contact with audience most of the time, with occasional reference to notes. Voice is clear, but occasionally too quiet to be heard by all in the audience. Pronounces all terms correctly and precisely.	Logical sequence but cannot provide explanations or elaborate. Maintains eye contact with audience some of the time, but refers frequently to notes. Voice is clear, but occasionally too quiet to be heard by all in the audience. Presenter mispronounces some terms.	No logical sequence. Reads most or all of report, making little to no eye contact with audience. Voice is unclear and generally too quiet to be heard by all in the audience. Presenter mispronounces many terms.	
<b>Time Management &amp; Presentation Skills</b>	Speaker uses the allotted time effectively and finishes on time. Balanced used of appropriate multimedia that enhances the overall presentation. Where relevant, demonstrates mastery in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but has to rush through last points of presentation limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding. Where relevant, demonstrates near mastery in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but rushes through most of the presentation. Limited multi-media that enhance parts of the presentation. Easy to read and informative in parts only. Where relevant, demonstrates some skill in employment of supporting material such as software, hardware devices or multimedia.	Dose not finish on time or finishes well before allotted time. No multimedia or uses it in distracting or ineffective manner. Difficult to read and uninformative. Where relevant, demonstrates little or no skill in employment of supporting material such as software, hardware devices or multimedia.	
<b>Questions &amp; Answers</b>	Addresses all questions in manner that demonstrates a through command of the topic(s).	Demonstrates an ability to address most questions in a thoughtful and effective manner.	Answers only basic questions about the topic in an acceptable manner.	Cannot address basic questions about the topic or address them in a superficial manner.	
<b>[Note that the score for the oral examination is worth 30% of the final mark for the project ]</b>				<b>Total Score (out of 30%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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# UNDERGRADUATE PROJECT

## COLLEGE OF ENGINEERING

### Marking Rubric for Written Report

Name of Degree Programme		Course Code	
Student ID		Course Title	
Student Name		Project Title	

Performance Area	Exceeds Standards	Meets Standards	Partially Meets Standards	Fails to Meet Standards	Score
<b>Problem Definition</b>	Student posed a thoughtful, creative question. The question is original and contributes to knowledge in a focused and specific area.	Student(s) posed a focused question involving them in challenging research.	Student(s) constructed a question that lends itself to readily available answers	Student(s) relied on lecturer-generated proposal or developed a question requiring little creative thought.	<u>5</u>
<b>Literature Search</b>	Information gathered from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem.	Information gathered from a variety of relevant sources both print and electronic	Limited range of information and minimal effort in selecting quality resources	Information lacked relevance, quality, depth and balance.	<u>5</u>
<b>Methodology, Result &amp; Analysis</b>	There is a clear and appropriate methodological approach to the problem. Results, information, designs or solutions are clear and complete. Careful analysis/testing of the results, information, devices or solutions presented, with appropriate and inventive conclusions supported by high quality evidence.	Good effort was made in designing the methodology and in presenting clear and complete results, information, designs or solutions, as well as analysis or testing; but a few aspects are unclear, superficial or incomplete. There are appropriate conclusions supported by moderate-to-high quality evidence.	Some effort was made in designing the methodology and in presenting clear and complete results, information, designs or solutions, as well as analysis or testing; but a number aspects are unclear, superficial or incomplete. The conclusions are supported by low-to-moderate quality evidence.	Little effort was made in designing the methodology and in presenting clear and complete results, information, designs or solutions, as well as analysis or testing; many aspects are unclear, superficial or incomplete. The conclusions are supported by low quality evidence.	<u>30</u>
<b>Format &amp; Documentation</b>	There is an appropriate structure to the report, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions. Complete documentation of all sources, including for example any visuals, sounds, and animations. Sources are properly cited, both in-text/in-product. Documentation is error-free.	There is a logical organization of the report and good connections among ideas. Evidence of documentation with some care, Sources are correctly cited for the most part but not to the exclusion of a few in-text/in-product errors being noted.	There should have been greater effort put into organizing the report. Greater care needed in documenting sources. Documentation was poorly constructed or absent. Several in-text/in-product errors noted.	The report is not logically or effectively structured. Documentation of the report is poor with in-text/in-product errors manifold.	<u>10</u>

[Note that the score for the written report is worth 50% of the final mark for the project ]

Name of Examiner		Signature of Examiner		Date	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF ENGINEERING**  
*Marking Rubric for Oral Examination*

<b>Name of Degree Programme</b>		<b>Course Code</b>	
<b>Student ID</b>		<b>Course Title</b>	
<b>Student Name</b>		<b>Project Title</b>	

Performance Area	Exceeds Standards	Meets Standards	Partially Meets Standards	Fails to Meet Standards	Score
<b>System Design &amp; Demonstration</b>	Student presented a fully functioning working system with several original/inventive elements. Strong effort was made in breaking new ground and building excitement about the application. The demonstration techniques are imaginative and effective in conveying ideas to the audience.	Student presented a working system with support to all desired functions. There is some new information or approach about the application. The demonstration techniques are effective in conveying main ideas.	Student presented a working system but some desired functions are not supported or malfunction. Student simply showed how the application works. The demonstration only conveys main ideas.	The system is incomplete or does not work. Little effort was made in building the application. The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated.	<u>20</u>
<b>Time Management &amp; Presentation Skills</b>	Speaker uses the allotted time effectively and finishes on time. Balanced use of appropriate multimedia that enhances the overall presentation. Where relevant, demonstrates mastery in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but has to rush through last points of presentation. Limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding. Where relevant, demonstrates near mastery in employment of supporting material such as software, hardware devices or multimedia.	Finishes on time but rushes through most of the presentation. Limited multimedia that enhance parts of the presentation. Easy to read and informative in parts only. Where relevant, demonstrates some skill in employment of supporting material such as software, hardware devices or multimedia.	Does not finish on time or finishes well before allotted time. No multimedia or uses it in distracting or ineffective manner. Difficult to read and uninformative. Where relevant, demonstrates little or no skill in employment of supporting material such as software, hardware devices or multimedia.	<u>10</u>
<b>Questions &amp; Answers</b>	Addresses all questions in a manner that demonstrates a thorough command of the topic(s)	Demonstrates an ability to address most questions in a thoughtful and effective manner	Answers only basic questions about the topic in an acceptable manner	Cannot address basic questions about the topic or addresses them in a superficial manner.	<u>20</u>
<b>[Note that the score for the oral examination is worth 50% of the final mark for the project]</b>				<b>Total Score (out of 50%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF MEDICAL & HEALTH SCIENCE- PHYSIOTHERAPY**  
**Marking Rubric for Written Report**

Name of Degree Programme		Course Code	
Student ID		Course Title	
Student Name		Project Title	

**A. MARKING RUBRIC FOR WRITTEN REPORT (PART A)**

Performance Area	Exceeds Standards (Score= 8.0-10.0)	Meets Standards (Score= 5.0-7.0)	Partially Meets Standards (Score= 2.0-4.0)	Fails to Meet Standards (Score= 0.0-1.0)	Score
<b>Title, Main Idea &amp; Objectives (Aims/ Purpose of the Study)</b>	The title/topic, scope and objectives of the project are well-defined, original and with strong implications to the practice of Physiotherapy and Rehabilitation Sciences.	The title/topic, scope and objectives of the project are adequately defined and related to Physiotherapy and Rehabilitation Sciences. Majority of objectives are defined with relevance to the practice.	The title/topic, scope and objectives of the project are defined but inadequately contextualized with limited evidence of its application to Physiotherapy and rehabilitation sciences. Topic lacks originality.	The title/topic, scope and objectives of the project are poorly defined and inadequately contextualized with no evidence of its application to Physiotherapy and rehabilitation sciences.	
<b>Literature</b>	Sources are relevant to the topic with exceptional integration. Excellent coverage of knowledge, application of relevant literature obtained from a variety of sources from Physiotherapy and Rehabilitation Sciences publications. Paraphrasing of relevant literature is clearly demonstrated.	Adequate knowledge of relevant literature is demonstrated. Evidence of literature obtained from various sources of Physiotherapy and rehabilitation sciences is present. Few errors are noted with paraphrasing.	Literature is limited to presentation of basic overview. Limited interpretation, citation and application are evident. Numerous errors are noted in paraphrasing literature material.	Use of irrelevant and unrelated literature. Inadequate knowledge, interpretation with application. Absence of paraphrasing of literature. Numerous errors are noted throughout.	

## B. MARKING RUBRIC FOR WRITTEN REPORT (PART B)

Performance Area	Exceeds Standards (Score= 16.0-20.0)	Meets Standards (Score= 11.0-15.0)	Partially Meets Standards (Score= 6.0-10.0)	Fails to Meet Standards (Score= 0.0-5.0)	Score
<b>Writing Style, Format (including data presentation) and referencing</b>	Writing style and format is appropriate and clearly presented Limited/no linguistic/ typographical errors noted There is clear use of a personal and unique style of writing, suited to audience and purpose Quality of tables, and graphical representation are of high standard and contribute to understanding of research findings Referencing done in proper and extensive manner Format and layout of bibliography are correct following prescribed referencing and standard format Bibliography is complete with evidence of important and most recent sources	Writing style and format is acceptable Linguistic/Typographical errors noted Editing is required Quality of tables, and graphical representation are of satisfactory standard. Referencing done in proper manner Format and layout of bibliography generally correct following prescribed referencing and standard format with inconsistencies Bibliography contains important sources	Writing style and format requires serious attention due to inconsistencies Numerous linguistic/ typographical errors noted Editing and revision of major sections required Quality of tables, and graphical representation are of poor standard and cause confusion Referencing did not follow prescribed format in terms of format and layout Layout of bibliography is not in line with prescribed and standard format Omission of relevant sources	Writing style and format is unacceptable and inaccurate Inappropriate linguistic/ typographical errors are evident Quality of tables, and graphical representation are of unsatisfactory standard. Referencing is of poor quality and not in line with prescribed format Layout of bibliography is not in line with prescribed format Neither relevant nor recent sources are evident	
<b>Research Methodology</b>	Strong evidence of understanding, control and appropriateness in research methodology of project Demonstrates strong insight in appropriateness of research design tailored to topic with potential to yield highly valid results	Adequate knowledge of research methodology and appropriateness to project Good organization and application of research design tailored to topic with potential to yield valid results.	Basic understanding of the research methodology is demonstrated Mediocre organization and application of research design in tailored to topic and analysis with potential to yield valid results but only in part.	Low level/ inappropriate research methodology is evident Findings related to research methodology are unacceptable	
<b>Research Findings and Conclusion</b>	Demonstrate thorough and high standard level of understanding in empirical and theoretical analysis of research findings. Findings make a significant contribution to knowledge base of <i>Physiotherapy and rehabilitation sciences</i> and field of study Conclusions are written clearly and consistent with the purpose and findings of the study Logical and valid conclusions are clearly evident.	Demonstrate adequate level of understanding in analysis of research findings. Findings make a minor contribution to knowledge base of <i>Physiotherapy and rehabilitation sciences</i> and field of study Conclusions are written clearly related with purpose and findings of the study Logical and valid conclusions are evident.	Limited to basic interpretation of research findings Conclusions are logical and valid in some aspects only Final summary does not fully conform to the purpose and findings of the study.	Research project is unable to demonstrate familiarity related with the research findings No logical and valid conclusion were reached nor presented Final summary is inconsistent with purpose and findings	

<b>Structure &amp; progression of Content</b>	Exceptionally systematic, well-presented and argued; ideas are detailed, well-developed. Logical progression is evident from objectives to conclusion. Chapters are clearly integrated with one another and <i>clearly demonstrate good coverage of evidence-based information in Physiotherapy and rehabilitation sciences.</i>	Topic is sufficiently presented and covered with integration between objectives and findings. Text is well-argued and organized with sufficient <i>evidence-based information in Physiotherapy and rehabilitation sciences</i>	Evidence of organization and structure but inadequate coverage of understanding and insight. Logical progression between chapters is lacking. Limited content in terms of <i>evidence-based information in Physiotherapy and rehabilitation sciences</i>	Lack of logical progression and coherence from objectives to findings. Poor structure and organization. Requires major restructuring related to logical progression of ideas	
<b>[Note that the score for the written report is worth 70% of the final mark for the project ]</b>				<b>Total Score (out of 70%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF MEDICAL & HEALTH SCIENCE- PHYSIOTHERAPY**  
**Marking Rubric for Oral Examination**

Name of Degree Programme		Course Code	
Student ID		Course Title	
Student Name		Project Title	

Performance Area	Exceeds Standards (Score= 8.0-10.0)	Meets Standards (Score=6.0-7.0 )	Partially Meets Standards (Score=2.0-5.0)	Fails to Meet Standards (Score=0.0-1.0)	Score
<b>Content</b>	<p><i>Topic is focused and relevant in Physiotherapy and Rehabilitation Sciences</i></p> <p>Contains accurate information with no fact errors            Excellent synopsis of the project is evident.            The synopsis is neither too long nor too short.            Topic was well-presented, discussed and elaborated</p>	<p><i>Topic is adequately focused and relevant in Physiotherapy and Rehabilitation Sciences;</i></p> <p>Almost information is accurate with hardly any factual errors            Good synopsis is evident            The synopsis is about the appropriate length.            Topic is presented clearly; speaker occasionally needs reference to note during presentation and discussion.</p>	<p>Topic requires more focus on <b>Physiotherapy/ Rehabilitation Sciences</b></p> <p>Most information is accurate with some factual errors, however, apparent            Adequate synopsis            Synopsis is either little too long or too short in scope.            Mostly reliable to notes throughout the presentation and discussion</p>	<p>Topic lacks relevance to <b>Physiotherapy/ Rehabilitation Sciences;</b></p> <p>Inaccuracies abound riddled by multiple fact errors            Lack of synopsis            Fully dependent on the notes and slides and reads throughout the presentation.</p>	
<b>Presentation</b>	<p>Slides have excellent visual appeal, show creativity and facilitated the use of information. Format of presentation is evident.            Effectively summarized important points of the different sections consistently.            The slides or other visual materials are easily readable from a distance.            The slides or other visual materials are very professional looking            There are no spelling, punctuation, grammar, or other writing errors on the slides of research presentation visual materials</p>	<p>Slides have adequate appeal and demonstrate creativity. Formatting is present.            Slides summarized important points of the different sections of the research project.            Good use of visuals to enhance the information.            Slides or other visual materials are readable from a distance            Few spelling, punctuation, grammar, or other writing errors on the slides or other visual materials</p>	<p>Visual presentation materials are very limited and convey limited information. Formatting is not consistent.            Limited utilization of visuals to convey information.            Portions of the slides are difficult to understand and read from a distance.            Numerous spelling, punctuation, grammar, or other writing errors on the slides or other visual material'            Slides use can be improved</p>	<p>Unavailable presentation materials <u>or</u>            No format is evident            Utilization of visuals to convey information was not evident at any time            Portions of the slides are not readable from a distance. There are many spelling, punctuation, grammar, or other writing errors on the slides or other visual material            Visual aids/slides poorly used</p>	

<b>Organization/ Clarity</b>	Logical order with effective transitions between major ideas and presentation of ideas is clear Presentation is clear and concise	Majority of ideas are in logical order Transitions between most major ideas are sufficient; Presentation is generally clear and understandable	Some ideas were not presented in logical order Transitions are needed between some ideas; smooth transition is not evident in some parts Some parts of presentation may be wordy or unclear	Ideas are not presented in proper order Lack of transition between major ideas; Several parts of presentation are wordy or unclear	
<b>Completeness</b>	Good depth and detail of presentation is evident Ideas are well developed	Presentation provides adequate depth Few important details are omitted Major ideas adequately developed	Additional depth needed in places Important information omitted or not fully developed;	Presentation lacks adequate depth; Key details are omitted or undeveloped	
<b>Delivery and Grammar</b>	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand Good volume with proper pace and diction; absence of distracting gestures and professional in appearance	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable Adequate volume with generally good pace and diction; few or no distracting gestures; professional in appearance	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow More volume needed at times; pace too slow or fast; with some distracting gestures or posture; adequate appearance	Presentation contains several major grammar/usage errors; sentences are long, incomplete and contain excessive jargon Low volume pace too slow or fast; poor diction; with distracting gestures or posture; unprofessional appearance	
<b>Interaction &amp; Rapport</b>	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions	
<b>Time Management</b>	Was able to properly use the allotted time. Did not finish early or exceed required time for presentation Presentation is within specified length	Uses allotted time to finish the presentation; however, needed reminders to use time properly in discussing important points in the presentation Presentation is within specified length	Easily distracted and reminded to stay focus during the presentation. Needed extra time to finish and complete the presentation.	Was unable to finish and complete the presentation despite extra time and assistance	
<b>Questions and Answers</b>	Easily recognized and understood the questions and was able to answer questions thoroughly, convincingly and correctly with evidence	Understood the questions and was able to answer the questions clearly	Recognizes and attempts to answer questions; however, incomplete/vague answers were provided	Unable to answer the questions	
<b>[Note that the score for the oral examination is worth 30% of the final mark for the project ]</b>				<b>Total Score (out of 30%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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# UNDERGRADUATE PROJECT

## COLLEGE OF ARTS & SCIENCE- INTERIOR DESIGN

### Marking Rubric for Design Work

Name of Degree Programme				Course Code	
Student ID				Course Title	
Student Name				Project Title	
Performance Area	Exceeds Standards (Score= 11.0-14.0)	Meets Standards (Score= 7.5-10.5)	Partially Meets Standards (Score= 4.0-7.0)	Fails to Meet Standards (Score= 0.0-3.5)	Score
Graphic Representation in 2D Drawing (Plans, Sections, Evaluation, Details) & 3D Drawings	Drawings are exceptional and are done with impeccable neatness and substantial creativity. Attention is paid to detail and contains all required elements. Models and, where applicable, other media, are of very high quality.	Drawings are complete with all required elements and with necessary neatness and with some creaivty. Models and, where applicable, other media, are of high quality.	Drawings are complete with most required elements and with necessary neatness but with little creativity. Models and, where applicable, other media, are of fair-to-middling quality.	Drawings are incomplete and missing key details. Models and, where applicable, other media, are of poor quality.	
Interior Design Process and Problem- Solving Skills	Evidence of highly effective and creative solutions that fully address complex design problems involving all phases of the design process, by applying knowledge of interior design and human behaviour, and theories of design. Work exhibits high level space planning skills	Evidence of effective and creative solutions that, for the most part, address complex design problems involving all phases of the design process, by applying knowledge of interior design and human behaviour, and theories of design. Work exhibits medium-to-high-level space planning skills.	Evidence of effective solutions that address standard, relatively simplistic design problems involving all phases of the design process, by applying knowledge of interior design and human behaviour, and theories of design. Work exhibits limited space planning skills.	Evidence of ineffective desgn solutions that fall short of design problems involving all phases of the design process. Application of knowledge of interior design and human behaviour and theories of design is faulty. Work exhibits limited or no space planning skills.	
Building Systems, Building Technology & Materials	Work reflects a comprehensive understanding of building systems, structural conditions, and the interface between various building components. Evidence of ability to design within the context of building systems using appropriate materials and products, and understand how building and interior systems, structural conditions, materials, and interior detailing, as well as environmental factors, interact with one another, is incontrovertible.	Work reflects a substantive, though less than comprehensive, understanding of building systems, structural conditions, and the interface between various building components. Evidence of ability to design within the context of building systems using appropriate materials and products, and understand how building and interior systems, structural conditions, materials, and interior detailing, as well as environmental factors, interact with one another, is substantial.	Work exhibits a marginal understanding of building systems, structural conditions, and the interface between various building components. Evidence of ability to design within the context of building systems using appropriate materials and products, and understand how building and interior systems, structural conditions, materials, and interior detailing, as well as environmental factors, interact with one another, is marginal.	Work exhibits lack understanding of building systems, structural conditions, and the interface between various components within the building shell.	
Codes, Regulations & Sustainability Issues	Ability to identify and solve complex design problems and formulate design solutions that are functional, aesthetic, sustainable, and in accordance with applicable codes and industry standards.	Work exhibits the application of appropriate codes, regulations, and guidelines. In addition to the principles of universal design and sustainable design.	Work exhibits limited application of appropriate codes, regulations, and guidelines. In addition to the principles of universal design and sustainable design.	Work lack application of appropriate codes, regulations, and guidelines. In addition to the principles of universal design and sustainable design.	
Presentation & Documentation (SKETCH BOOK)	Complete documentation of all sources used in the design project in the sketch book.	Near complete documentation of all sources used in the sketch book. Sources are cited, with hardly any gaps. both for written and visual product.	Partial documentation of all sources used in the sketch book. Sources are cited, with minor gaps. both for written and visual product.	Documentation was poorly constructed or absent. Sources are cited, with major gaps. both for written and visual product.	
[Note that the score foe the written report is worth 70% of the final mark for the project ]				Total Score (out of 70%)	
Name of Examiner		Signature of Examiner		Date	

**UNDERGRADUATE PROJECT**  
**COLLEGE OF ARTS & SCIENCE- INTERIOR DESIGN**  
**Marking Rubric for Oral Examination**

<b>Name of Degree Programme</b>		<b>Course Code</b>	
<b>Student ID</b>		<b>Course Title</b>	
<b>Student Name</b>		<b>Project Title</b>	

<b>Performance Area</b>	<b>Exceeds Standards (Score= 7.5-10.0)</b>	<b>Meets Standards (Score=5.5-7.0 )</b>	<b>Partially Meets Standards (Score=3.0-5.0)</b>	<b>Fails to Meet Standards (Score=0.0-2.5)</b>	<b>Score</b>
<b>Communicate Effectively Through the Clear and Accurate Use of Language</b>	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research. Speak clearly with appropriate pitch, tempo, and volume. Use appropriate body language including gestures, posture, mannerisms, and eye contact.	Logical sequence provides explanations but fails to elaborate. Maintains eye contact with audience most of the time, with occasional reference to notes. Voice is clear, but, at times, too quiet to be heard by all of audience. Pronounces all terms correctly and precisely.	Logical sequence but cannot provide explanations or elaborate. Maintains eye contact with audience some of the time, but refers frequently to notes. Voice is clear, but often is too quiet to be heard by all of audience. Presenter occasionally mispronounces some terms.	No logical sequence. Reads most or all of report, making little to no eye contact with audience. Voice is unclear and consistently too quiet to be heard by many in audience. Presenter often mispronounces many terms.	
<b>Time Management &amp; Presentation Skills</b>	Speaker uses the allotted time effectively and finishes on time. Balanced use of appropriate multimedia that enhances the overall presentation. Where relevant, demonstrates mastery in employment of supporting material such as software, 2D/3D models or multimedia.	Finishes on time but has to rush through last points of presentation. Limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding. Where relevant, demonstrates near mastery in employment of supporting material such as software, 2D/3D models or multimedia.	Finishes on time but rushes through most of the presentation. Limited multi-media that enhance parts of the presentation. Easy to read and informative in parts only. Where relevant, demonstrates some skill in employment of supporting material such as software, 2D/3D models or multimedia.	Does not finish on time or finishes well before allotted time. No multimedia or uses it in distracting or ineffective manner. Difficult to read and uninformative. Where relevant, demonstrates little or no skill in employment of supporting material such as software, 2D/3D models or multimedia.	
<b>Questions &amp; Answers</b>	Addresses all questions in a manner that demonstrates a thorough command of the topic(s)	Demonstrates an ability to address most questions in a thoughtful and effective manner	Answers only basic questions about the topic in an acceptable manner	Cannot address basic questions about the topic or addresses them in a superficial manner.	
<b>Literature Review</b>	Provides full referenced resources relevant to the researched area. Demonstrates thorough knowledge of the topic in hand.	Provides an acceptable amount of referenced resources relevant to the researched area. Demonstrate reasonable knowledge of the researched topic.	Provides some referenced resources relevant to the researched area. Demonstrate basic knowledge of the researched topic.	Lacks proper and relevant resources. Demonstrate minimal knowledge of the researched topic.	
<b>[Note that the score for the oral examination is worth 30% of the final mark for the project ]</b>				<b>Total Score (out of 30%)</b>	

<b>Name of Examiner</b>		<b>Signature of Examiner</b>		<b>Date</b>	
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF ARTS & SCIENCE- Mass Communication & PR**  
**Marking Rubric for Supervisor Evaluation**

اسم شهادة البرنامج		رمز المقرر	
الرقم الأكاديمي		اسم المقرر	
اسم الطالب		عنوان المشروع	

معايير تقييم المشروع	ضعيف 3 - 0	متوسط 6 - 3.5	متميز 10 - 6.5	درجة المحور	درجة الطالب
مدى التزام الطالب بالحضور ومقابلة المشرف بشكل منتظم				10	
قدرة الطالب على استيعاب توجيهات وإرشادات المشرف				10	
مدى فهم الطالب لمشروعه ومراحل وخطوات العمل الواجب تنفيذها				10	
قدرة الطالب على العمل بروح الفريق الواحد ومدى انسجامه وتعاونيه مع زملائه في فريق العمل				10	
التقييم العام للمشروع (مستوى الانجاز المتحقق، مقدار الجهد المبذول، التكامل، الإبداع، الفائدة).				10	
<b>المجموع</b>					<b>50</b>

اسم المشرف	التوقيع	التاريخ
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF ARTS & SCIENCE- Mass Communication & PR**  
**Marking Rubric for Newspaper or Magazine**

اسم شهادة البرنامج	رمز المقرر	
الرقم الأكاديمي	اسم المقرر	
اسم الطالب	عنوان المشروع	

الدرجة المعطاة للتأليف	تميز 13.5- 20	متوسط 6.5- 13	ضعيف 0- 6	الدرجة الكاملة	معايير تقييم المشروع
	تتوفر في اللغة المستخدمة السلامة اللغوية ، وأن تستخدم المستوى الصحفي من اللغة ( فصحي العامية ) بشكل دقيق	يستخدم لغة سليمة ولكن توجد بعض الأخطاء اللغوية	يستخدم لغة غير سليمة تكثر الأخطاء اللغوية والنحوية	20	اللغة المستخدمة
	تتوفر في المجلة الفنون التحريرية المختلفة كالخبر والمقال والتحقيق والحوار والفيديو ، وأن تناقش هذه الفنون والقوالب الفنية الموضوعات الجادة ذات الصلة بالمجتمع البحريني والخليجي والعربي	المحتوى متنوع ، ويناقش قضايا متوسطة الأهمية ، المضمون جيد ولكن التناول لا يتسم بالعمق	المحتوى ضعيف، ولا يعبر عن قضايا حقيقية في المجتمع ، المعالجة الصحفية تتسم بالسطحية ، لا يوجد تنوع في استخدام القوالب والفنون الصحفية	20	جودة المحتوى الصحفي وتنوعه
	هناك تناسق في الألوان ومراعاة الأسس الفنية للتصميم الصحفي باتباع إحدى المدارس الكلاسيكية في الإخراج أو ممارسة الإبداع والمزج بين أكثر من اتجاه إخراجي التباين متحقق ، والخط نوعه وحجمه مناسب لكل موضوع من موضوعات المجلة	مستوى إخراجي جيد ، يوجد تناسق في توزيع الألوان ، التباين متحقق ، لا توجد شخصية إخراجية مميزة للمجلة ، وتوجد بعض الأخطاء الإخراجية	تكثر الأخطاء الإخراجية ، التباين غير متحقق في أكثر من موضوع ، توزيع الصور غير متناسب في أكثر الأحيان ، نوعية الخطوط غير متناسبة مع المحتوى	20	إخراج المجلة
	الغلاف معبر عن أبرز الموضوعات المتوفرة بالمجلة ، وأن يقدم الطالب تصميمًا إبداعيًا لغلاف المجلة يراعي فيه الأسس الفنية لإخراج الغلاف كالحس الفني والتباين	الغلاف ذو تصميم جيد ، لكن به بعض الأخطاء الإخراجية اليسيرة ، لا يوجد إبداع في تصميم الغلاف	الغلاف بدائي التصميم ، توزيع الألوان والمحتن به غير متناسب ، الصورة لا تعبر عن أهم الموضوعات المتضمنة في المجلة ، بيانات الغلاف الرئيسية غير مستوفاة	20	غلاف المجلة
	يمتلك الطالب ناصية العرض الصحفي ، يوظف بشكل فعال لغة الجسد ، يستوعب موضوعه ولا يقرأ من العرض إلا رؤوس الأقسام ، متمكن بشكل متميز أثناء العرض	مهارات العرض لدى الطالب معقولة ، يجمع بين القراءة والشرح ، يستخدم لغة الجسد أحياناً في توصيل الفكرة	مهارات العرض لدى الطالب محدودة ، يتلعثم ، ولا يستطيع شرح العرض دون أن يقرأ من الشرائح	20	العرض التقديمي
				100	الإجمالي

اسم المشرف	التوقيع	التاريخ
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# UNDERGRADUATE PROJECT

## COLLEGE OF ARTS & SCIENCE- Mass Communication & PR

### Marking Rubric for Short Film

اسم شهادة البرنامج	رمز المقرر	
الرقم الأكاديمي	اسم المقرر	
اسم الطالب	عنوان المشروع	

الدرجة المعطاة للطالب	ضعيف	متوسط	تميز	الدرجة الكلية	كتابة النص 40%
	غموض الفكرة، ضعف المعالجة للموضوع والبناء الفني للشكل والأسلوب، خال من الحكمة، يفتقر للتناسق والتنظيم والترابط العضوي في ترتيب المشاهد و وحدات المضمون، مرتبك وخال من الوحدة الموضوعية يفتقر لعمق المحتوى ويتسم بالسطحية.	الفكرة يشوبها بعض الغموض وجود بعض الفجوات في ترتيب المشاهد، بعض المشاهد تفتقر إلى الثراء والعمق في عرض الموضوع أرتباك في المعالجة وضعف في بناء الحكمة في بعض المشاهد ، يفتقر للوحدة الأسلوبية وخصوصية الشكل الفني .	خال من الفجوات تتوفر فيه الفكرة الواضحة ، وسلاسة تدفق الموضوع الجيد والشكل الفني المحكم والحبكة القوية والمعالجة الفنية ذات البناء المتين وجمالية عرض الفكرة بأسلوب شيق .	20	السيناريو الأدبي
	توجد أخطاء عديدة في السيناريو التنفيذي ، لم يضع الحجم المناسبة ، وضع الحجم بشكل اعتباطي وغير مدروس ، نقص في اللقطات الأساسية وقصور في أحتواء مجمل المضمون ، لم يرسم المخطط الأرضي، لم يبين مواضع الكاميرا، لم يرسم الكثير من اللقطات	لم يحسن إعداد السيناريو التنفيذي، بعض الحجم المستخدم غير متنسقة مع موضوعها، غفل عن النقاط بعض التفاصيل ،بعض المخططات غير منظرية للواقع، لم يضع جميع اللقطات في المخطط الأرضي، بعض مواضع الكاميرا لم تكن في موضعها الصحيح على المخطط، رسم اللقطات لم يكن متواليا كما في النص.	وضع سيناريو متميز من الناحية التقنية ، أثرى المشهد فنيا، اشتملت اللقطات على جميع الأحداث المهمة في السيناريو، استخدم حجوما مناسبة في التعبير عن المضمون، صمم مخططات أرضية لمواقع التصوير لجميع المشاهد و وضع الكاميرا في الموضع المناسب، رسم حجوم اللقطات لكل المشاهد.	20	السيناريو التنفيذي
	لم يضع في اعتباره العلاقة بين نوع الزاوية والموضوع المصور، لم يحرك الكاميرا في مجمل العمل ، اختياريه للحجوم لم يكن متنسقا مع المضمون ، ضعيف إخراجيا ويفتقر للأسلوب الفني ، رداءة التصوير وجود أخطاء عديدة في التصوير واهتزازات الكاميرا، التكوين عشوائي وغير مدروس ، قطع في الموضوعات والأشكال المصورة ، كوالتي الصورة بحاجة إلى المزيد من الإضاءة ، أخطاء في المونتاج عديدة ، استخدامه للقطع غير مبرر، ضعف البناء المونتاجي ، يفتقر لأسلوب ، خال من القيم الجمالية ، استخدام الموسيقى والمؤثرات غير موفق ولم يكن في الموضع الصحيح،	نجح إلى حد ما في بناء علاقات موضوعية بين الزاوية والموضوع المصور، أقتصرت حركات الكاميرا على عدسات الزووم فقط، هبوط في الإيقاع في بعض المشاهد، استخدم وسيلة واحدة للانتقال في المونتاج، وهناك بعض الأخطاء في المونتاج ، كما أن بعض مشاهد التصوير تحتاج لمزيد من الإضاءة ، وجود اهتزازات في الكاميرا إثناء التصوير، بعض المشاهد تحتاج لاستمرار الموسيقى، بعض الأخطاء التقنية في الإخراج، لم يصمم لدايات ونهايات اللقطات في عددا من المشاهد مما قلل من الإيهام وجمالية العمل .	بنى علاقات موضوعية بين زاوية الكاميرا والموضوع المصور، حرك الكاميرا في العديد من اللقطات ، بنى إيقاعا مونتاجيا متواترا، ربط اللقطات خال من الأخطاء المونتاجية، التكوين جميل غني بعناصر الجذب ، يتسم التصوير بالجودة والجمالية و بوحدة الأسلوب ، استخدم الإضاءة المناسبة بحسب الحالة التي يحتاج إليها، نجح في استخدام الموسيقى والمؤثرات المناسبة بحسب ضرورات المشهد، الأسلوب الإخراجي خال من الأخطاء التقنية ، حافظ على منطقية الترابط بين المشاهد صمم بدايات ونهايات مناسبة للإنقالات بين المشاهد.	50	تقنيات الإخراج والتصوير والمونتاج 50%
	يتميز الطالب بضعف الحضور ، وبضعف التعبير عن أفكاره يرتبك إلى حد كبير ويصمت أمام الأسئلة الموجهة إليه ، ضعيف في تكوين الإجابات والردود ، يتأخر في الإجابة ولا يحسن الإلقاء . لا يثق في نفسه ولا فيما يقدم .	يتميز الطالب بمهارات معقولة، ينجح إلى حد ما في الدفاع عن أفكاره، يتبنى ما ورد في ما قدمه من موضوع، يستعين بلغة الجسد في التعبير عن أفكاره، يتأخر بعض الشيء في الأسئلة التي توجه إليه.	يتميز الطالب بطلاقة التعبير وحسن الأداء ، يستوعب موضوعه ويحسن إدراكه، يدافع عن أفكاره ويتبناها، يجيب عن الأسئلة بهدوء واثق من نفسه، ومن عمله ، يجيد لغة تعبير الجسد ويحسن الإلقاء .	10	تقييم العرض 10%

اسم المشرف	التوقيع	التاريخ
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# UNDERGRADUATE PROJECT

## COLLEGE OF ARTS & SCIENCE- Mass Communication & PR

### Marking Rubric for Preparation & Launch (Internet Radio)

اسم شهادة البرنامج	رمز المقرر	
الرقم الأكاديمي	اسم المقرر	
اسم الطالب	عنوان المشروع	

الدرجة المعطاة للطالب	متميز	متوسط	ضعيف	الدرجة الكاملة	محتويات المشروع
	تتوفر في المشروع اللغة المستخدمة السلامة اللغوية ، وأن تستخدم المستوى الإعلامي القائم على فصحي العامية بشكل دقيق ، وأن يقوم الطالب باختيار الصياغة اللغوية الخالية من الألفاظ المعقدة	يستخدم المشروع لغة سليمة ، ولكن توجد بعض الأخطاء اللغوية ، كما أن جودة الصياغة اللغوية متوسطة .	يستخدم المشروع لغة تكثر بها الأخطاء اللغوية والنحوية، كما أن جودة الصياغة اللغوية محدودة للغاية	10	اللغة المستخدمة
	تتوفر في إذاعة الإنترنت كافة المضامين التي تهتم الجمهور والتي تعرض بشكل جذاب يستطيع إثارة اهتمامهم بهذه المضامين عن طريق استخدام أساليب لغوية محببة لدى الجمهور تناسب طبيعتهم ، وتنتم المعالجة الإعلامية بوجود بالعمق والدقة .	المحتوى متنوع ولكن ليس بدرجة كافية ، ويلبي حاجات الجمهور الأساسية دون أي ابتكار في استخدام أساليب لغوية محببة لدى الجمهور وتناسب طبيعتهم ، وتنتم المعالجة الإعلامية بوجود بعض الأخطاء القليلة بها .	المحتوى ضعيف ، ويعبر عن قضايا وموضوعات لا تهتم معظم فئات المجتمع ، وتنتم المعالجة الإعلامية بالسطحية ، لا يوجد تنوع في استخدام كافة المضامين التي تهتم الجمهور	20	جودة محتويات إذاعة الإنترنت وتنوعها
	يظهر الطالب الابتكار والإبداع في تصميم الموقع الخاص بالإذاعة ، ويظهر تقدماً في استخدام المكونات المتعلقة ببرامج الجرافيك وتصميم المواقع الإلكتروني من أجل تصميم موقع ينافس مواقع إذاعات الإنترنت الشهيرة	يكون مستوى التصميم متوسط ، ويلبي الحد الأدنى من تصميم إذاعات الإنترنت ، ويكون التناسق بين عناصر ومكونات الموقع متوسط	تكثر الأخطاء المتعلقة بتصميم موقع إذاعة الإنترنت ، وصعوبة البحث داخل الموقع عن المضامين التي تهتم الجمهور ، وعدم الاهتمام بتصميم الموقع الخاص بالإذاعة ، وعدم تناسب المحتوى مع التصميم الخاص بالإذاعة	30	تصميم موقع إذاعة الإنترنت
	واجهة الموقع متميزة التصميم ، ويوجد به استخدام متميز للبرمجيات المستخدمة في تصميم الواجهة الأساسية لموقع الإذاعة .	واجهة الموقع جيدة التصميم ، ويوجد به استخدام متوسط للبرمجيات المستخدمة في تصميم الواجهة الأساسية لموقع الإذاعة	واجهة الموقع بدائية التصميم ، ولا يوجد به استخدام جيد للبرمجيات المستخدمة في تصميم الواجهة الأساسية لموقع الإذاعة	15	البرمجيات المستخدمة في تصميم الواجهة الأساسية لموقع الإذاعة
	التقرير سليم من حيث اللغة المستخدمة ، ومضمونه متميز ، ولا يوجد به أخطاء تتعلق خاصة استخدام البرمجيات في إنتاج الموقع، بل يستطيع أن يوظف هذه البرمجيات بمهارة عالية .	التقرير مصاغ بلغة سليمة ، وتوجد بعض الأخطاء اللغوية المحدودة ، ويوجد به بعض الأخطاء المحدودة الخاصة بإمكانية استخدام البرمجيات في إنتاج الموقع	التقرير ليس به أي قدر من الإبداع والابتكار ، ويوجد به العديد من الأخطاء اللغوية ويوجد به العديد من الأخطاء الخاصة بإمكانية استخدام البرمجيات في إنتاج الموقع .	10	التقرير عن الموقع
	يمتلك الطالب مهارات العرض ، ويوظف بشكل فعال لغة الجسد بدرجة كبيرة ، يعتمد على الشرائح بدرجة قليلة جداً ويمتاز بالقدرة على العرض بشكل متميز أثناء العرض مستخدماً الأمثلة والنماذج التي تؤيد موضوعه	مهارات العرض لدى الطالب معقولة ، يجمع بين القراءة والشرح ، ويستخدم لغة الجسد أحياناً في توصيل الفكرة بدرجة معقولة	مهارات العرض لدى الطالب محدودة ، يتلعثم ، ولا يستطيع شرح العرض دون أن يقرأ من الشرائح	15	العرض التقديمي

اسم المشرف	التوقيع	التاريخ
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**UNDERGRADUATE PROJECT**  
**COLLEGE OF ARTS & SCIENCE- Mass Communication & PR**  
**Marking Rubric for Preparation of Media Campaign**

اسم شهادة البرنامج		رمز المقرر	
الرقم الأكاديمي		اسم المقرر	
اسم الطالب		عنوان المشروع	

الدرجة المعطاة للطالب	متميز	متوسط	ضعيف	الدرجة الكاملة	محتويات المشروع
	يتوفر في البحث الابتكار والابداع في الموضوعات ذات الصلة بالمجتمع وارتباط استراتيجية الحملة بالاستراتيجيات الاتصالية والنظريات بشكل دقيق	يتوفر في البحث الابتكار والابداع في الموضوعات ذات الصلة بالمجتمع ولكن لا يوجد ارتباط بين استراتيجية الحملة والاستراتيجيات الاتصالية والنظريات	لا يتوافر في البحث الابتكار والابداع في الموضوعات ذات الصلة بالمجتمع ولا يوجد ارتباط بين استراتيجية الحملة والاستراتيجيات الاتصالية والنظريات	20	البحث
	تتوفر في الحملة تعريف واضح للمشكلة وتحديد الجمهور المبتهدف بشكل دقيق ووضع هدف للحملة يتوافق مع اختيار الموضوع	تتوفر في الحملة تعريف واضح للمشكلة وهدف ولكن لا يتسم بالعمق، ويوجد تحديد للجمهور المستهدف بشكل لا يتوافق مع اختيار الموضوع	لا يتوفر في الحملة تعريف واضح للمشكلة ولا تحديد الجمهور المبتهدف ولا يوجد هدف واضح للحملة يتوافق مع اختيار الموضوع	20	تصميم الحملة
	هناك تنوع في استخدام الأساليب الاتصالية (وسائل تقليدية، وسائل رقمية، الاتصال الشخصي) ويوجد تكامل في تكتيكات الحملة لتحقيق الهدف	يوجد تنوع في استخدام الأساليب الاتصالية (وسائل تقليدية، وسائل رقمية، الاتصال الشخصي) بشكل غير متكامل .	لا يوجد تنوع في استخدام الأساليب الاتصالية (وسائل تقليدية، وسائل رقمية، الاتصال الشخصي) ولا يوجد تكامل في تكتيكات الحملة لتحقيق الهدف	20	تنفيذ الحملة
	تقييم نتائج الحملة وتوضيح نقاط الضعف والقوة ومناقشة الآثار المترتبة للحملة ومدى احتمالية استدامتها	تقييم نتائج الحملة ولا يوجد توضيح لنقاط الضعف والقوة والآثار المترتبة للحملة	لا يوجد تقييم لنتائج الحملة والآثار المترتبة	20	تقييم الحملة
	التقرير سليم من حيث اللغة المستخدمة ، ومضمونه متميز ، ومحدد فيه بدقة أهداف الحملة ومحتوياتها ومجالها ومناسبتها لقضايا المجتمع	التقرير مصاغ بلغة سليمة ، وتوجد بعض الأخطاء اللغوية المحدودة ، الإخراج الفني للتقرير متوسط ، المضمون يشتمل على كافة محتويات الحملة .	تكثر الأخطاء الطباعية واللغوية في كتابة التقرير عن الحملة لا يوجد تسلسل منطقي في عرض محتويات التقرير ، وإخراجه الفني غير جيد .	10	التقرير عن الحملة
	يمتلك الطالب ناصية العرض الصحفي ، يوظف بشكل فعال لغة الجسد ، يستوعب موضوعه ولا يقرأ من العرض إلا رؤوس الأعلام ، متمكن بشكل متميز أثناء العرض	مهارات العرض لدى الطالب معقولة ، يجمع بين القراءة والشرح ، يستخدم لغة الجسد أحيانا في توصيل الفكرة	مهارات العرض لدى الطالب محدودة ، يتلعثم ، ولا يستطيع شرح العرض دون أن يقرأ من الشرائح	15	العرض التقديمي ( الشفوي )

اسم المشرف	التوقيع	التاريخ
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# UNDERGRADUATE PROJECT

## Evaluation Form

Name of Student		Student ID	
College		Department	
Course Title		Course Cod	
Supervisor Name		Academic Year	
Project Title		Semester	
		First	Second

Evaluation Result	Examiner 1 (supervisor)	Examiner 2	Examiner 3
Name of Examiner			
Mark for Written Report- Out of 70			
Mark of Oral Presentation- Out of 30			
Total Mark: Written Report + Oral Presentation	T1=	T2=	T3=
Signature of Examiners			
Date			
Average Total Mark to be Completed by Supervisor	$(T1+ T2+ T3+)/3$		
Final Grade Awarded			

Name of Chairperson		Signature		Date	
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# UNDERGRADUATE PROJECT

## *Moderator's Report Form*

Name of Student		Student ID	
College		Department	
Course Title		Course Cod	
Supervisor Name		Academic Year	
Project Title		Semester	
		First	Second
			Summer

In the event that there is a difference in marks awarded between any two examiners of >20% the matter will be referred to the Chairperson for moderation.

Agreed Final Mark	
[Continue on A4 paper if more space required]	

Name of Examiner 1 (Supervisor)		Signature		Date	
Name of Examiner 2 (Internal)		Signature		Date	
Name of Examiner 3 (External)		Signature		Date	
Chairperson		Signature		Date	

# UNDERGRADUATE PROJECT

## Required Correction Form

Name of Student		Student ID	
College		Department	
Course Title		Course Cod	
Supervisor Name		Academic Year	
Project Title		Semester	
		First	Second
			Summer

The following corrections to the project report are required at request of the Examination Committee. If there are no corrections then please insert "Not Applicable"

(To be continued on extra A4 pages if required)

Name of Examiner 1 (Supervisor)		Signature		Date	
Name of Examiner 2 (Internal)		Signature		Date	
Name of Examiner 3 (External)		Signature		Date	

Date for submission of corrected report to supervisor  
(5days following the oral examination) if applicable

*I confirm that I have reviewed the corrected report, and that the requested corrections have been made.*

Name of Examiner 1 (Supervisor)		Signature		Date	
Name of Examiner 2 (Internal)		Signature		Date	
Name of Examiner 3 (External)		Signature		Date	



## UNDERGRADUATE PROJECT (XXXX499)

### *Format of the Project Report*

#### Appearance

- 1) **Front cover:** The color of the front cover is **black** for undergraduate projects.
- 2) **Font:** The whole project report must be in **Times New Roman font** on A4 white paper, size 12.
- 3) **Margin:** Leave a margin of 40 mm on the left edge of the page to allow for binding; at the tight- hand-side of the page, at the top, and at the bottom leave 25 mm borders.
- 4) **Spacing:** Double line between paragraphs.

#### Oder of sections of the project report

- a) Front Cover and Spine.
- b) Title Page.
- c) Approval Page.
- d) Acknowledgments (Optional).
- e) Table of Contents.
- f) List of Symbols, Notations and Abbreviations (where appropriate).
- g) List of Tables/ Figures/ Graphs/ Cases.
- h) Abstract
- i) Body of the Text (including citations).
- j) Mathematical Tests
- k) Appendices to the Project.
- l) Citations/ Referencing in the Text.
- m) Reference List.
- n) Bibliography.

## **(a) Front Cover and Spine**

### Front Cover

The color of the front cover is **black** for undergraduate students. The top and bottom margin for the front cover must be 60mm. all the information printed on the cover must be centered and in gold-colored letters.

Information printed on the front cover should be centered in 20-point font size except the title of the Project report/ project should be in 24-point font size, using gold-colored letters.

Information should be in the following order:

- University Logo.
- The TITLE of the project report should be 24-point font size in SMALL CAPS and should appear at the top of the cover. The title should include meaningful keywords descriptive of the subject and content. Formulate, symbol, superscripts, Greek letters, acronyms and abbreviations in general should not be included in the title.
- The first and last names of the candidate should appear exactly as in the approval form and declaration page.
- The month and year of final submission of the project appears at the bottom of the page.
- City and country, i.e. Manama, Kingdom of Bahrain.

*For an example of the front cover please see Appendix.*

### Spine

Information printed on the spine must be in gold-colored letters in 18-point font size and in the following order:

- Name of the candidate (e.g. I.A. Ebrahim).
- Degree Acronym (BSPR, BBF, etc.).
- Volume number (if more than one volume).
- Year, e.g. 2018.

The top and bottom margin for the spine should be 60mm.

## **(b) Title Page**

The title page is counted but not numbered. Similar to the cover page, all information printed on the title page is centered and a top and bottom margin of 60mm is maintained.

- The TITLE of the project report should appear at the top of the title page.
- The first and last name of the candidate should appear exactly as in the Approval Form and declaration page.
- The month and year of final submission of the project appears at the bottom

- of the page.
- The status of the project report in relation to the fulfilment of the requirements of Bachelor Degree:

**A PROJECT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF XXXX, COLLEGE OF XXXX, AHLIA UNIVERSITY.**

*For an example of the title page please see Appendix.*

**(c) Approval Form**

The supervisor will issue to the student the Approval Form (Appendix I). A photocopy of this form is not acceptable; the examiners' signatures must be original and not photocopied.

**(d) Acknowledgements (Optional)**

Acknowledgements ought to be word-processed in accordance with guidelines specified above under **APPEARANCE** with 1 ½ spacing. Written on the top of the page of this section ought to be **ACKNOWLEDGEMENTS** in which the candidate should give credit to all those who have assisted in the preparation of the project report. It is also a good idea to list and thank your supervisor on this page. The acknowledgements should be concise (certainly not exceeding the length of a single page).

**(e) Table of Contents**

The table of contents must include a list of all items in the project report. Title Page, Approval, Dedication Page, Acknowledgments and Pages(s) where the Table of Contents appears should not be listed in the Table of Contents. Everything else must be listed. Headings and sub-headings must show consistency between the Table of Contents and the body of the text. Although headings may be shortened in the Table of Contents to comport with space requirements, the wording must be consistent to enable the reader to recognize the correct headings.

**(f) List of Symbols/ Notations/ Abbreviations**

Each list should be placed under a separate heading and, if necessary, on a separate page.

**(g) List of Table/ Figures/ Graphs/ Cases**

A list is required if there are more than two of the above referenced items in the paper. Titles and/or captions should be listed exactly as worded in the text. A single listing

does not requires a separate page and may be listed at the end of the table of contents or at the end of another list. Any list should be under the heading of List of....

## **(h) Abstract**

The heading of ABSTRACT OF THE PROJECT is to appear centered and in full capital letters beneath the top margin. The abstract consists of:

- A brief statement of the problem.
- A brief explanation of the methods or procedures used.
- A concise summary of the findings of the study.

The length of the abstract should be about 250 words, with a minimum of 50 words, and should certainly not fill more than one page.

## **(i) Body of the Text**

In the preparation of the body of the text, rules pertaining to margins, type face, type size, line spacing, *etc.*, under APPEARANCE must be observed at all time without exception. Phrases in a language other than English (for example, *et. al.*) should be typed in *italics*.

## **(j) Mathematical Text**

Students whose projects include mathematical, statistical or engineering content must employ equation mode in Scientific Word or LATEX. All mathematical operators must be typed in New Times Roman font; all matrix names and all variables should be typed in *italics* and all vectors should be typed in **bold** lettering.

## **(k) Appendices to the Project Report of Project**

Using photocopied material from other sources is permissible provided that clarity and cleanness is observed and that the size of the copy comports with A4 paper. Page number other than those of the Project should be erased. Only relevant material should be attached as appendices.

## **(l) Citations/ Referencing in the Text**

When writing a project, it is essential that you indicate very clearly the work that you did not do, the ideas which are not yours, and the sentences that you did not compose to describe a concept. If you do not do this, then you are committing plagiarism because you are taking someone else's words, thoughts or ideas and presenting them as if they were your own. Plagiarism is a form of cheating and is regarded as a serious academic offense.

Looking at this another way, referring to research papers, books, internet, sites, etc., shows the readers of your project report or project (the examiners) that you have studied thoroughly the available literature in your area of research. Your choice of method should be approved by your supervisor.

**The most frequently-used referencing style utilizes the author-date system espoused by the *Harvard System*. Its use is illustrated in the following specimen text (from an imaginary project):**

“Mathematical modelling serves to facilitate the understanding of complicated physical, chemical, bio-medical and engineering systems. Often, this obviates the need for costly, time- consuming laboratory or workshop experiments. Examples in the literature include a study of the spread of measles in Bahrain by Al- Showikh & Twizell (2004). Bashir and co-workers studies the flow of water in the Gulf and reported their findings in 1989 at a conference in Australia (Bashir et al. 1990) problems arising in astrophysics are described in the renowned book by Chandrasekhar (1961) and in the research paper by Baldwin (1987a, 1987b). the modeling of diabetes mellitus and related issues has received must attention in the literature and is reported in Boutayeb & Derouich (2202), Derouich & Boutayeb (2002), the World Health Organisation (200), and on many web- sites, for example he BBC WORLD On-line (1999). Sowan & Horwood (1987) describe the presentation of references in greater detail.”

### **(m) Reference List**

The references in the excerpt above would be arranged in alphabetical order, based on the family name of the first named author, as illustrated:

Al-Showaikh, F. N. M. & Twizell, E. H. 2004 One-dimensional measles dynamics. *Applied Mathematics and Computation* 152. 169- 194.

Baldwin, P. 1987a A localized instability in Benard layer. *Applicable Analysis* 24. 117-156.

Baldwin, P. 1987b Asymptotic estimates of the eigenvalues of a sixth-order boundary-value problem obtained by using global phase- integral methods. *Phil. Trans. R. Soc. Lond.* A322, 281- 305.

Bashir, M., Khaliq, A. Q. M., Al- Hawaj, A. Y. & Twizell, E. H. 1990 An explicit finite difference model for tidal flows in the Arabian Gulf, *In Computational techniques and applications. Proceedings of the computational techniques and applications conference held at Griffith University, Australia, 10-12 July, 1989* (eds W.L. Hogarth & B.J. Noye), pp. 295- 302. New York: Hemisphere Publishing Corporation.

BBC WORLD On-line 1999 *Diabetes*.

[<http://news.bbc.co.uk/2/hi/health/medical-notes/253464.stm>]

Boutayeb, A. & Derouich, M. 2002 Age structures models for diabetes in East Morocco. *Mathematics and Computers in Simulation* 58, 2015-229.

Chandrasekhar, S. 1961 *Hydrodynamic and hydro-magnetic stability*. Oxford: Clarendon Press. (Reprinted 1981 New York: Dover Books.)

Derouich, M. & Boutayeb, A. 2002 The effect of Physical exercise on the dynamics of glucose and insulin. *J. Biomechanics* 35.911- 917.

Sowan, F. and Gorwood, e. 1987 *Publishing with Ellis Horwood*, 2<sup>nd</sup> edn. Chichester: Ellis Horwood, Ch. 2, pp. 90-93.

World Health Organisation 2002 Reducing risk: promoting a healthy life. *The World Health Report 2002*. Geneva: The World Health Organization.

### **(n) Bibliography**

This section could alternatively be entitled “Additional Reading”. It contains references that *aren’t* cited in the text; in fact, they must *not* be cited in the text.

The presentation of each item in the Bibliography should be in exactly the same format as that used in the Reference list (see the addendum).

**Copyright © E. H. Twizell and Ahlia University, MMVIII**

## **Sample Front Cover**



**NAME OF THE COLLEGE  
DEPARTMENT**

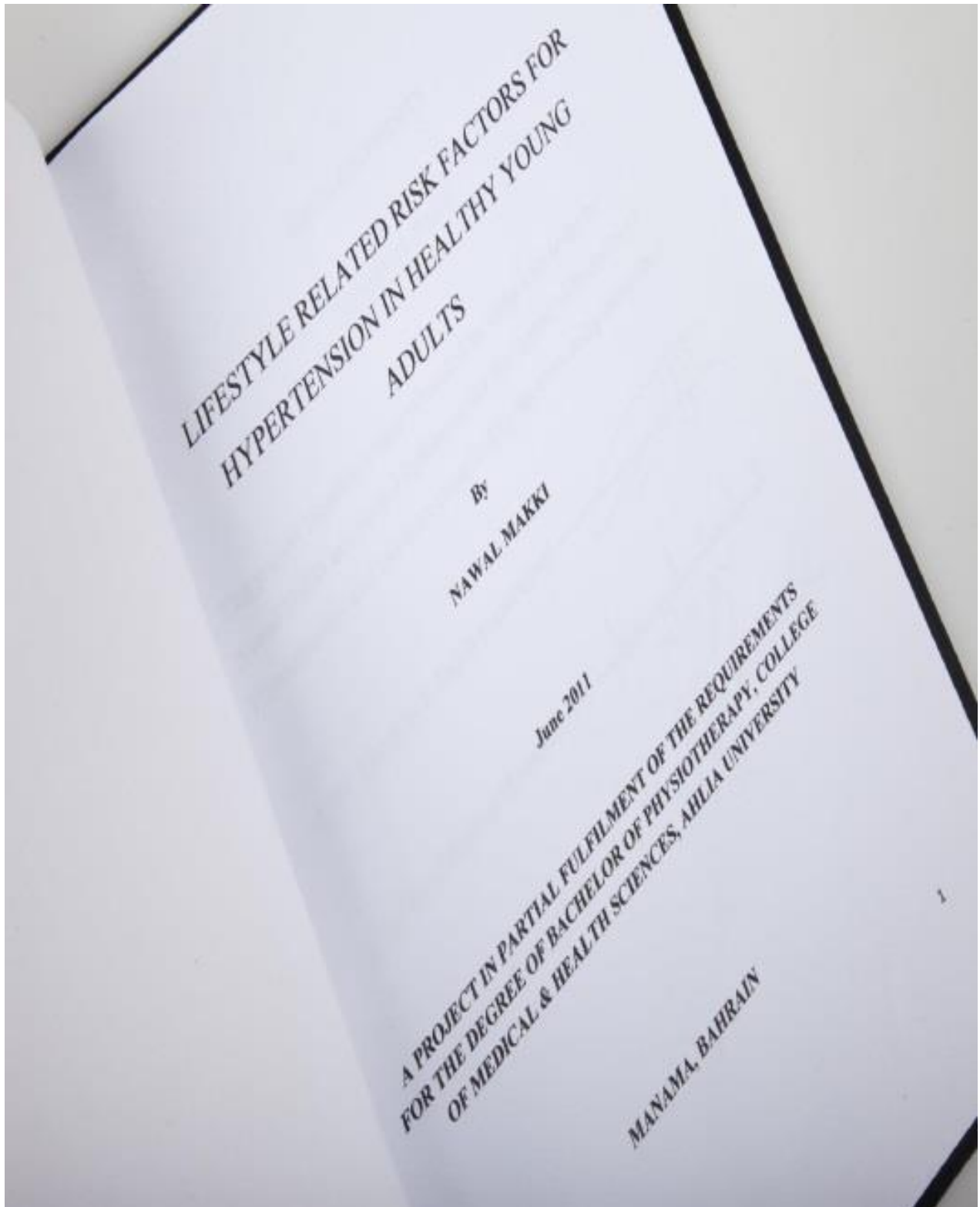
**TITLE OF THE PROJECT**

**BY  
STUDENT'S NAME**

**MANAMA, KINGDOM OF BAHRAIN**

**DATE:**

## Sample Title page



# AHLIA UNIVERSITY

## Approval Page

The project report has been submitted to Ahlia University-----

as a partial fulfillment for the degree of Bachelor of -----

and has been examined and approved by the examining committee:

1. Supervisor-----

2. Internal Examiner -----

3. External Examiner -----

Date: -----

## Supervision of Undergraduate Project Summary Report

(To be completed by the College officer Administrator and submitted to CAQA)

Department:		College:					
Course Title:		Course Code					
Number of Projects:		Year:		Semester:	First	Second	Summer

For each project enter whether the respective form has been completed correctly in all sections (√ = Yes; X = No)

Project title	student ID(s)	Proposal Form	Submission Record Form	Plagiarism Report	Rubric Oral Exam	Rubric Written Report	Evaluation Form	Moderators Form	Required Corrections	All Forms Stored in XXXX499 Course File	Hard Cover Copy of Project Stored in Dept. Office	CD Copy of Project Stored in Dept. Office
1.												
2.												
3.												
4.												
5.												

CONT' D >

Name of Office Administrator:		Signature		Date	
Name of Chairperson		Signature		Date	