

Redevelopment of a Health and Safety Intranet Toolkit: A Student Internship

Nicholas Murphy
University of Canterbury
Christchurch
New Zealand

Trevor Nesbit
University of Canterbury
Christchurch
New Zealand
trevor.nesbit@canterbury.ac.n

Z

ABSTRACT

This poster presents a summary of a 3rd year Information Systems internship that was completed as part of the Project Management Office at the University of Canterbury. The project that was undertaken by the student was a redevelopment of the University's Health and Safety Department's Intranet Toolkit. The student who completed the internship was completing a double major in Information Systems and Human Resource Management.

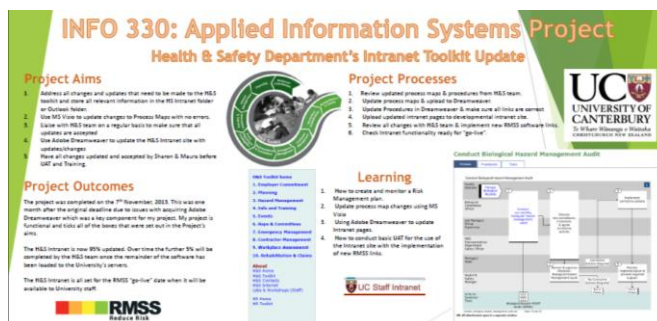
The poster presents the aims, processes and outcomes of the project as well as the specific areas of learning for the student which included how to create and monitor a risk management plan, updating process maps using Microsoft Visio, using Adobe Dreamweaver to update Intranet pages and how to conduct basic user acceptance testing (UAT) for the use of the Intranet site with the implementation of new RMSS links

Categories and Subject Descriptors

H.3.5 [Online Information Services]: Web-based Services

Keywords

Health and Safety, Intranet, Internship



1. INTRODUCTION and BACKGROUND

Students completing the Information Systems major in the Bachelor of Commerce at the University of Canterbury are able to complete a 30 point internship course (INFO330 – Applied Information Systems Project), that requires the student to complete a 200 hour work based project and complete other associated academic work. This poster presents an outline of the project, the processes that were undertaken as well as the learning outcomes for the student.

The student completing the internship was completing a double major in Information Systems and Human Resource Management. The internship was completed as part of the Project Management Office (PMO) at the University of Canterbury where the student redeveloped the Health and Safety Department's Intranet Toolkit. The project was of particular relevance given that the student was also completing the Human Resource Management major.

2. THE PROJECT

There were five main aims for the project with these being shown in Table 1.

Table 1. Sprints Used in Project

1.	Address all changes and updates that need to be made to the H&S toolkit.
2.	Update changes to the process maps using MS Visio
3.	Liaise with H&S team on a regular basis to ensure all updates are accepted
4.	Update H&S Intranet site using Dreamweaver
5.	Have all changes accepted by supervisors prior to testing and training

The project was completed and implement successfully (see figure 1) with 95% of the site having been updated with the remaining 5% to be updated over a period of time.

One of the key factors in the successful completion of the project was the ongoing communication with a range of stakeholders.

This poster paper appeared at ITX 2014, incorporating the 5th annual conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2014) and the 27th Annual Conference of the National Advisory Committee on Computing Qualifications, Auckland, New Zealand, October 8-10, 2014. Mike Lopez and Michael Verhaart, (Eds).



Figure 2. Screen Shot From Redeveloped Intranet Site

A risk management plan was adopted and followed for the project with this enabling the project to stay on track.

3. STUDENT LEARNING

A significant amount of learning took place during the completion of the project along with a number of skills being enhanced and further developed. Aspects of student learning that were of most significance are shown in Table 2.

Table 2. Significant Areas of Student Learning

How to create a monitor a Risk Management Plan
Updating of process maps using MS Visio
Using Dreamweaver to update Intranet/Internet pages
Conducting basis User Acceptance Testing (UAT) for the use of the Intranet site with the implementation of new RMSS links

4. CONCLUSIONS

The project met the requirements that were originally set down and the learning achieved by the student included the development of real life practical skills that could be taken into other contexts. This is similar in nature to what has been described by a number of writers as making the learning real [1], [2], [4], [5].

The balance between the product created and the process gone through as also interesting in this project with this concept having been highlighted in the literature [3],[4].

5. REFERENCES

- [1] Fincher, S. Petre, M. and Clark, M Eds. (2001) *Computer Science Project Work: Principles and Pragmatics*. London, Springer.
- [2] Garrett, P., Youngman, D., McCormack, J., Rosescu, C. and Mann S. (2003) Characteristics of Success – Virtually There. *Proceeding of the Sixteenth Annual Conference of the National Advisory Committee on Computing Qualifications*, Palmerston North, July 2003.
- [3] Mann, S., Smith, L. (2006) A value proposition model for capstone projects retrieved 15 April, 2012 from the Computing and Information Technology Research and Education in New Zealand website: www.citrenz.ac.nz/conferences/2006/papers/175.pdf
- [4] McNamara, J., Kift, S., Butler, D., Field, R., Brown, C., Gamble, N. (2012) Work-integrated learning as a component of the capstone experience in undergraduate law retrieved 15 April, 2012 from the Asia-Pacific Journal of Cooperative Education website: www.apjce.org/files/APJCE_13_1_1_12.pdf
- [5] White, F. (2010) Learning Communities, Internships and Capstone Projects retrieved 15 April, 2012 from the WACE website: http://www.waceinc.org/hongkong/linkdocs/papers/US/Referred_Paper_2.pdf