

KURSUS PENGURUSAN DAN PENYELIAAN PASCA-SISWAZAH

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18 MEI 2015



Pekerja yang diidamkan majikan

SEMASA baru menceburi bidang pekerjaan, George Edward, seorang jurutera dipanggil oleh pengurus syarikat tempatnya bekerja.

“George... untuk jadi pekerja yang baik, awak perlu amalkan sembilan sifat ini,” kata ketuanya lalu menerangkannya satu per satu.

1 Jangan berbohong. Ia membuang masa saya dan masa awak juga. Ingat, awak pasti tertangkap juga akhirnya - itu adalah akhiran yang tentu sekali menyakitkan.

2 Tengok kerja awak, bukannya jam. Bila awak tekun bekerja, hari yang panjang terasa begitu pendek, tapi kalau asyik tengok jam, muka dan muncung awak akan jadi panjang.

3 Berikan saya lebih daripada yang saya harapkan, saya akan bayar lebih daripada yang awak jangkakan. George, saya boleh tambah gaji awak, tak ada masalah, dengan syarat... awak tingkankan keuntungan syarikat dulu.

4 Sayang dan hormat diri. Sentiasalah rasa terhutang budi pada diri sendiri.

5 Perbuatan keji bukan terjadi secara kebetulan. Jangan buat perkara-perkara yang buruk kerana pekerja yang baik

boleh mengenal pasti pengaruh-pengaruh negatif.

6 Buat hal sendiri, jangan peduli orang lain. Dengan adanya masa yang terluang itu, awak boleh merancang sesuatu yang berfaedah untuk diri sendiri.

7 Jangan rosakkan nama baik awak. Pekerja yang sanggup mencuri untuk diri saya, pasti juga sanggup mencuri sesuatu dari saya.

8 Jangan beritahu benda yang saya suka dengar. Saya tak perlukan budak suruhan untuk memenuhi kehendak peribadi saya, tapi seorang yang boleh diharapkan untuk menambah wang syarikat.

9 Kalau awak berbaloi diperbetulkan, maknanya awak juga berbaloi untuk terus menjadi pekerja kami.

Sambung si pengurus tadi, sembilan keperluan itu menjadi asas kepada perhubungan yang baik antara majikan dan pekerja. George mengamalkan semua sembilan keperluan tersebut dan akhirnya dia menjadi salah seorang jurutera terkenal di dunia.

Pembaca sekalian, tidak kira di pihak mana kita berada, dalam sektor mana kita bekerja, pesanan di atas sentiasa relevan untuk diamalkan. □

Our Values

Customer Focused



Integrity



Teamwork



Innovation



Professionalism



Customer Focused

We continuously strive to provide security and achieve customer satisfaction.

Integrity

We are sincere, kind, fair and just in our dealings with everyone.

Teamwork

We achieve mutual growth by respecting one another's individuality and opinions, and by sharing knowledge and ideas.

Innovation

We listen to our stakeholders and continuously seek ways to improve our work and business.

Professionalism

We make sustained efforts to improve our skills and proficiency so that we can provide high quality services.

VISI Menjadi Universiti Teknikal yang kreatif dan inovatif terkemuka di dunia

UTeM bertekad untuk menerajui sumbangan kepada kesejahteraan negara dan dunia dengan :

MISI

01 Memartabatkan ilmu melalui pendidikan, penyelidikan dan keserjanaan teknikal yang inovatif

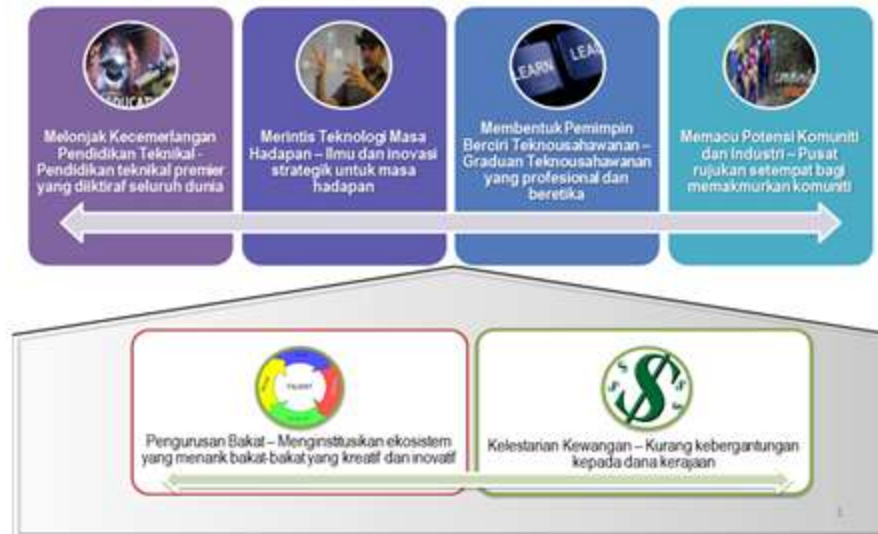
02 Membentuk pemimpin bersahsiah murni yang profesional

03 Menjana pembangunan lestari bersama industri dan komuniti



TEMA & RANGKA STRATEGIK UTeM

Agenda transformasi UTeM telah dirangka mengikut enam tema serta rangka strategi seperti di bawah



CORE VALUES OF UTEM

1. PASIONATE TO MAKE A DIFFERENCE

2. RESILIENCE

3. LOYALTY

4. PROFESSIONALISM

5. INTEGRITY

10 LONJAKAN



1
Graduan
Holistik,
Berciri
Keusahawanan
dan Seimbang



2
Kecemerlangan
Bakat



3
Menghayati
Pembelajaran
Sepanjang
Hayat



4
Graduan
TVET
Berkualiti



5
Kemampuan
Kewangan



**Pemantapan
Tadbir Urus**



**Ekosistem
Inovasi**



**Keunggulan
Global**



**Pembelajaran
Dalam Talian
Tahap Global**



**Transformasi
Penyampaian
Pendidikan
Tinggi**

ASPIRASI SISTEM

Akses



Ekuiti



Kualitas



Kecekanan



Perpaduan



ASPIRASI PELAJAR

Kemahiran Bahasa



Kemahiran Berfikir



Pengetahuan



Etika dan Rohani



Kemahiran Kepimpinan



Identiti Kebangsaan



BERILMU

BERAKHLAK

SINOPSIS

Tujuan kursus ini adalah untuk menyediakan satu amalan terbaik bagi menguruskan penyeliaan pelajar pasca-siswazah bagi memastikan keseragaman dengan pendekatan terbaik untuk kakitangan akademik UTeM

HASIL PEMBELAJARAN

Di akhir kursus ini para peserta akan berupaya:

1. Menjelaskan tanggungjawab penyelia dan pelajar sepanjang tempoh penyeliaan
2. Menyelaras proses penyeliaan di peringkat UTeM menggunakan peraturan dan panduan yang ditetapkan
3. Menilai dan memantau prestasi pelajar semasa proses penyeliaan

ISI KANDUNGAN

1. Pengenalan Kepada Pengurusan Penyeliaan Siswazah
2. Peranan dan Tanggungjawab Pusat Pengajian Siswazah
3. Pasukan Penyeliaan Pasca-Siswazah
4. Tanggungjawab Pelajar Pasca-Siswazah
5. Perkhidmatan Akademik
6. Pengurusan Penyeliaan Pasca-Siswazah

RUJUKAN UTAMA

1. A Handbook for Postgraduate Supervision, KPT-UPM, 2011.
2. Postgraduate Academic Regulations, UTeM, 2013.
3. Guidelines For The Preparation of Thesis, Dissertation & Report For Graduate Programmes, UTeM, 2013.
4. Internet Sources

1. PENGENALAN KEPADA PENGURUSAN PENYELIAAN SISWAZAH

FACILITATING THE TRANSITION FROM UNDERGRADUATE AND POSTGRADUATE STUDIES

- Higher education awards at UTeM
 - Master by Taught Course (80% CW, 20% Project)
 - Master by Mixed Mode (50% CW, 50% Dissertation)
 - Master by Research (Thesis)
 - D. Eng., DIT (Industrial Doctorate – Principle supervisor at industry)
 - Ph. D (Research Mode - Thesis)
- Final Reports: Thesis, Dissertation and Project

- A Bachelor Degree normally prepares students for entry into general employment or postgraduate studies
 - Demonstrate independent study skills
- A Master Degree allows an individual to develop and enhance the knowledge, skills and capabilities obtained at bachelor's level
 - Exhibit greater ability in chosen field of research and development
- A Doctoral Degree aims to build on the knowledge, skills and capabilities that an individual had obtained at master's level
 - Demonstrate the use of critical analysis, evaluation and synthesis skills

DEFINITION OF POSTGRADUATE STUDIES

- The defining characteristic of a research-based program of studies is that it must include the creation of a significant piece of research by the student during candidacy
- Research is defined by academic institutions as an original investigation undertaken in order to gain knowledge (facts) and understanding (explanation)
- Research students are required to become much more self-sufficient and self-motivated

ASSISTING THE TRANSITION PROCESS

Students moving from undergraduate to postgraduate studies or within postgraduate studies to a research degree program are faced not only by need to acquire or enhance appropriate knowledge and skills but also to modify attitudes to the new situations they are facing.

- Motivation (intrinsic/personal interest and extrinsic/external factors)
- Needs (satisfaction: physiological, safety, social, esteem and self-actualization)
- Teaching and Learning Styles (content, context and participants)
- Learning: Content, Mode and Style
 - Mode – emphasis on understanding and development of learning skills and research methods and finding ways of applying the acquired knowledge

CONCLUSION

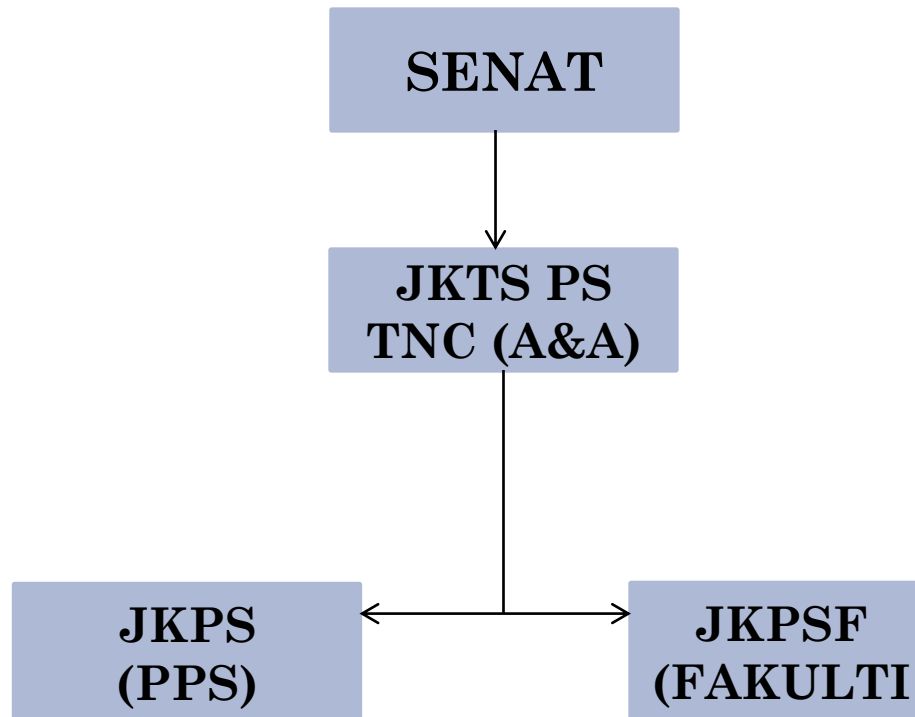
- ❖ What seems to be distinct between undergraduate and postgraduate studies is that supervision usually replaces the traditional classroom interaction that an undergraduate is used to.
- ❖ The interaction between the supervisor and supervisee is crucial as it forms the apex of teaching and learning in postgraduate education.
- ❖ The responsibility for easing the transition falls mainly on the shoulders of academic staff (teachers, lecturers and supervisors)

2. PERANAN DAN TANGGUNGJAWAB PUSAT PENGAJIAN SISWAZAH

Governance

1. Senate: The highest academic body of University, and subject to the provisions of the Constitution, statutes, rules and regulations, shall have the control and general direction of instruction, research and examination, and the award of degrees, diplomas, certificates and other academic distinctions
2. Committees
 - a. Senate Standing Committee on Postgraduate Studies (JKTSPS) – TNC(A&A) as Chairman

- b. University Postgraduate Committee (JKPS) – Dean of PPS as Chairman
- c. Faculty Postgraduate Committee (JKPSF) – Dean of Faculty as Chairman



ROLES OF PPS

- Promotion of postgraduate programs
 - ❖ Research, Mixed and Taught Course modes
 - ❖ Ph. D, Industrial Doctorate (D. Eng, DIT), Masters and Postgraduate Diploma
- Admission
 - ❖ Admission requirements (CGPA, APEL, work experience)
 - ❖ Language requirements (TOEFL, IELTS)
 - ❖ Fees and charges (non-recurring and recurring)
- Registration
 - ❖ Registration of program (Full-time, Part-time)
 - ❖ Registration of subjects (courses)

- Monitoring Duration of Studies for full-time and part-time basis including deferment of study
- Conduct Assessment
 - ❖ Assessment of Research Mode (KB, KS, KG)
 - ❖ Assessment of Mixed Mode (subjects and dissertation)
 - ❖ Assessment of Taught Course (subjects and project)
 - ❖ Subjects with grades and CGPA (Final exam, Special Semester, Special Exam)
- Engaging with students and other stakeholders through various programs
- Conducting seminars
 - ❖ Seminar on thesis writing and publication is very important
 - ❖ Refer to “Guidelines for the Preparation of Thesis, Dissertation & report for Posrgraduate Programmes”

- Examination of Thesis
 - ❖ Appointment of External and Internal Examiners
 - ❖ Conduct Viva or Thesis Examination Panel (TEP)
 - ❖ Submission of Final Thesis
- Graduation
 - ❖ Check graduation requirements
 - ❖ Conferment of Degree
- Ethics and Intellectual Property
 - ❖ Ethics in Research
 - ❖ Ethics in Publications
 - ❖ IPs
- Academic Offences and Misconduct
 - ❖ Penalty
 - ❖ Non-Academic Offences

3. PASUKAN PENYELIAAN PASCA-SISWAZAH

CONCERNS IN GRADUATE SUPERVISION

- Supervision of research students is a challenging experience as it builds lifelong professional skills
- The quality of student-supervisor relationship is essential in achieving many of the goals
- In early stages, supervisor-supervisee relationship is one is the master and the other is the learner
- Supervisory practices play an important role in ensuring goals of research are met
- However, there are times when concerns in supervision process may pose a threat to this relationship

TYPICAL CONCERNS IN SUPERVISION

- Personality and attitude of supervisors
 - ❖ Some are supportive, friendly and helpful – comfortable working relationship
 - ❖ Some being disrespectful, unapproachable and unfriendly – personality-attitude tension
- Academic workload of supervisors
 - ❖ Teaching and administrative duties
- Supervisory skills
 - ❖ Some supervisors may lack experience in research and graduate supervision which inevitably influence the quality of supervision – co-supervision
- Quality of feedback
 - ❖ Do not provide timely feedbacks on draft
 - ❖ unclear feedbacks
 - ❖ Too much negative feedbacks

SUGGESTIONS FOR OVERCOMING CONCERNS

- Code of supervision (Policy)
- Mandatory training on supervision
 - ❖ Only supervisors gone thru are allowed to supervise
 - ❖ Senior academics act as mentor to new supervisors
 - ❖ Supervisory panels comprising lecturers with a range of experiences – supervisory concerns and experiences
- Supervision as teaching workload
 - ❖ Set number of students based on seniority of lecturers
- Provide useful feedbacks as guidance and direction
- Contractual agreement between student-supervisor
 - ❖ Improve completion rate and graduate satisfaction
 - ❖ Include aspects of regular meetings, expectations, roles of supervisors/suprevisesees, publishing, authorship, etc.

CONCLUSION: ADDITIONAL POINTS

○ Policy of Supervision

❖ Universiti Malaya : Nisbah Penyelia-Calon

- ❖ Felo Penyelidik 1:3
- ❖ Pensyrah 1:5
- ❖ Pensyarah Kanan 1:7
- ❖ Profesor Madya 1:10
- ❖ Profesor VK7 1:15
- ❖ Profesor VK6 1:20
- ❖ Profesor VK5 1:25

❖ UTeM

- ❖ Pensyarah Kanan 1:5
- ❖ Profesor Madya 1:10
- ❖ Profesor 1:15

- Training of supervision
 - ❖ Conduct relevant for supervisors
 - ❖ Mentor-mentee thru co-supervision
 - ❖ Supervisory panel including from industry if required
- Appointment of supervisor according to MQA
 - ❖ Lecturers with PhD can supervise master candidates immediately but need 2 years experience to supervise PhD candidates as Principle Supervisor
 - ❖ Lecturers with MSc need 5 years experience before supervising master candidates as Principle Supervisor
- Most lecturers have teaching workload less than 10 hours per week for Faculties of Engineering
- Supervision of research students is considered as workload
- Faculties of Engineering are seen as research Faculties

RELATED READINGS

- UNIVERSITI MALAYA, Polisi Penyeliaan Pelajar Ijazah Tinggi Di Universiti Malaya.
- University of British Columbia, The Supervisory Committee.
- University of Toronto, Supervisor and Supervisory Committee.
- Malaysian Qualification Agency,

4. TANGGUNGJAWAB PELAJAR PASCA-SISWAZAH

GOOD PRACTICES IN SUPERVISION

- Given the many hours spent in consultation, working together towards a common goal, the role may turn into that of a co-writer and/or a friend and advisor
- Most supervisors understand that supervision is a job entrusted to them by IHL, they have to play their role in a professional way

RIGHTS AND RESPONSIBILITIES

- Supervisor and supervisee are interconnected in a complex contractual system of rights and responsibilities which highlight the centrality of accountability and quality assurance
- Supervisor
 - ❖ Expect IHL has its policies and practices ensuring quality of supervision
 - ❖ Expect supervisees to fulfil their side of “the contract”
 - ❖ Ensuring supervision they provide satisfies the criteria of IHL’s Quality Assurance Guidelines
 - ❖ Ensuring supervisees perform to the best of their ability and involve in activities which help the to enhance knowledge and skills

- Supervisee
 - ❖ Expect supervisor to provide quality supervision
 - ❖ Expect IHL to facilitate by creating and implementing appropriate policies
 - ❖ Responsible to supervisor for quality of research
 - ❖ Responsible to IHL to abide by regulations it has set for proper conduct of research
- Personal responsibility for own learning by
 - ❖ Developing research skills and techniques
 - ❖ Gaining deeper awareness of social and professional implications of research
 - ❖ Enhancing appropriate research management practices
 - ❖ Becoming increasingly self-disciplined, motivated, thorough, independent and self-reliant
 - ❖ Improving communication, IT skills and cooperative networks
 - ❖ Developing project management, time management and self-management skills

ROLES AND RESPONSIBILITIES

○ Roles

1. Supervisee is dependent on supervisor
2. Supervisee becomes increasingly independent as the supervisor takes on the role of coach
3. Supervisee becomes independent supported by the mentoring of supervisor
4. Supervisor and supervisee become interdependent in a peer-peer relationship – supervisee becomes independent researcher

○ General responsibilities and activities

- ❖ Giving guidance and advice
- ❖ Monitoring progress of research
- ❖ Meet regularly (at least once a month, more often at early candidature)
- ❖ Being aware of supervisee's development needs, ethical and professional conducts
- ❖ Giving encouraging feedbacks for motivation, etc.

SUPERVISOR-SUPERVISEE EXPECTATIONS

- Focus on main issues
 - ❖ Identifying/finalizing topic of research
 - ❖ Describing research issues
 - ❖ Deciding on theoretical framework
 - ❖ Facilitating the preparation of research proposal
 - ❖ Obtaining research material
 - ❖ Helping with oral presentation
 - ❖ Facilitating funding
 - ❖ Assisting with publications (journals and conferences)
 - ❖ Developing a schedule of research/study
 - ❖ Assisting with thesis writing
 - ❖ Helping to prepare for viva voce
 - ❖ Providing emotional and social supports, etc.

- Supervisors' expectations of students
 - ❖ To have a clear idea of research issues
 - ❖ To be self-motivated
 - ❖ To work consistently
 - ❖ To keep to appointments for meetings
 - ❖ To take responsibility for keeping notes of meetings
 - ❖ To work on feedbacks given to them
 - ❖ To complete on time
 - ❖ To take the ultimate responsibility for own work
 - ❖ To be independent
 - ❖ To be proficient in language
 - ❖ To do their own or out sourcing editing and proof-reading

- Students' expectations of supervisors
 - ❖ To read draft before supervisory meetings
 - ❖ To be readily available when there is a need
 - ❖ To be collegial, open-minded and supportive
 - ❖ To provide constructive feedback
 - ❖ To have a clear understanding of research area
 - ❖ To facilitate supervisory meetings enabling exchange of ideas
 - ❖ To show keen interest in the research being conducted
 - ❖ To be punctual for supervisory meetings
 - ❖ To be sufficiently involved in their success to help them get jobs

○ Most important qualities of ideal Supervisor

- ❖ Support
- ❖ Availability
- ❖ Interest and enthusiasm
- ❖ Knowledge and expertise in the field
- ❖ Interest in student's career
- ❖ Good communication
- ❖ Constructive feedback
- ❖ Direction and structure
- ❖ Approachability and rapport
- ❖ Experience and interest in supervision
- ❖ Encouraging
- ❖ Reliable and punctual
- ❖ Respond to student as an adult
- ❖ Advocates a peer-to-peer model of supervision

- Most substantial qualities students don't like
 - ❖ Too busy to be effective
 - ❖ Poor feedback
 - ❖ Lack of commitment and interest
 - ❖ Tension/conflict within supervisory team
 - ❖ Poor communication skills
 - ❖ Conflicting/unrealistic expectations
 - ❖ Selfishness and disrespectfulness
 - ❖ Not up to date in field of research
 - ❖ Lack of experience as a supervisor
 - ❖ Personality clashes
 - ❖ Advocate a master-slave relationship

ASSISTING STUDENTS WITH PUBLISHING

- Publishing is a process where academics, scholars and researchers have their work evaluated and eventually accepted by experienced peers
- Referees usually scrutinize the article so that it meets the standards established by the field of study
- Referees request revisions if they are of the opinion that the article needs to be improved
- Once revisions have been made to meet the standards of the journal, the article is accepted, published and circulated

- Types of publication
 - ❖ Academic journals, conference proceedings, book chapters, books, monographs, or articles in popular magazines
 - ❖ Wise to know the “impact” of these “avenues”
 - ❖ The “impact factor” measures the frequency with which an article in a journal has been cited in a given period of time – H-index
- Journals
 - ❖ Citation-indexed journals (ISI, SCOPUS, etc.)
 - ❖ Refereed journals
 - ❖ Departmental journals
 - ❖ Conference proceedings
- Other publications included books, chapters in books, monographs or feature articles in popular magazines

- Why publish during candidature?
 - ❖ Self-esteem
 - ❖ Feedback from experts
 - ❖ Clarify thinking
 - ❖ Favored by examiners (citation indexed/refereed journals)
 - ❖ Extrinsic motivation (fellowship award)
 - ❖ Requirement for graduation
- Why articles are rejected?
 - ❖ Lack of theoretical depth
 - ❖ inappropriate methodology/research question
 - ❖ Not grounded in previous literature
 - ❖ Incoherent writing
 - ❖ Poor presentation/interpretation of data
 - ❖ Not up to date with current literature
 - ❖ Author guidelines not followed, ect.

- Characteristics of accepted articles
 - ❖ Professional appearance
 - ❖ New/novel treatment of the subject
 - ❖ Very thorough
 - ❖ Guidelines followed
 - ❖ Captivating title of manuscript
- Journal editors suggest the following to improve manuscripts
 - ❖ Write clearly, logically and sequentially
 - ❖ Study and follow the author guidelines
 - ❖ Have manuscript critiqued before submission
 - ❖ Think what readers want to know, not what you want to say
 - ❖ Be a stickler for details

- Joint authorship (Vancouver Protocol)
- The protocol states clearly that an author is one who is involved in:
 - ❖ The conception and design, or analysis and interpretation of the data, AND
 - ❖ Drafting the article or revising it critically for important intellectual content, AND
 - ❖ Final approval of the version to be published.

ASSISTING STUDENTS TO WRITE

- Writing process
 - ❖ Planning – an outline of what they intend to write
 - ❖ Revision – changes of ideas and organization content
- Stages in writing
 - ❖ Step 1: making an outline
 - ❖ Step 2: preparing to write the thesis
 - ❖ Step 3: making a schedule
 - ❖ Step 4: starting to write the thesis
- Providing quality feedback
 - ❖ Provides direction for writer to improve writing
 - ❖ Tells writer if writing goals have been achieved
- Language proficiency
 - ❖ Policy on language proficiency

RELATED READINGS

- Graduate Supervision: Guidelines for Students, Faculty and Administrators, University of Toronto, 2012.
- Eleven Practices of Effective Postgraduate Supervisors, University of Melbourne, 1999.
- Establishing Effective PhD Supervision, Australian Government Publishing Service.

5. PERKHIDMATAN AKADEMIK

REGISTRATION

- Registration of Program (NEW STUDENTS)
- Deferment of Registration as New Candidate
- Re-registration of Program (TERMINATED)
- Change of Registration Mode (full-time/part-time)
- Registration of Subjects – types of subject
- Adding and Deleting Subjects
- Withdrawal (TD) of Subject
- Residential Period
- Visiting/Mobility Students
- Withdrawal of Candidature
- Termination of Candidature (Inactive for 2 consecutive semesters)

PROGRAMS

○ Mode of Program

Mode	Portion of Research	Portion of Coursework	Report
Research	> 80%	< 20%	Thesis
Mixed	50%	50%	Dissertation
Taught	20%	80%	Project

- Change of Program – during 1st semester
- Conversion from Master (by Research) to PhD
 - ❖ CGPA > 3.67 may apply between 1st and 2nd semester of study

DURATION OF STUDIES

- Specific Duration of Studies

Program	Full Time (year)	Part Time (year)
PhD	2 - 6	3 - 8
Industrial PhD	3 - 8	-
Master (Research)	1 - 3	2 - 5
Master (Mixed Mode)	2 - 3	3 - 5
Master (Taught)	1(1.5) – 2(3)	2(3) – 4(5)
MBA	2 - 4	2 - 6
Postgraduate Diploma	1 - 2	2 - 4

- Deferment of Study (TP) – maximum of 2 semesters throughout period of study

RESEARCH MODE

- Research Proposal
 - ❖ Master – FT: end of 1st Sem PT: end of 2nd Sem
 - ❖ PhD – FT: end of 2nd Sem PT: end of 4th Sem
- Supervision
 - ❖ Appointment of Supervisor / Supervisory Panel
 - ❖ Responsibilities of Supervisor / Supervisory Panel
 - ❖ Change of Supervisor – no later than 6 months for Master and 12 months for PhD
- Conducting Research Outside University
- Industrial Attachment
- Submission of Thesis
 - ❖ Process of Thesis Submission
 - ❖ Publication of Research Work
- PhD by Published Work
 - ❖ Period of candidature: 6 months – 2 years
 - ❖ Publish works in high impact journals, books, etc.
 - ❖ As principal author to at least 5 publications
 - ❖ Submit thesis

MIXED MODE AND TAUGHT COURSE

- Academic Advisory
- Supervision
- Academic Workload
 - ❖ Varies from 9 – 18 credit hours per semester
- Lecture Attendance Requirement
 - ❖ > 80% attendance
- Requirements to Register for Dissertation / Project
 - ❖ Dissertation: 21 credit hours over 1 year
 - ❖ Project: 9 credit hours 1 regular semester and 1 Special Semester

ASSESSMENT

- Types of Assessment
 - ❖ Coursework components
 - ❖ Final exam
 - ❖ Thesis, dissertation, project
 - ❖ Oral presentation to defend research work
- Assessment of Research Mode
 - ❖ Progress report – MM (KB), TM (KS), GG (KG)
 - ❖ Thesis between 35,000 – 60,000 words
- Assessment of Mixed Mode
 - ❖ All subjects pass with minimum of “B-”
 - ❖ Progress report on research work (MM, TM, GG)
 - ❖ Dissertation between 20,000 – 35,000 words
 - ❖ Oral presentation with 2 examiners chaired by Dean of faculty

- Assessment of Taught Course
 - ❖ All subjects pass with minimum “B-”
 - ❖ Master Project between 15,000 – 25,000 words
 - ❖ Project evaluated by faculty
- Academic status on taught courses

CGPA	STATUS
CGPA > 3.00	KB/KBA
2.70 < CGPA < 3.00	KS
CGPA < 2.70	KG

- Special Semester
- Special Examination

EXAMINATION OF THESIS

- Thesis Examiners (TE) and Thesis Examination Panel (TEP) for viva
- External Examiner and Internal Examiner
- Selection of examiners (External Examiner) is normally based on
 - ❖ Experience in examining
 - ❖ Expertise
 - ❖ Reputation
 - ❖ publications
- Examining thesis recognizes your expertise and provides great opportunities to enhance supervisory skills
- Provide thesis assessment or feedback in separate report with recommendation / judgment whether the thesis has met the standard

- Appointment of examiners for Master thesis
 - ❖ 1 External and 1 Internal (2 Internals if candidate is a faculty member)
- Appointment of Examiners for PhD thesis
 - ❖ 2 Externals and 1 Internal
- Appointment of Examiners for Industrial PhD thesis
 - ❖ 1 External academic, 1 External industry and 1 Internal
- Qualification and experience of External Examiners for Master and PhD theses
- Qualification and experience of Industrial Examiners
- TEP for research Master and PhD during viva chaired by Dean of PPS

- Thesis Examination
 - ❖ Examiners submit report to PPS no later than 1 month for Master and 2 months for PhD
- Recommendation or judgment
 - ❖ Pass
 - ❖ Pass with minor revision
 - ❖ Pass with major revision
 - ❖ Resubmission
 - ❖ Thesis is unsatisfactory and recommended for a lower award (for Doctoral only)
 - ❖ Fail
- Submission of Final Thesis
 - ❖ Once candidate has made the necessary revision accordingly, Principal Supervisor shall verify
 - ❖ The Examiner will certify before being recommended by Faculty
 - ❖ PPS will check for format conformity

THE VIVA

- Viva voce refers to the examination conducted by speech (oral examination / thesis defend)
- The viva serves 3 main purposes
 - ❖ Examination – to check the understanding of student, the ability to present research, defend the thesis, respond to criticism and enable the student to clarify areas of weakness
 - ❖ Development
 - ❖ Basic development – to raise the standard of thesis to an acceptable level by rewriting certain parts for clarity and/or adding in current references
 - ❖ Advanced development – examiners are satisfied with quality of research and to provide guidance on publication, future research and collaboration, etc.
 - ❖ To adhere to a ritual or a tradition – an opportunity for development

Preparing Students for Viva

- Research presentation skills and defending criticism
- Focus only on key points during presentation
- Do not clutter the power point slides
- Ensure the slides are effectively designed
- Practice the presentation
- Formulate possible questions to deal with difficult questions and difficult examiners
- Guide student to answer questions politely
- Ensure the student is familiar with relevant section in thesis by referring directly to the text
- Show enthusiasm of research work during viva
- Be reflective
- Make eye-contact with examiners
- Have mock viva with supervisor / panel
- Advise student to remain calm and emotionally stable

- How To Question During Viva
 1. Conceptualization of thesis – conceptual framework, theoretical framework
 2. Doctorateness – filling the gap in knowledge
 3. Professional relevance – link between professional knowledge and thesis
 4. Content – relation between previous studies and current study
 5. Methodology (system Design) – choice of methodology
- Most examiners focus on doctorateness by asking questions on contribution to knowledge and critique of research
- Adopt a friendly developmental approach to question
- Question could include praise on achievements
- Provide development advice to the candidate
- Provide clear guidance to assist candidate to achieve the expected standards

6. PENGURUSAN PENYELIAAN PASCA-SISWAZAH

DEVELOPING A VIBRANT RESEARCH CULTURE

- Research culture refers to an environment in which new supervisees learn the rule of the game
- The research culture that a supervisee is exposed to during postgraduate studies is important as it is through this environment that the supervisee is prepared for a future career
- Students should be encouraged to meet often and engage themselves in academic and social activities with their peers
- Provide avenues for exchange of ideas with others who share familiar research interest

ACADEMIC AND SOCIAL ACTIVITIES

- Workshop and Training Course
 - ❖ Effective induction program – transition from undergraduate to postgraduate
 - ❖ Relevant courses and workshops including research ethics and publication ethics
 - ❖ Research development programs and activities such as literature reviews, research proposals and academic writings
- Conferences and Seminars
 - ❖ Encourage to present their study to an academic audience (research proposal and progress)
 - ❖ Encourage to attend at least one conference during candidature, usually after getting the results
 - ❖ Platform to meet people and seek to establish contacts

- Academic Activities Within The University
 - ❖ Meeting academic visitors
 - ❖ Social events
 - ❖ Celebrations (journal published, passed viva, etc.)
 - ❖ Peer support group (i.e., with all students under supervision, senior postgraduate students)
 - ❖ Highlight postgraduate students at faculty level
- Software and Resources
 - ❖ Project planning
 - ❖ Literature review
 - ❖ Data collection and analysis

SEPULUH RESEPI KEJAYAAN

1 BILA BERBICARA
Sapaan mesra adalah paling diminta.

6 TUNJUKKAN KEIKHLASAN
Dan minat terhadap orang lain.

2 SENYUM
72 otot bekerja untuk kerutkan muka berbanding hanya 14 untuk senyum.

7 MURAH HATI
Bersedia untuk memberi pujian. Waspada bila mengkritik.

3 SEBUT NAMA
Kenalan anda akan berasa bangga dan mesra jika anda memanggil mereka dengan nama.

8 BERTIMBANG RASA
Dan berhati-hati terhadap perasaan orang lain, anda pasti dihargai.

4 PERAMAH DAN MEMBANTU
Ramah mesra dan sedia membantu orang lain pasti mendapat balasannya.

9 HARGAI PANDANGAN
Hargailah pendapat yang lain, timbangkan pendapat anda, pendapat orang lain dan pendapat yang tepat.

5 BERCAKAP DAN BERTINDAK
Seolah-olah semua yang dilakukan dengan kerelaan dan senang hati.

10 SEDIA MEMBANTU
Selalu membantu. Bantuan anda akan dikenang sepanjang hayat.

THOUGHT FOR THE DAY

ASK NOT WHAT YOUR COUNTRY CAN DO FOR
YOU,
ASK WHAT YOU CAN DO FOR YOUR
COUNTRY.

THE LATE J.F.K. (1960)

THAT'S ALL FOLKS.

THANK YOU FOR YOUR
ATTENTION