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# icodes User Manual

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### Introduction

Integrated Course Online Data Entry System (**iCODES**) for Final Year Project (will later addressed as iCODES FYP) is an online management system designed to manage final year projects, for supervisor assessment, students' presentations, monitoring and reporting. Since it is a live system, and come with an interactive dashboard, monitoring the assessment process become seamless.

With iCODES FYP, the scheduling & student-supervisor assignment are performed automatically based on students input and supervisor's area of expertise while the assessment & feedback are carried-out online, enabling centralized and systematic monitoring and management processes.

iCODES FYP main architecture is the seamless live integration of the following 2 main Google Sheets files:

- 1. Coordinator File
- 2. Facilitator File

This manual is a guide on how to use and setup the above Google Sheets files.







### Managing Google Accounts

iCODES FYP involves coordinators, supervisors, and students as the users with different Google accounts. Below is how the status of these users for the iCODES FYP files should be set.

No	File	Coordinator	Supervisor
1	Coordinator file	Owner	-
2	Supervisor File	Owner	Editor with permission to edit protected sheets

Table 2: Users Status



### **File Ownership and Permission**

When other than the owner copied a file (especially the coordinators):

- The ownership of the file will be changed to the one who copied. The original owner status is changed to editor.
- 2. The permission to edit protected sheets will be given only to the one who copied. The original owner will have the permission only to view the protected sheets.
- 3. To keep the original permission to edit the protected sheets, the file must be copied from within the Google Sheets apps by selecting the option 'Share it to the same people'.





## Basic Google Sheets Layout

- 1. Filename
- 2. File URL
- 3. Save Status
- 4. User
- 5. Sheets navigation
- 6. Sheets





# **O1 Supervisor File**



### Accessing the Supervisor File

- Supervisor files created by the coordinator will be shared to the supervisor using the @utm.my email (or other Gmail account given to the coordinator).
- To access the supervisor file, click the link given by the coordinator, or search the file in the shared folder of your Google Drive.
- When opening the file, make sure the web browser is logged in with the same Google account used in sharing the file.
- Once successful accessing the file, the following tab can be found:
  - 1. Home
  - 2. FYP1Forms
  - 3. FYP1 Seminar Forms
  - 4. FYP12<sup>nd</sup> Reader Form
  - 5. FYP 2 Forms
  - 6. FYP 2 Seminar Forms
  - 7. FYP 2 2<sup>nd</sup> Reader Form



### Home

- 1. Name of supervisor.
- 2. Navigation table.
- 3. Link that navigates to Progress Forms.
- 4. Link that navigates to Seminar Form.
- 5. Link that navigates to Supervisor Report Form.
- 6. Link that navigates to 2<sup>nd</sup> Reader Form.
- 7. Link that navigates to Marks Summary.

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### FYP 1 Forms

- 1. Table header with names and contact number of students assigned to the respective supervisor.
- 2. Yellow boxes for project title to be filled in by the supervisor.
- 3. Project title from no. 2 will be displayed in the table header.
- 4. Name of the supervisor.
- 5. Yellow boxes containing the dropdown marks.
- 6. Name of the assessment form.
- 7. Assessment progress.

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			No 1	CLO1	Criteria Identifies key issues and converts to a problem statement	4 marks Shows good comprehension of the situation to be able to identify all key issues and articulates a valid problem statement.	3 Marks Shows comprehension of the situation to be able to identify most key issues and articulate a reasonable problem statement.	2 Marks Shows comprehension of the vituation and correctly identifies some key issues but does not articulate a reasonable problem statement.	1 Marks Shows less comprehension of the situation and does not articulate a reasonable problem statement.	0 Marks Does not show comprehension of the situation to be able to identify the key issue(s).	3 -	3	5	- -
			2	CLO1	Considers the situation from multiple perspectives	Able to combine different perspectives and relate them to each other effectively to comprehend the issue(s).	Show evidence of combining some of the alternate perspectives.	Consider the issue(s) using a few applicable alternate perspectives but does not use this to relate to the key issue(s).	Does not show the ability to combine these different perspectives to view the issue(s) comprehensively.	Does not consider the problem(s) from different perspective to view it comprehensively.	3 -	2 -	÷	-
			3	CLO5	Accountability	-	Fulfill obligations in the time originally allotted or sooner.	Fulfill obligation with occasional request for more time for completion.	Sometimes fails to fulfill obligation on time without prior permission to extend.	Regularly does not fulfill obligation on time or at all.	3 -	3 -	÷	*
	Ŧ		4	CLO5	Responsibility		Always seeks ways to improve personal or organizational perfomance / Always bring required materials in meetings.	Seeks ways to improve personal or organizational perfomance / Usually bring required materials in meetings.	Sometimes seeks ways to improve personal or organizational perfomance / Sometimes bring required materials in meetings.	Does not seek ways to improve personal or organizational perfomance / Seldom bring required materials in meetings.	3 -	3 -	÷	-
	FYP		5	CLO5	Reliability	-	Progress is beyond expectations with respect to plan.	Progress is highly satisfactory with respect to plan.	Progress is mostly satisfactory with respect to plan.	Progress is not satisfactory with respect to plan.	3 -	3 -	-	-
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### FYP 1 Forms

Scroll down the FYP 1 Forms sheet until the assessment form FYP 1-3 appears:

- 1. Name of the assessment form.
- 2. Index referring to students displayed in the table header.
- 3. Due date set by the Coordinator.
- 4. Yellow boxes containing the dropdown marks.
- 5. Dropdown boxes with "YES" or "NO" to allow students for seminar.

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3       Ci.04       Inclusion of safety related movement with boroughness, safety inclusion content       Safety awareness has colored bigs/model with a give boroughness, safety inclusion content       Safety awareness has colored bigs/model with a give boroughness, safety inclusion content       The project all subscription of boroughness, safety inclusion content       The project all subscription content       The design/model appears to the propose bigs/model with a give boroughness, safety inclusion content       The design/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model appears to the propose bigs/model with a give boroughness has content       The design/model appears to the propose bigs/model with a give boroughness has content       The design for the design issues.			2	CLO1	Make convincing arguments for recommended option, aligned to the given number	Analyzes, conclusion, implications and the majority consequences of the issues.	Analyses, conclusion, implications and the some consequences of the issues.	Does not clearly identify conclusion, implications and consequences of the issue.	Fails to identify conclusions, implications and consequences of the issue.	Does not porpose solution t the problem.	3 -	3	4	•
<ul> <li>4 CLO4 Inclusion of environmentally related contents includes relevant environmentally related design issues.</li> <li>5 CLO4 Understanding of environmentally related design issues.</li> <li>6 CLO4 Understanding of their engineering of their engineering global and societal content.</li> <li>6 CLO4 Understanding of their engineering of their engineering global and societal content.</li> <li>7 Is the student's progress indication of people using sufficient for the seminar?</li> <li>7 Is the student's progress indication of being sufficient for the seminar?</li> <li>A PYP2 Forms ► A FYP2 Forms ► A FYP2 Seminer Forms ►</li> </ul>			3	CLO4	Inclusion of safety related content	The project is innovative in development with thoroughness, safety into the proposed design process.	Safety awareness has clearly been part of the proposed design/model with a considerable attention given to safety.	The design/model appears to be potentially safe and safety awareness has somewhat been consider.	The design/model appears to be potentially safe but the safety awareness is poorly articulated.	<b>Due D</b>	ate	: 3	8/6/2	021
5       CL.04       Understanding of demonstrates understanding of environmental impact.       Meanly synthesizes and demonstrates understanding of environmental impact.       Neither synthesizes and of environmental impact.       Neither syn			4	CLO4	Inclusion of environmentally related content	Almost always recognizes, anticipates and includes relevant environmentally related design issues.	Usually recognizes and includes relevant environmentally related design issues.	Sometimes includes relevant environmentally related design issues.	Reluctantly recognizes and includes relevant environmentally related design issues.	Totangnorance or environmentally related issues.	3 -	3 -	*	*
<ul> <li>6 CLO4 Understanding of the impact of the im</li></ul>			5	CLO4	Understanding of environmental impact of design	Almost always synthesizes and demonstrates understanding of environmental impact.	Usually synthesizes and demonstrates understanding of environmental impact.	Sometimes synthesizes and demonstrates understanding of environmental impact.	Reluctantly synthesizes and demonstrates understanding of environmental impact.	Neither synthesizes nor demonstrates understandin of environmental impact.	3 -	2 -	÷	*
7       Is the student's progress sufficient for the seminar?         6       FYP1 Forms ▼         h       FYP2 Forms ▼         h       FYP2 Seminar Forms ▼			6	CLO4	Understanding of the impact of their engineering design solutions in a global and societal context	Able to analyze the impact of the social implications of their design such as acceptance and adaptation of people using it to being exposed to it / Understands the economic implications of their design such as entrepreneurship potential and sustainability.	Demonstrates full awareness of the social implications such as acceptance and adaptations of the people using or being exposed to the design.	Demonstrates some awareness of the social implications but need guidance to related to the societal environment.	Very limited awareness of the societal situations his/her design may lead to, but need guidance to access the actual possible situations and adapt his/her future design steps to such situations.	Not aware of societal impact of engineering situations his/her design may need guidance to access global impact acceptance.	3 -	2 -	÷	Ŧ
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	FYP 13		7		sufficient for the seminar?									4



### FYP 1 Forms

Scroll down the FYP 1 Forms sheet until the Marks Summary section appears:

- 1. Name of the section.
- 2. Marks summary table.
- 3. Individual student's final grade .
- 4. Reminder on the submission of FYP 1-8 form will appear if A+ is shown in no. 3.
- 5. Marks summary based on CLO/PLO achievement.

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Marks Summary: CLO/PLO         5           No         CL0         Total Marks         Marks %         MOHAMMED KHALED ABDO AL-MUNTASER         NUR FATHEN AMIRA BINTI KOSMANI           1         CL0.1         46         32.00%         0.89         0.84           2         CL0.2         36         26.00%         0.89         0.83           3         CL0.3         30         18.00%         0.96         0.88		2	NUR FATHEN AMIRA BINTI	KOSMANI						
Marks Summary: CLO/PLO         Total Marks         Marks %         MOHAMMED KHALED ABDO AL-MUNTASER         NUR FATHEN AMIRA BINTI KOSMANI           1         CLO1         46         32.00%         0.89         0.64           2         CLO2         36         26.00%         0.89         0.84           3         CLO3         30         18.00%         0.98         0.88	-				#REF!	#REF!	#REF!	#REF!		
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Constant 161 1000%	- 2	5	CLUS	2/	15.00%	1.00	0.96			
4         CLO4         22         9.00%         0.68         0.56           5         CLO5         27         15.00%         1.00         0.96           Total         161         100.00%	Marks Summ	1 2 3 4 5	CLO1 CLO2 CLO3 CLO4 CLO5 Total	46 36 30 22 27 161	32.00% 26.00% 18.00% 9.00% 15.00% <b>100.00%</b>	0.89 0.83 0.96 0.68 1.00	0.84 0.87 0.88 0.56 0.96			



### FYP 1 Seminar Forms

- 1. Students namelist.
- 2. List of project title.
- 3. Evaluation criteria.
- 4. Marks.
- 5. Total Marks.
- 6. Comments.

By scrolling down the page, the following item can be found:

- 7. Assessment rubric.
- \* Fill in the yellow boxes only.

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### FYP 1 2<sup>nd</sup> Reader Form

- 1. Students name with assigned index. The index is also projected at 2.
- 2. Projected student index.
- 3. Evaluation criteria.
- 4. Marks.
- 5. Total Marks.
- \* Fill in the yellow boxes only.

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	FYP 1-	6b (	Rep	ort Evaluation: Sec	cond Reader)	, and the second s		Ruzairi bin	Abdu	Rahin	n (Prof	. Dr.)
2	1		NT HMAD	AQIL BIN YACKOB					2	COMF	PLETE	
	N	0	CLO	Criteria	3 Marks	2 Marks	1 Marks	0 Marks	IE1	Date :	9/9/2021	
	3		CLO1	Problem Statement	Report has considered all key issues for the project and the student fully understand the scope of the challenges they are likely to face.	Report has considered most of the key issues for the project and student understand the scope of the challenges they are likely to face.	Report has considered only the superfine key issues for the project .It is not clear that student understand the challenges that they are likely to face.	Report has not considered any key issues.	3 -	÷	÷	÷
			CLO1	Reference and Articles	Information is cited properly and with correct formatting. Information is gathered from multiple, research based sources.	Information is cited properly but the formatting is incorrect. Information is gathered from multiple sources.	Information is cited but has errors. Information is gathered from a limited number of sources.	Information is not cited or is cited incorrectly. Information is only from a single source.	3	4)	*	•
	4	3	CLO1	Background/Foundation	Detailed conclusion are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusion are made from the evidence offered.	3 -	-	-	*
			CLO2	Design Criteria, sample, calculation and simulation	Provides in depth explanation on design criteria, thoroughly discusses all required calculation steps and uses simulations where necessary.	Demonstrate adequate level of design criteria and relevant sample calculation and/or appropriate simulations.	Demonstrate reasonable level of design criteria but incorrect sample calculation and/or appropriate simulations.	Fails to provide appropriate design methodology, relevant sample calculations and/or simulations.	3 -	÷	Ť	Ŧ
		5	CLO2	Theoretical Explanation	Demonstrates in depth research and analysis.	Shows adequate theoretical explanations.	Addresses limited theoretical explanations.	Fails to adequately cover theoretical.	3 -	Ť	*	Ŧ
		3	CLO3	Format	Report follows all the UTM Manual format.	Report largely follows the UTM Manual format with some formatting errors.	Report follows the UTM Manual format but with many formatting errors.	Report does not follows the UTM Manual format.	3 -	*	*	*
	-	' '	CLO3	Spelling, grammar, punctuation	Report is free of errors in spelling, grammar and punctuation.	Report has a small number of errors in spelling, grammar and punctuation.	Report has some errors in spelling, grammar and punctuation.	Report has many errors in spelling, grammar and punctuations.	3 -	-	-	-
1-6b		3	CLO3	Clarity and conciseness	Writing is clear and unambiguous.	Writing is mostly clear and unambiguous. Occasional instances of unclear or awkward writing.	Writing is clear and unambiguous. However many instances of unclear or awkward writing.	Writing is unclear, ambiguous as to distract from points being made.	3 -	*	*	*
FΥP	s	)	CLO4	Social impact and environmental issues	Describe in depth possible societal needs and/or numerous potential environmental issues.	Describe some possible societal needs and/or potential environmental issues.	Describe limited possible societal needs and/or potential environmental issues.	Fails to address possible societal /environmental needs and the impact of the work.	3 -	-	*	*
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	- 0			0		and Reader Form	- EVD2 Sominar Form	· A EVP2 2n 4 b				-



### FYP 2 Forms

- 1. Table header with names and contact number of students assigned to the respective supervisor.
- 2. Yellow boxes for project title to be filled in by the supervisor.
- 3. Project title from no. 2 will be displayed in the table header.
- 4. Name of the supervisor.
- 5. Yellow boxes containing the dropdown marks.
- 6. Name of the assessment form.
- 7. Assessment progress.

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	-	FYP	2-1 (F	rogress Evaluation 1)							-			
		Stude	nt		Project Title									
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		No	CLO	Criteria	4 marks	3 Marks	2 Marks	1 Marks	0 Marks	S	1 .	-	-	
		1	CLO	1 Identify clear goals for the experiment		Clearly identify the objective: of the experiment, the expected results, and possible pitfalls to watch for.	<ul> <li>Identify some of the objectives of the experiment with some expected results but does not think of the possible pitfalls.</li> </ul>	Identify some of the objectives of the experiment but omits the expected results and possible pitfalls.	Does not identify any objectives for the experimen and/or expected results.	<sup>t</sup> 3	•	• •	Ŧ	
		2	CLO	1 Designing and conducting the experiment		Designs and conducts the experiment with no errors at all.	Designs and conducts the experiment with some errors that affect the results and the objectives.	Designs and conducts the experiment with some conceptual or procedural errors that affect the results and leave the objectives unachieved.	Designs and conducts the experiment with major conceptual or procedural errors that render the results useless and leave the objectives unachieved.	3			÷	
		3	CLO	4 Choosing the appropriate experimental test bed ( Hardware, Software, Emulation, Simulation, or hybrid) to achieve the identified objectives of the experiment		Choose the best test bed suitable for achieving the objectives with proper justification.	Choose a test bed that is not optimum but somehow achieves the identified objectives.	Choose a test bed that does not achieve the objectives at all.	No test bed had been chosen.	3	5	• •	*	
		4	CLO-	4 Is able to design a reliable experiment that is investigate the phenomenon		The experiment might yield interesting patterns relevant to the investigation of the phenomenon.	Some important aspects of the phenomenon will not be observable.	The experiment may not yield any interesting patterns.	the experiment does not investigate the phenomenon	3	-	÷ ÷	Ť	
		5	CLO	5 Accountability		Fulfill obligations in the time originally allotted or sooner.	Fulfill obligation with occasional request for more time for completion.	Sometimes fails to fulfill obligation on time without prior permission to extend.	Regularly does not fulfill obligation on time or at all.	3	-	• •	-	
2		6	CLO	5 Resposibility		Always seeks ways to improve personal or organizational perfomance / Always bring required materials in meetings.	Seeks ways to improve personal or organizational perfomance / Usually bring required materials in meetings.	Sometimes seeks ways to improve personal or organizational perfomance / Sometimes bring required materials in meetings.	Does not seek ways to improve personal or organizational perfomance / Seldom bring required materials in meetings.	3	•	• •	÷	
E		7	CLO	5 Reliability		Progress is beyond	Progress is highly	Progress is mostly	Progress is not satisfactory	2	-			
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### FYP 2 Forms

Scroll down the *FYP 2 Forms* sheet until the assessment form *FYP 2-3* appears:

- 1. Name of the assessment form.
- 2. Index referring to students displayed in the table header.
- 3. Due date set by the Coordinator.
- 4. Yellow boxes containing the dropdown marks.
- 5. Dropdown boxes with "YES" or "NO" to allow students for seminar.

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5		1	CLO2	Project broken down into adequate resolution and number of tasks	>	4 marks -	All project tasks are included; tasks are specific and provide adequate resolution	; All project tasks are included but not specific and provide inadequate resolution	Partial project tasks are presented.	- U Mark	,	3 • •		-
,		2	CLO2	Clarity		-	All project tasks are clearly described with no confusion as to what task involves.	Some project tasks are clearly described with little confusion as to what task involves.	Project tasks are not clearly described and not sure wha task involves.	3	Due	Date :	19/8	3/2021
3		3	CLO2	Time allocation for tasks			Realistic time allocation for task completion with start & finish date included.	Reasonable time allocation for task completion with start & finish date included.	Unrealistic time allocation for task completion with start & finish date not included.	r -		3	*	*
,		4	CLO2	Activities relationship		-	Relationship between tasks is very clear, lead to critical path identification.	Relationship between tasks is clear.	Relationship between tasks is not clear.	-		<sup>3</sup> 4	•	•
)		5	CLO2	Cost: Realistic		-	The cost is realistic.	The cost is reasonable.	The cost is not realistic.	-		3	· ·	¥
		6	CLO2	Cost: Difference		-	Difference between estimation and real costing is realistic.	Difference between estimation and real costing is reasonable.	Difference between estimation and real costing i not realistic.	s -		3	÷	-
	(P 2-3	7	CLO2	Analysis		-	Analysis are done for all items and comments are stated.	Analysis are done for some of the items and comments are stated.	Analysis are done for some of the items but comments are not stated.	-		2 -	Ŧ	*
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### FYP 2 Forms

Scroll down the FYP 2 Forms sheet until the Marks Summary section appears:

- 1. Marks summary table.
- 2. Individual student's final grade .
- 3. Reminder on the submission of FYP 2-8 form will appear if A+ is shown in no. 2.
- 4. Marks summary based on CLO/PLO achievement.

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2 <b>7 d/4</b> 5	STUDENT S1 ALIF	FITRI (		PROJECT TITLE			SUPERVISOR Ruzairi bin Abdul Rahim (Prof. Dr.)	PROGRESS 98.21% OVERDUE !!!
15	7 Marks Su	ummary: Assessment						
7	No	Assessment	Total Marks	Marks %	ALIF FITRI			
18	1	Project Progress	57	25%	25.00			
.9	2	Log Book	15	10%	10.00			
0	3	Project Report: Supervisor	24	15%	15.00			
1	4	Project Report: Int. Examiner	24	15%	15.00			
2	5	Project Seminar	27	35%	25.00	2		
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14	7	Grade			A+			
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11	4	CLO4	15	17.50%				
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### FYP 2 Seminar Forms

- 1. Students namelist.
- 2. List of project title.
- 3. Evaluation criteria; presentation and demonstration.
- 4. Marks.
- 5. Total Marks.
- 6. Comments.

By scrolling down the page, the following item can be found:

7. Assessment rubric.

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	Presentation	2 Martin	2 Marka	4 Mark	0 Mosk	
	1 Problem Statement & Related Works	Problem statement is very clear.	Problem statement is clear. Sufficient	Problem statement is not clear. Insufficient	Problem statement is not explained. No related	
		Comprehensive and recent related works are cited.	related works are cited.	related works or irrelevant literature are cited.	works are cited.	
	2 Project Methodology & Accomplishment	<ul> <li>Methodology fulfills all objectives and contains significant contribution.Gantt</li> </ul>	Methodology fulfills all objectives. Gantt chart/project flow is clear with logic	Methodology partially fulfills the objectives.Gantt chart/project flow is not clear	Methodology to fulfill the objectives is not explained. Gantt chart/project flow is not	
		chart/project flow is clear with logic sequence.	sequence.	and sequence are weak.	explained.	
	3 Result & Discussion	Results are presented with thorough data analysis and proper validation to solve the problems.	<ul> <li>Results are presented with adequate data analysis and validation to solve the problems.</li> </ul>	Results are presented but with poor data analysis to solve the problems.	No evidence of presented results or plagiarized results are presented.	
	4 Confidence & Delivery	Fluency, pace, body language and eye contact are excellent. Presentation is clear with excellent timing and intonation	Fluency, pace, body language and eye contact are good. Presentation is understandable with good timing and	Fluency, pace, body language and eye contact are satisfactory. Presentation is understandable with acceptable timing and	Fluency, pace, body language and eye contact are poor. Presentation is not understandable at all.	
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### FYP 2 2<sup>nd</sup> Reader Form

- 1. Students name with assigned index. The index is also projected at 2.
- 2. Projected student index.
- 3. Evaluation criteria.
- 4. Marks.
- 5. Total Marks.

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		1	CLO1	Design Criteria, sample calculation and simulation	Provides in depth explanation on design criteria, thoroughly discusses all required calculation steps and uses simulations where necessary	Demonstrate adequate level of design criteria and relevant sample calculation and/or appropriate simulations.	Demonstrate reasonable level of design criteria but incorrect sample calculation and/or appropriate simulations.	Fails to provide appropriate design methodology, relevant sample calculations and/or simulations.	3	3		~
		3	CLO1	Theoretical Explanation	Demonstrates in depth research and analysis	Addresses adequate theoretical explanations.	Addresses limited theoretical explanations.	Fails to adequately cover theoretical.	2	2	• •	~
		3	CLO2	Project Management	Managed to design a system, componen or process to adequately to solve the problem statement.	t Managed to sufficiently design a system, component or process to solve the problem statement.	Managed to partially design a system, component or process to solve the problem statement.	No evidence of work being done.	3	4	· ·	~
		4	CLO2	Financial	Has provided sufficient financial information and analysis with budgetary control.	Has provided some financial information and analysis with budgetary control.	Has provided limited financial information and analysis with budgetary control.	No budgetary information being covered.	3	1		-
		5	CLO3	Report format	Report follows the UTM Manual format.	Report largely follows the UTM Manual format with some formatting errors.	Report follows the UTM Manual format with many formatting errors.	Report does not follows the UTM Manual format.	2	3 -	• •	*
		6	CLO3	Spelling, grammar, punctuation	Report is free of errors in spelling, grammar and puctuation.	Report has small number of errors in spelling, grammar and punctution.	Report has some errors in spelling, grammar and punctuation.	Report has many errors in spelling, grammar and puctuations.	3	3 -	• •	~
		7	CLO3	Clarity and conciseness	Writing is clear and unambiguous.	Writing is mostly clear and unambiguous. Occasional instances of unclear or awkward writing.	Writing is clear and unambiguous. However many instances of unclear or awkward writing.	Writing is unclear, ambiguous as to distract from points being made.	3	2	· ·	*
		8	CLO3	Problem Statement, background and references	Report have considered the key issues, conclusion is detail. Information is gathered from multiple research based sources.	Report have considered most of the key issues with conclusion. Information is gathered from a multiple number of sources.	Report have only considered, superfine key issue with some indication of conclusion. Information is gathered from a limited number of sources.	Report have not considered any problem statement, background and many information are not cited.	2	3 -		-
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### Saving the Marks

The marks will be automatically saved to Google drive when connected to the internet, or saved to the device when not connected to the internet (need to enable offline mode).

In order the marks to reach the coordinator, connect to the internet and make sure the save status is

Saved to Drive

No other marks submission process is needed.





### **Supervisor File Sheets List**

- 1. Home
- 2. FYP1 Forms
- 3. FYPI Seminar Forms
- 4. FYP1 2<sup>nd</sup> Reader Form
- 5. FYP2 Forms
- 6. FYP2 Seminar Forms
- 7. FYP2 2<sup>nd</sup> Reader Form

### Hidden From the Supervisor View

- 8. FYPI Marks
   9. SV
- 10. FYP2 Marks
- 11. PLO
- 12. FYP1 Tracker
- 13. FYP2 Tracker
- 14. Version



# Coordinator File



## **Coordinator File Quick Guide**

## **Assign Supervisor**

Create supervisor files and link the file's url

# 01 - 02 - 03

**Create File** 

Duplicate file and set Coordinator file url Prepare Seminar Schedule

Assign panels and complete the seminar table



### **Creating the Coordinator File**

STEP 1:

To create a new Coordinator File, right click the master file and choose 'make a copy'.

Make a copy of the master file will also duplicate all the Google Forms linked to the master file (works for the owner of the files only. In this case the admin).

#### STEP 2:

Rename all the new created files accordingly.

🛆 Drive	Q	Search in Drive	⊒E	Ø (?			OUTM	0
- New	Sha	red with me > FYP – 🚢				B	⊞ (i)	31
Priority	Name	$\downarrow$	Owner	Last modified	File size			
My Drive		SKEM FYP1-0 form - Sem21221	Icodes Admin	Sep 15, 2021 Icodes Admin	-			
Shared drives	t	FYP SV 21221 SV_NAME (Master Copy) 🚢 ★	Icodes Admin	Sep 23, 2021 me	-			
Shared with me	ŧ	FYP Coordinator 21221 - Project 2 (Master Copy)	Icodes Admin	3:57 PM me	-			+
ne new created	8	FYP Coordinator 21221 - Project # (Master Copy) 🚢 ★	Icodes Admin	3:57 PM me	-			
Google forms		Expertise Area Selection - SV - Sem21221	Master File	Sep 15, 2021 Icodes Admin	-			
🔟 Trash		Copy of SKEM FYP1-0 form - Sem21221	Icodes Admin	3:05 PM Icodes Admin	-			
Storage	G	Copy of FYP Coordinator 21221 - Project # (Master Copy)	Icodes Admin	3:58 PM me	-			
		Copy of Expertise Area Selection - SV - Sem21221	Icodes Admin	3:04 PM Icodes Admin	-		_	
eated file		]						



### **Google Forms Linked to the Coordinator File**

• iCODES has the following Google Forms linked to the Coordinator File:

### Table 2: Google Forms

No	Google Forms Title	Sheet Name in the Coordinator File
1	FYP 1-0 Form	Form Responses - Student
2	Expertise Area Selection - SV	Form Responses - SV

- The new created Google Forms must be updated with the new students list.
- All data (if available) in the sheets listed in Table 2 above must be deleted after the new Coordinator File is created.



### Setting the Program Learning Outcomes (PLO)

### **UPDATE PLO**

Update the PLO if needed.

The PLO will be automatically exported to supervisor files. Thus, do not update the PLO in the supervisor files.

ch the m	nenu	us (Option+/)			75%	- \$	% .000	123 - D	efault (Ari 👻	10 👻	в <i>I</i> - <del>S</del>	<u>A</u>	
-   f>	x												
	B	c the PLO, use the followi	D D	E	F	G	н	1	L	к	L	м	N
i .o	, con	ale i co, die ale iolowi	ig tables										
EV	P 1	Assessment to CL	O/PLO Manning					CL 03	CL 02	CI 01	CI 01	CLOF	
N	No	Assessment	Ass. Mark	Ass. %	CODE	Marks	(%)	PLOG	PLO8	PLO9	PLO10	PLO11	
	1	Project Progress	62	30%	PP1-CLO1	8	5			$\checkmark$			
	3				PP2-CLO2	12	5						
	4				PP2-CLO5	9	5					<b>~</b>	
	5				PP3-CLO1	8	5			~			
	7	Logbook	15	10%	LB-CLO2	6	5						
	8				LB-CLO5	9	5					$\sim$	
1	9	Project Report	27	15%	RS-CLO1	9	5			$\sim$			
1	11	(oupervisor)			RS-CLO3	9	3	~					
1	12				RS-CLO4	3	2				$\sim$		
1	13	Project Report (internal Examiner)	27	15%	RI-CLO1	9	5			~			
1	15	(internal Externitor)			RI-CLO3	9	3	~					
1	16				RI-CLO4	3	2						
1	17	Project Seminar	30	30%	PS-CLO1 PS-CLO2	12	12			~			
1	19				PS-CLO3	12	12	<b>~</b>					
				Total %	Vo		100%	18.0%	26.0%	32.0%	9.0%	15.0%	
				Iotal Mark	5	161		30	36	46	22	27	
FY	<b>P 2</b> No 1	Assessment to CL Assessment Project Progress	D/PLO Mapping Ass. Mark 57	Ass. % 25%	CODE PP1-CLO1	Marks 6	(%) 2.5	CLO3 PLO6	CLO2 PLO8	CLO1 PLO9	CLO4 PLO10	CLO5 PLO11	
	2				PP1-CLO4	6	2.5				Image: A start of the start		
	3				PP1-CLO5	9	5			1973		~	
	5				PP2-CLO5	9	2.5					$\checkmark$	
	6				PP3-CLO2	21	10						
	8	Logbook	15	10%	LB-CLO2	9	5		× .			<b>_</b>	
	9	Project Report	24	15%	RS-CLO1	6	5			$\sim$			
1	10	(Supervisor)			RS-CLO2	6	4						
1	12				RS-CLO4	12	0						
1	13	Project Report	24	15%	RI-CLO1	6	5			~			
1	14	(internal Examiner)			RI-CLO2 RI-CLO3	6	4						
1	16				RI-CLO4		0						
1	17	Project Seminar	27	35%	PS-CLO1	9	10	-		$\checkmark$			
1	18				PS-CLO3 PS-CLO4	9	10						_
				Total %	/.		100%	22.0%	23.0%	25.0%	17.5%	12.5%	



## Linking the Supervisor File

STEP 1:

Open the Supervisor file and copy its URL.

### STEP 2:

Open the SV List sheet in the Coordinator file and paste the URL in the File Link column as shown in the diagram.

### STEP 3:

Select the cell written with #REF!  $\rightarrow$  click Allow access.

A	B	C	D	E	F	G	н	I.	Л К
	20	Mohd Fua'ad bin Rahmat (Prof. Dr.)		fuaad@utm.my	Modeling (1), Mechatronic (2), Instrumentation (2)	0	0	0	
	21	Mohd Ridzuan bin Ahmad (Assoc. Prof Ir. Dr.)		mdridzuan@utm.my	Robotic (1), Mechatronic (1), Control (1)	0	0	0	
	22	Mohd Shukri bin Abdul Manaf (Mr.)		mshukri@utm.my	Robotic (2), Modeling (2), Mechatronic (3)	0	0	0	
	23	Mohd. Saiful Azimi bin Mahmud (Dr.)		azimi@utm.my	Robotic (1), Mechatronic (1), Control (2)	0	0	0	
	24	Nasarudin bin Ahmad (Mr.)		e-nasar@utm.my	Mechatronic (1), Control (1), Instrumentation (1)	0	0	0	
	25	Norhaliza binti Abdul Wahab (Assoc. Prof Ir. Dr.)		norhaliza@utm.my	Instrumentation (2), Robotic (3), Mechatronic (3)	0	0	0	
	26	Nurul Adilla Mohd Subha (Dr.)	STED 2		Control (1), Mechatronic (2), Modeling (2)	0	0	ст	
	27	Rosbi bin Mamat (Assoc. Prof Dr.)	JILF Z	rosbi@utm.my	Mechatronic (1), Control (2), Robotic (3)	0	0	51	EP 3
	28	Ruzairi bin Abdul Rahim (Prof. Dr.)	https://docs.google.com/spreadsheets/d/1cbX vU4Lx1rPda5snL7MEUiGOSWXvRhQtk_Cs mdlks1E/edit#gid=1218116115	ruzairi@utm.my	Instrumentation (1), Modeling (2), Robotic (3)	1	2	1 (	#REF!
	29	Salinda bt. Buyamin (Assoc. Prof Dr.)		salinda@utm.my	Mechatronic (1), Control (1), Robotic (2)	0	0	0	
	30	Sallehuddin bin Ibrahim (Assoc. Prof Dr.)		sallehuddin@utm.my	Instrumentation (1), Robotic (2), Mechatronic (2)	0	0	0	
	31	Shafishuhaza bte Sahlan (Ir. Dr.)		shafis@utm.my	Robotic (1), Mechatronic (2), Control (3)	0	0	0	
	32	Shahdan bin Sudin (Dr.)		shahdan@utm.my	Robotic (1), Mechatronic (1), Control (2)	0	0	0	
	33	Sophan Wahyudi bin Nawawi (Dr.)		e-sophan@utm.my	Robotic (1), Mechatronic (1), Control (1)	0	0	0	
_	34	Yahaya bin Md. Sam (Prof. Dr.)		yahaya@utm.my	Robotic (1), Control (1), Mechatronic (3)	0	0	0	
	35	Yeong Che Fai (Assoc. Prot Dr.)		ctyeong@utm.my	Robotic (1), Mechatronic (1), Control (3)	0	0	0	
	30	zanarudun bir Monamed ( Prof. Dr. )		zanar@um.my	Robotic (2), Mechatronic (2)	0	0	0	4
+ =	н	ome • Dashboard • Marks • Pi	LO - CAR - Individual PLO -	Main List SV List	▼ 'rack ▼ Semin	ar Lis 🔍 🕨			Ģ
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### Assigning Supervisors

# 1. Assign Supervisor to student

STEP 1: Open the Main List sheet.

#### STEP 2:

Fill in the student name, student ID and Course.

### STEP 3:

Assign supervisor name and second reader to the respective columns.

A												
	в	с		D	Е	F		G	н	1	J	N
					-							
	FYP 1 N	lain List (Stud	ent-Superv	/isor-Sec	ond Rea	ader)						
	*To paste data *Do not edit co	in the yellow boxes, alwa lumn H to M. It will be au	ays use "Control+Sf atomatically updated	hift+V" to avoid d J.	changing the f	ormatting of the cells.						
	No Stude	nt		Student ID	Course	Supervisor	2nd Reader		CGPA	Student Track	SV Experties	
	1 AHMA	D AQIL BIN YACKOB		AE171234	SKEM	Ruzairi bin Abdul Rahim (Prof. Dr.)	<ul> <li>Ruzairi bin Abde</li> </ul>	Jul Rahim (Prof. Dr.)	- 4	Robotic	Instrumentation (1), Modeling (2),	
	2		_			Khairul Hamimah binti Abas (Dr.)	<ul> <li>Khairul Hamima</li> </ul>	ah binti Abas (Dr.)	-		Robotic (3) Control (1).	
			STEF	2							Modeling (1), Robotic (2)	
	3						STED 3	1	-			
	4 5						JILFJ		* *			
	98						*		*			
	99 100						*		*			
							Median :		4.00			
		snow unbalanced CGP/	A color indicator :									
	LISTOFSVW	TH LESS THAN 2 STU	DENTS									
			c. Prof Dr.)			Robotic (1) M	Track schatronic (1), Modeling (1)	). Control (3). Instrum	entation (3)		No of student	
	No Name	Rashid bin Husain (Asso				100000 (1), 100		, _ show (o),au unit			0	
	No Name 1 Abdul 2 Ahma	Rashid bin Husain (Asso I 'Athif bin Mohd Faudzi (	(Assoc. Prof Ir. Dr.)			Robotic (1), Me	chatronic (3) Control (3)	Instrumentation (3), N	Aodeling (3)		0	
	No Name 1 Abdul 2 Ahma 3 Ahma 4 Anita I	Rashid bin Husain (Asso I 'Athif bin Mohd Faudzi ( I Ridhwan bin Wahab (M sinti Ahmad (Dr.)	(Assoc. Prof Ir. Dr.) Ir.)			Mechatronic (1),	Instrumentation (1), Cont	trol (2), Modeling (2),	Robotic (3)		0	
	No Name 1 Abdul 2 Ahma 3 Ahma 4 Anita I 5 Fatima	Rashid bin Husain (Asso I 'Athif bin Mohd Faudzi ( I Ridhwan bin Wahab (M sinti Ahmad (Dr.) Ih Sham binti Ismail(Dr.)	(Assoc. Prof Ir. Dr.) Ir.)			Mechatronic (1), Robotic (1), Mo	Instrumentation (1), Cont deling (1), Control (2), In	trol (2), Modeling (2), nstrumentation (2), Mecl	Robotic (3) hatronic (3)		0	
	NoName1Abdul2Ahmai3Ahmai4Anita 15Fatima6Fazilai7Hazlin	Rashid bin Husain (Asso I 'Athif bin Mohd Faudzi ( I Ridhwan bin Wahab (M sinti Ahmad (Dr.) Ih Sham binti Ismail(Dr.) In Hassan (Dr.) a binti Selamat (Assoc. F	(Assoc. Prof Ir. Dr.) Ir.) 'rof Ir. Dr.)			Mechatronic (1), Robotic (1), Mo Robotic (2), Ins Control (1), Me	Instrumentation (1), Cont Instrumentation (1), Cont Adeling (1), Control (2), Ir trumentation (2), Mechatron chatronic (2), Instrumentation	trol (2), Modeling (2), nstrumentation (2), Mec onic (3), Control (3), M ion (2), Robotic (3), M	Robotic (3) hatronic (3) Addeling (3) Addeling (3)		0 0 0	
	NoName1Abdul2Ahma3Ahma4Anita I5Fatima6Fazila7Hazlin8Herino	Rashid bin Husain (Asso I 'Athif bin Mohd Faudzi ( I Ridhwan bin Wahab (M sinti Ahmad (Dr.) In Hassan (Dr.) In Hassan (Dr.) In Hassan (Dr.) In binti Selamat (Assoc, Fi Is binti Abdul Rabim (Prof	(Assoc. Prof Ir. Dr.) fr.) <sup>2</sup> rof Ir. Dr.) Ir. Dr.)			Mechatronic (1), Robotic (1), Mr Robotic (2), Ins Control (1), Me	Instrumentation (1), Cont deling (1), Control (2), Ir trumentation (2), Mechatro- chatronic (2), Instrumentation	trol (2), Modeling (2), nstrumentation (2), Mec onic (3), Control (3), N ion (2), Robotic (3), N	Robotic (3) hatronic (3) Aodeling (3) Aodeling (3)		0 0 0 0	4 4
+	No Name 1 Abdul 2 Ahmar 3 Ahmar 4 Anita I 5 Fatima 6 Fazila 7 Hazlin 8 Herlin Home -	Rashid bin Husain (Asso 'Athif bin Mohd Faudzi ij Fidhwan bin Wahab (M inti Ahmad (Dr.) h Sham binti Ismail(Dr.) h Hassan (Dr.) a binti Salamat (Assoc. F binti Abdul Rahim (Prof Dashboard ~	(Assoc. Prof Ir. Dr.) (r.) Prof Ir. Dr.) Ir. Dr.) Marks - PL	O - CAR	✓ Ind	Mechatronic (1), Robotic (1), Me Robotic (2), Ins Control (1), Me	Instrumentation (1), Control (2), Ir stelling (1), Control (2), Ir strumentation (2), Mechatro chatronic (2), Instrumentation V List - Student Tra	ttrol (2), Modeling (2), instrumentation (2), Mec onic (3), Control (3), M iion (2), Robotic (3), M ick - Seminar List	Robotic (3) thatronic (3) Addeling (3) Addeling (3) Sem 4	•		
+ =	No Name 1 Abdul 2 Ahmai 3 Ahmai 4 Anita 1 5 Fatim 6 Fazila 7 Hazlin 8 Herlin Home •	Rashid bin Husain (Asso I'Athif bin Mohd Faudzi ( I Ridhwan bin Wahab (M inti Ahmad (Dr.) h Sham binti Ismail(Dr.) h Hassan (Dr.) a binti Selamat (Assoc. F binti Ahdul Rahim (Prof Dashboard ~	(Assoc. Prof Ir. Dr.) (r.) Prof Ir. Dr.) 'Ir. Dr.) Marks - PL	O - CAR	✓ Ind	Mechatronic (1), Robotic (1), M Robotic (2), Int Control (1), Me	Instrumentation (1), Cont deling (1), Control (2), Ir trumentation (2), Mechatro chatronic (2), Instrumentati	trol (2), Modeling (2), instrumentation (2), Mec onic (3), Control (3), N ion (2), Robotic (3), N ack - Seminar List	Robotic (3) hatronic (3) Addeling (3) Addeling (3) s  Sem	•	0 0 0 0	Ģ
+ =	No Name 1 Abdul 2 Ahmau 3 Ahmau 4 Anita I 5 Fatimu 6 Fazila 7 Hazlin 8 Herlin Home -	Rashid bin Husain (Asso I'Athif bin Mohd Faudzi (i Ridhwan bin Wahab (M Indi Ahmad (Dr.) h Sham bini Ismail(Dr.) h Hassan (Dr.) a binti Selamat (Assoc. F binti Ashuli Rashim (Prof Dashboard ~	(Assoc. Prof Ir. Dr.) Prof Ir. Dr.) 'Ir. Dr.) Marks - PL	O - CAR	✓ Ind	Mechatronic (1), Robotic (1), Mr Robotic (2), Int Control (1), Mr Main List •	Instrumentation (1), Contin deling (1), Control (2), Ir trumentation (2), Mechatro chatronic (2), Instrumentati V List ~ Student Tra	ttrol (2), Modeling (2), Instrumentation (2), Mec anic (3), Control (3), M iion (2), Robotic (3), M ack + Seminar List	Robotic (3) hatronic (3) Addeling (3) Addeling (3)	,	0 0 0 0	Q



### Preparing Seminar Presentation Schedule

# 1. Assign Session and Panel Evaluation

STEP 1: Choose panels from the dropdown menu.

STEP 2: Choose track from the dropdown menu.

\* Below are the two indicators as guidance to choose valid panels:

> The Panel is also the Supervisor of the session. The panel is assigned with more than one session.

Search	+ fx		5 <b>▼</b> \$ % .0 <u>,</u> .0 <u>0</u> 12	23 - Default (Ari	2 • B <i>I</i> <del>S</del> <u>A</u>	데 * 보 * 글 * 23 표 🤌	- 19	
- 1	A B C	D	E		F	G H	1	J
2	FYP 1 Semi	nar Schedule						
3	*Please assign th	a seminar session to students hef	ore assigning the panels in	the following table				
5	n loado addigin an			r the following table				
7	Seminar Panels Session	Panel 1	Panel 2	Par	el 3	Panel 4	Track	
8	1		*	× Ruz	airi bin Abdul Rahim (Prof.	-	<ul> <li>Instrumentation</li> </ul>	<b>-</b>
	2			Dr.)		-	- Marchatanaia	
9	2	(Assoc. Prof Dr.)		amed All (Assoc.		-	Mechatronic	
10	3	Ahmad 'Athif bin Mohd Faudzi	Monamad Hafis Izran b	bin Ishak(Dr.)		÷	· · ·	
	4	(Assoc. Prof Ir. Dr.)	<ul> <li>Fatimah Sham binti lon</li> </ul>	mail/Dr )		*	STED 2	
11	4	Abidin (Assoc. Prof Dr.)	r auman onam binti Isr	nan(Dr.)			JILP Z	
12	5	Herlina binti Abdul Rahim (Prof	<ul> <li>Shafishuhaza bte Sahl</li> </ul>	an (Ir. Dr.)		÷	<ul> <li>Control</li> </ul>	-
13	6	Khairul Hamimah binti Abas	Anita binti Ahmad (Dr.)	· · · ·		¥	<ul> <li>Mechatronic</li> </ul>	*
10		(Dr.)						
14	/	Neerbazirah hinti Supar (Dr.)	<ul> <li>Mobd Shukri bin Abdul</li> </ul>	Monof (Mr.) ×		- -	<ul> <li>Control</li> <li>Mochatronia</li> </ul>	* *
16	9	Herman bin Wabid(Dr.)	<ul> <li>Nasarudin bin Abmad i</li> </ul>	(Mr.)		• ·	<ul> <li>Control</li> </ul>	*
17	10		-	-		÷	<ul> <li>Mechatronic</li> </ul>	*
18	11		-	-		÷	<ul> <li>Control</li> </ul>	Ψ
19	12	Yeong Che Fai (Assoc. Prof	<ul> <li>Mohamad Amir Shams</li> </ul>	sudin (Dr.)		Ť	<ul> <li>Mechatronic</li> </ul>	*
20	13	Sallehuddin bin Ibrahim	* Mohd Amri Md. Yunus	(Dr.) -		·	- Control	*
21	14	Leow Pei Ling (Assoc. Prof Dr.)	Ahmad Ridhwan bin W	/ahab (Mr.)		¥	<ul> <li>Mechatronic</li> </ul>	-
22	15	Hazlina binti Selamat (Assoc.	<ul> <li>Lim Cheng Siong (Dr.)</li> </ul>			÷	<ul> <li>Mechatronic</li> </ul>	*
		Prof Ir. Dr.)						
23	16	Mohd Ridzuan bin Ahmad (Assoc. Prof Ir. Dr.)	<ul> <li>Mohd. Saiful Azimi bin</li> </ul>	Mahmud (Dr.)		Ť	<ul> <li>Instrumentation</li> </ul>	*
24	17	Sallehuddin bin Ibrahim (Assoc. Prof Dr.)	<ul> <li>Shafishuhaza bte Sahl</li> </ul>	an (Ir. Dr.)		*	<ul> <li>Mechatronic</li> </ul>	*
25	18		*	¥		¥	<ul> <li>Mechatronic</li> </ul>	w.
26	19		*	*		*	*	*
27	20		*	-		•	*	*
28	The Pane	lie also the Supervisor of the ses	eion					
30	The pane	I is assigned with more than one	session.					
31		-						
32								
33	Seminar Details							
+ =	PLO - CAR -	Individual PLO - Main I	ist - SV List -	Student Track - Sei	minar Lis Seminar	Schedule 🔻		



### Preparing Seminar Presentation Schedule

# 2. Complete the Seminar Details

Scrolling down the Seminar Schedule sheet, the following information need to be set for each session :

- Date
- Time
- Venue/Meeting Link

\* The auto-generated table can be found by scrolling down the current sheet.

Search the menus	s (Option+/)	🗠 겸 🖶 100% - \$ %	.0 .00 123 ▼ Default (Ari ▼ 12	▼ B I S A S. E EE ▼	
- <i>f</i> x	B C	D	E	F	G
1	EVP 2 Semina	r Schedule			
-		ochedule			
31	Seminar Details	Date	Time	Venue	
33	1	23.Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
34	2	22 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
35	3	23 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
36	4	23 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
37	5	22 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
38	6	23 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
39	7	23 Jun 2021	2:00 PM	Recordable Online Platform Webex / Zoom / Google Classroom	
40	8	23 Jun 2021	9:00 AM	Recordable Online Platform Webex / Zoom / Google Classroom	
41	9	23 Jun 2021	2:00 PM	Recordable Online Platform	
+   Dashbo	oard - Main List -	🔒 Student Track 👻 SV List 👻	Seminar List     Seminar	Schedule 🔻	



### The Dashboard

The dashboard is used for monitoring the course through the following live update plots and tables

- 1. Evaluation progress.
- 2. Grade distribution.
- 3. PLO achievement.





### Marks

Marks summary sheet shows a live update of the students marks under the facilitator supervision.

Marks of every assessment, total marks, grade and PLO achievement can be found in this sheet.

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	В	C	E	G	н	1	J	К	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR
		2.1 Marks and Grades																
•D	lo no	ot edit or enter any value on this sheet												PLO9	PLO8	PLO6	PLO10	PLO11
ľ	NO	Student	SV Code	Allowed for Seminar	Progress 30%	Log Book 10%	Report 2	2nd Reader 15%	Seminar 30%	60%	Final 40%	10tal 100%	Grade	CLO1 32.00%	CLO2 26.00%	CLO3 18.00%	9.00%	CLO5
Т	1	ABDELRAHMAN ABDELMONEM	SV3	YES	27.58	8.67	11.11	12.78	27.50	55.08	32.56	87.64	А	0.91	0.83	0.88	0.79	0.96
	2		SV/13	VES	26.13	8.67	13 33	12 78	26.50	52.63	34 78	87.41	۵	0.86	0.93	0.82	0.86	0.96
	2	ABDUL GHANI SAFED OTHMAN AL-AMODI	SV2	YES	25.16	8.67	12.78	12.78	27.50	52.66	34.70	86.88	A	0.87	0.85	0.82	0.80	0.80
	4	AHLAM FORQAN	SV23	YES	18.87	7.33	10.56	13.89	27.00	45.87	31.78	77.65	A-	0.80	0.81	0.84	0.57	0.78
:	5	AHMAD AQIL BIN YACKOB	SV16	YES	25.65	9.33	10.00	10.56	25.50	51.15	29.89	81.03	А	0.77	0.79	0.85	0.78	0.85
1	6	AHMED HANY MOHAMED YOUNES SOULTAN ELBARY	SV24	YES	27.10	9.33	12.78	10.00	19.50	46.60	32.11	78.71	A-	0.72	0.74	0.81	0.71	1.00
	7	ALAA FAISAL ALI AL-FAHAD	SV13	YES	23.71	8.00	12.22	13.33	27.50	51.21	33.56	84.77	A	0.86	0.80	0.89	0.86	0.81
i	8	ASSEM JAMEEL AHMED THABET AL-QERSHI	SV19	YES	23.23	8.00	11.67	12.22	27.00	50.23	31.89	82.11	A	0.86	0.75	0.90	0.71	0.81
3	9	ELBARAA ABDELFATTAH ABDALLA ELSAWAH REFAIE	SV2	YES	27.58	9.33	14.44	11.67	27.00	54.58	35.44	90.03	A+	0.89	0.87	0.83	0.89	0.93
1	10	HASSAN MOHAMMED SHAIKH AL-KAFF	SV15	YES	24.19	8.67	11.67	13.33	26.00	50.19	33.67	83.86	А	0.82	0.83	0.82	0.93	0.85
1	11	MAHMOUD GAMAL MAHMOUD MOHAMED FATHALLA	SV28	YES	16.94	8.67	12.78	11.67	28.00	44.94	33.11	78.05	A-	0.71	0.92	0.94	0.71	0.48
1	12	MAHMOUD JAMEEL ATTA DAASAN	SV15	YES	24.19	8.67	11.11	8.33	22.00	46.19	28.11	74.30	A-	0.67	0.75	0.63	0.86	0.85
1	13	MASHRUK JAHANGIR	SV1	YES	25.16	8.00	9.44	10.56	26.00	51.16	28.00	79.16	A	0.77	0.81	0.84	0.71	0.85
1	14	MOHAMMAD HAIZAL KHAN	SV4	YES	25.65	8.67	13.33	11.11	25.00	50.65	33.11	83.76	A	0.86	0.87	0.77	0.82	0.89
1	15	MOHAMMED KHALED ABDO AL-MUNTASER	SV31	YES	24.68	9.33	13.89	12.78	28.00	52.68	36.00	88.68	A _	0.89	0.83	0.96	0.68	1.00
1	16	MUHAMMAD HAFIZ BIN FAISAL	SV18	YES	5.32	0.00	0.00	0.00	0.00	5.32	0.00	5.32	E	0.04	0.05	0.00	0.00	0.22
1	18		SV10	VES	24.10	8.67	12.22	12.70	23.50	45.34	28.67	76.36	A-	0.62	0.62	0.71	0.07	0.85
-	10		SV10	VES	24.19	8.00	13.89	11.67	23.50	50.76	20.07	84.31	A-	0.84	0.69	0.70	0.93	0.05
2	20	MOHAMMAD YUSUE BEEN HASHEM	SV18	YES	30.00	10.00	13.89	13.89	28.00	58.00	37.78	95.78	A+	0.83	0.79	0.76	0.70	1.00
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	sh	board 👻 Main List 👻 🖻 Student T	Track 👻	SV List 👻	🔓 Semin	ar List 👻	Seminar S	Ma	irks	▼ PL	.0 - Di	ummyShee	et ≁ - 4	•				



### **Coordinator File Sheets List**

- 1. Home
- 2. Dashboard
- 3. Marks
- 4. PLO
- 5. CAR
- 6. Individual PLO
- 7. Main List
- 8. Student Track
- 9. Seminar List
- 10. Seminar Schedule

# Hidden From the Coordinator View (can be manually unhide)

- 11. Form Responses Student
- 12. Form Responses SV

13. Tracker 14. Version