Web-based Workflow System
for St. James' Settlement

CSIS0801 Final Year Project 2012-2013
Detailed Project Plan

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Project Homepage:
http://i.cs.hku.hk/fyp/2012/fyp12020/

Table of Contents

1 Objectives

Recently, the St. James' Settlement centre is using lots of spreadsheets for the whole workflow system. There are many duplicated fields in different spreadsheets and it's very time-consuming and easy to have human errors to group all those spreadsheets manually into a report for Social Welfare Department. Moreover, it wastes paper as there are many attachments for each form. Last but not least, School Social Workers which are not working in the center, need to send the form via fax. It's difficult to edit it if changes are required.

Therefore, our web-based workflow system will help them to facilitate the whole workflow. It saves paper as all the forms are filled in the web-based system. Also, it can generate report, which reduces workload of administrative staff, saves time and increases accuracy as calculations are done by the system.

2 Methodology

_____

2.1 Softwares that we use for development
2.1.1 Microsoft Visual Studio 2010 with .NET Framework 4 and C#

The .NET Framework is an integral Windows component that supports building and running the next generation of applications and XML Web services. The .NET Framework is designed to fulfill the following objectives:

- To provide a consistent object-oriented programming environment whether object code is stored and executed locally, executed locally but Internet-distributed, or executed remotely.
- To provide a code-execution environment that minimizes software deployment and versioning conflicts.
- To provide a code-execution environment that promotes safe execution of code, including code created by an unknown or semi-trusted third party.
- To provide a code-execution environment that eliminates the performance problems of scripted or interpreted environments.
- To make the developer experience consistent across widely varying types of applications, such as Windows-based applications and Web-based applications.
- To build all communication on industry standards to ensure that code based on the .NET Framework can integrate with any other code.

.NET Framework in context
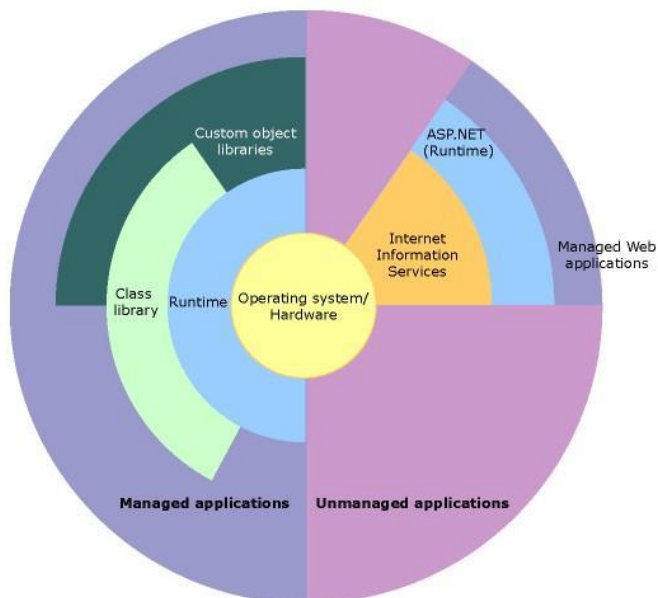
The following sections describe the main components and features of the .NET Framework in greater detail.

Reference:
http://msdn.microsoft.com/en-us/default.aspx

2.1.2 MySQL

The MySQL database has become the world's most popular open source database because of its high performance, high reliability and ease of use. It is also the database of choice for a new generation of applications built on the LAMP stack (Linux, Apache, MySQL, PHP / Perl / Python.) Many of the world's largest and fastest-growing organizations including Facebook, Google, Adobe, Alcatel Lucent and Zappos rely on MySQL to save time and money powering their high-volume Web sites, business-critical systems and packaged software.

MySQL runs on more than 20 platforms including Linux, Windows, Mac OS, Solaris, IBM AIX, giving you the kind of flexibility that puts you in control. Whether you're new to database technology or an experienced developer or DBA, MySQL offers a comprehensive range of database tools, support, training and consulting services to make you successful.

Reference:
http://www.mysql.com/

3 Background

3.1 Case Statistics
3.1.1 Target Users
School social workers and administrative staff in centres

3.1.2 Target Locations
Centres and schools

3.1.3 Current Situation
3.1.3.1 General Clarifications
i. Assume all workers are social workers.
ii. Fields with code (e.g. AR1) in the spreadsheets are fields that will put in the reports.
   ● Except fields that are crossed out, all fields should be stored in the database.
   ● Short term: NS = Non-subvented.
   ● School Social Worker works for independent school. Other social workers who are not classified as 'School Social Workers' may also work for schools. We only need to classify the workers into 'social workers who work for independent school' and 'social worker who does not work for independent school'. The requirement and counting for these two types of social worker are different.
   ● Old data can be ignored and doesn't require saving into the database.

iii. Some important attributes of Social Worker entity that are specified by the client:
   ● Subvented (True / False)
   ● Centre that the social worker belongs to

3.1.3.2 Input Source (original spreadsheets) Clarifications

There are totally 10 spreadsheets in their current workflow. We will introduce them one by one.

3.1.3.2.1 Activities Recording Form (AR form)

Date	Total no. by activity	# Case Interviews (Note 1)	# Visits	# Telephone Contacts with counselling elements	# Escorts	Telephone Contacts	Brief / Casual Contact	Internet Contacts (Include ICQ, MSN & SMS)	Letter / Referrals / Reports	Groups / Programme Sessions for Clients	Intra-school Contacts	Other Collateral Contacts	Case Conferences	Others (please specify)
01/04/12	0													
02/04/12	0													
03/04/12	0													
04/04/12	0													
05/04/12	0													
06/04/12	0													
07/04/12	0													
08/04/12	0													
09/04/12	0													
10/04/12	0													
11/04/12	0													
12/04/12	0													
13/04/12	0													
14/04/12	0													
15/04/12	0													
16/04/12	0													
17/04/12	0													
18/04/12	0													
19/04/12	0													
20/04/12	0													
21/04/12	0													
22/04/12	0													
23/04/12	0													
24/04/12	0													
25/04/12	0													
26/04/12	0													
27/04/12	0													
28/04/12	0													
29/04/12	0													
30/04/12	0													
	0													

ST. JAMES' SETTLEMENT
Youth Services
AR 1   CASE RELATED WORKLOAD MEASUREMENT
Activities Recording Form

Social Worker : _____
Centre / School : _____
Month : April,2012

AR

IT calculation   Note 1 : 1 case interview is equivalent to 1 core program session (cases only refer to those with treatment plans and case records)   (9/2008)
#: Case interview should include interview with principal clients and their significant systems, conjoint interview, purposeful telephone interviews, escorts and home visits.

- Each form is filled per month and per social worker.
- Input by social workers.
- AR1 fields marked in the AR form are part of the information needed in the J2 Report. J2 Report is a report for the Social Welfare Department. The database of the system should store all the fields in the AR form including the first 4 fields.
- Do not need an extra field to store the total number of activities since we can calculate it by other fields.

3.1.3.2.2 Enquiry Input Data Form for Youth Services (EN form)

EN

ST. JAMES' SETTLEMENT
ENQUIRY DATA INPUT FORM FOR YOUTH SERVICES

Name of School / Centre: _____ Worker: _____ Month: _____

Total no of liaison contacts with non-school-based community resources excluding those related t _____ (EN1)

Date (D/M/Y)	Sex M/F	Type of Major Enquirers * (Please mark "1" the appropriate column)														Content of Enquiry * (Please mark "1" when appropriate)														Name of Enquirers	T/F
		Total: 0														Total: 0 EN2														
		Student							Guidance Teacher	Other School Staff	Family Member	Student-Related Committee	School/Parent-Related Committee	Others	School-Related Issues	Development Adjustment	Emotion/Mental Health	Family	Social Norms	Sex-Related Issues	Peer Relationship	Teacher/School System	Extra-cur. Activities	Social Work/Social Service	Students' issues in general	Drug-related issues	Others		
		F. 1	F. 2	F. 3	F. 4	F. 5	F. 6	F. 7																					
	M/F	01	02	03	04	05	06	07	08	09	10	11	12	98 (pl. specify)	01	02	03	04	05	06	07	08	09	10	11	12	98 (pl. specify)		T/F
																													-
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→EN3

- Each form is filled per month and per social worker.
- Input by social workers.
- Each entry of this form should include: Date, Sex, Type of Enquirers (may have 'others'), Type of Enquiry (may have 'others'), Name of Enquirers (optional).
- If the same person enquires more than once or different things in a day, it will count as multiple entries
- (one enquiry per entry/ row)

8

3.1.3.2.3 Quarterly Record of Service Recipients Served per Worker (SR form)

ST. JAMES' SETTLEMENT
Youth Services – Integrated Team
Quarterly Record of Service Recipients Served per Worker

SR

Definition: Total number of service recipients served by the unit refers to the sum of the number of service recipients individual worker of the unit. Any individual service recipients served by more than one worker in the quarter should recipients" (including children and youth, their parents, their significant others etc.) should (i) be networked through participated in at least 3 core programme / interview sessions per quarter (Case interview should include interview wi significant systems, co-joint interview, purposeful telephone interviews, escorts and home visits)

Name of worker: _____   Period: From ~~January,2013~~ to _____ ~~2013~~

No. of service recipients: _____ 0 (SR1)   < Agreed level: 45 at any one time >

(Remarks: Active cases no need to count since Adm. Assistant will compile it.)

No.	Name	N	P / G Code	No.	Name	N
1				26		
2				27		
3				28		
4				29		
5				30		
6				31		
7				32		
8				33		
9				34		
10				35		
11				36		
12				37		
13				38		
14				39		
15				40		
16				41		
17				42		
18				43		
19				44		
20				45		
21				46		
22				47		
23				48		
24				49		
25				50		

- Each form is filled per quarter [Apr-Jun / Jul-Sept / Oct-Dec / Jan-Mar] and per social worker.
- Input by social workers.
- The database should store the total number of SR only but not the details
- Possible ways to input 'Name of Worker' (suggested by the client):
  - use login authentication (login automatically since they have logged in the computer)
  - choose user from drop down list

3.1.3.2.4 Youth Services - Caseload (CL form) & Caseload and Activities Recording for School Social Work (SSWCL form)

CL

St. James' Settlement

Youth Services- Caseload

Month of July, 2012

Causeway Bay Integrated Team (CBIT)

Worker	Anita Wong	Kei	Sara Yu	Wang Pui Lung	Lam Yick Man	Niki Lai	Elaine Siu	Wang Pui Lung	Laureen Yim		Florence Lau	TOTAL	Wayne	Cindy	Sams
	VG	SG	LT	OR	KL	KL	TL	LT	LT	OR	MH				
No. of Cases c/f from last month												CL3	34	22	4
No. of New Cases												CL4			
No. of Reactivated Cases												CL5			
No. of Cases Transferred-in												CL6			
No. of Cases Transferred-out															
No. of Closed Cases												CL1			6
No. of Closed Cases achieved goal												CL2		3	4
No. of Active Cases of the month													34	36	

4 - 6
7 - 9
10 - 12
1 - 3

Statistics \ CBIT Stat \ CBIT Caseload (4.12-3.13).xls

- Each form is filled per month and per centre/independent school.
- Each entry in the database should be filled per social worker.
- Input by clerk in centre.
- Combine 2 forms CL and SSW-CL together.

St. James' Settlement Youth Services
Caseload & Activities Recording
Month of April 2012
School Social Work (SSW)

SSW CL

Worker	Angela Chan	Chan Yuen Chee	Cheung Lap Kei	Cheung Lap Kei	Total
	SMS	SPS	SMS	SPS	
No. of Cases c/f from last month					SSWCL1
No. of New Cases					SSWCL2
No. of Reactivated Cases					ESWCL3
No. of Cases Transferred-in					
No. of Closed Cases					SSWCL4
No. of Closed Cases achieved goal					SSWCL5
No. of Active Cases of the month					

(NS)

Worker	Connie Cheung	Irene	Total
	SPS	SPPS	
No. of Cases c/f from last month			
No. of New Cases			
No. of Reactivated Cases			
No. of Cases Transferred-in			
No. of Cases Transferred-out			
No. of Closed Cases			
No. of Active Cases of the month			

School	Worker	Case Interviews #	Visit #	Telephone Contacts with counseling elements #	Escorts #	Telephone Contacts	Brief / Casual Contact	Internet Contacts (include ICQ, MSN & SMS)	Letter/ Referrals/ Reports	Groups/ Programme Sessions for Clients	Intra-school Contacts	Other Collateral Contacts	Case Conferences	Others	(Specify)
SMS	Angela Chan														
SPS	Chan Yuen Chee														
SMS	Cheung Lap Kei														
SPS	Cheung Lap Kei														
(NS)															
SPS	Connie Cheung														
SPPS															
SPPS	Irene														

School	Worker	Consultation	No. of liaison contacts	No. of sessions of group & program completed (count FSA)	No. of sessions of orientation / non-subvented / other progs (not count FSA)
SMS	Angela Chan				
SPS	Chan Yuen Chee				
SPS	Cheung Lap Kei				
SMS	Cheung Lap Kei				
(NS)					
SPS	Connie Cheung				
SPPS					
SPPS	Irene				

Book 5

- The short terms under the name of the worker in the form represent the school or project that the worker is working on. Circled short term in CBIT-CL form represents school that is not independent school. Non-circled one is short term for project.
- Relationship between social worker and school/project: one to many
  The database should have an entity for school/project and is linked to the entity of social worker
- No. of Closed Cases (CL1) and No. of Closed Cases achieved goal (CL2) are counted per quarter in J2. However, we should record the numbers per month and calculate the numbers per quarter afterwards.

3.1.3.2.5 CBIT Nature of Main Problem of Cases (CBIT-MP) & SSW Nature of Main Problem of Cases(SSW-MP)

CBIT-MP-1

St. James' Settlement
Youth Services - CBIT
Nature of Main Problem of Cases
Month: April, 2012

CBITMP

	MP 1					NS				
	Open	Re-open	Close	Update	Bal o/f	Open	Re-open	Close	Update	Bal o/f

A Health Problem (1-4)

1. Physical disability
2. Suspected / diagnosed mental retardation
3. Suspected / diagnosed mental disorder
4. Physical illness

B Schooling / Education Problem (5-12)

5. Suspected / diagnosed slow-learning
6. Inadequate study skill
7. Unmotivated to study
8. Truancy
9. Discontinued schooling
10. Non attendance
11. Teacher / student relationship
12. Adjustment to school

C Vocation (13-17)

13. Lack of interest in work
14. Difficulties in getting and maintaining employers
15. Uncertainty about vocational interest and career choice
16. Poor relationship with colleague(s) and / or employers
17. Difficulties in coping with stressful situation in work

D Peer Relationship Problem (18-21)

18. Undesirable peer influence
19. Inadequate social skills in relating to peers
20. Conflicts with peers
21. Problems in relating to opposite-sex peers

E Development Adjustment Problem (22-25)

22. Adjustment to physiological changes of adolescents
23. Doubts on values / identity
24. Low self-esteem
25. Courtship / dating problems

F Emotional Problem (26-29)

26. Attempted suicide / suicidal tendency
27. Inhibited / withdrawn behaviour
28. Unmanageable anxieties in stressful situation
29. Emotionally unstable

G Sex-related Problem (30-36)

30 Homosexual relationship
31 Premarital sex
32 Victim of sexual assault
33 Unwed pregnancy
34 Casual sex
35 Problematic behaviour related to sex
36 Criminal activities related to sex

H Behavioural Problem (37-47)

37 Acts of physical violence against person or property
38 Missing / running away from home
39 Frequent staying out overnight / after midnight
40 Frequenting / working in vice establishment
41 Gang / triad involvement
→ 42 Drug-taking, possession or trafficking
43 Stealing
44 Disruptive behaviour in school
45 Breaking school regulation (other than problem types 8, 9 and 10)
46 Cult involvement
47 Other criminal activities (other than problem types 36, 40, 41 and 42)

I Family Problem (48-56)

48 Sibling relationship
49 Parent / child relationship
50 Inadequate or improper parenting skill / child care problem
51 Suspected / established child abuse
52 Parent's marital relationship
53 Problems related to client's other family members
54 Accommodation
55 Financial difficulties
56 Adjustment to family crisis

J Others (57)

Bullied by classmates
Uncertainty about career interests and choice in JUPAS
Career planning
Adopting self-mutilation behavior
(NS) Trauma in childhood not yet treat
Finding School Placement
Uncertainty about career interest and planning
Uncertainty about career interest and choice

					NS				
Open	Re-open	Close	Update	Bal c/f	Open	Re-open	Close	Update	Bal c/f

St. James' Settlement
Youth Services - SSW
Nature of Main Problem of Cases
Month : April, 2012

SSW MP

	Open	Re-open	Close	Bal c/f

I School-related Issues (1-10)

1 Suspected / diagnosed slow-learning
2 Inadequate study skill
3 Unmotivated to study
4 Truancy
5 Career choice / further study
6 Non-attendance
7 Adjustment to school
8 Teacher-student relationship
9 Disruptive behaviour in school (e.g. bullying, yelling, hyperactivity, etc.)
10 Breaking school regulations (e.g. speaking foul language, smoking, cheating, etc.)

II Developmental Adjustment (11-15)

11 Adjustment to physiological change of adolescents
12 Adjustment to physical disability / illness or mental retardation
13 Doubt on values / identity (e.g. value of fairness, meaning of life, sex-role identification, etc.)
14 Low self-esteem
15 Courtship / dating

III Emotion / Mental Health (16-21)

16 Attempted suicide / suicidal tendency
17 Inhibited / withdrawn behaviour
18 Unmanageable anxieties in stressful situation (e.g. examination or crisis, etc.)
19 Post-traumatic emotional adjustment (e.g. witness of disaster, victim of sexual assault, etc.)
20 Emotionally unstable
21 Suspected / diagnosed mental disorder

IV Family (22-30)

22 Sibling relationship
23 Parent / child relationship
24 Inadequate parenting skills / child care problem
25 Suspected / diagnosed child abuse
26 Parent's marital relationship
27 Problems related to student's other family members
28 Accommodation
29 Financial difficulties
30 Adjustment to family crisis

Main Problem.xls/4.12-SMS

14

	Open	Re-open	Close	Bal c/f

V Social Norms (31-40)

31 Acts of physical violence against person or property
32 Drug-taking, possession or trafficking (including psychotropic drug)
33 Stealing
34 Criminal activities related to sex
35 Gang / triad involvement
36 Other criminal activities other than items 31 to 35
37 Missing / running away from home
38 Frequent staying out overnight / after midnight
39 Frequenting / working for girlie establishment
40 Cult involvement

VI Sex-Related Issues (41-44)

41 Homosexual relationship (refers to homosexual inclination and activities)
42 Premarital / casual sex
43 Unwed pregnancy
44 Problem behaviour related to sex (e.g. reading pornography, peeping, etc.)

VII Peer Relationship (45-48)

45 Undesirable peer influence
46 Inadequate social skills in relating to peers
47 Conflicts with peer
48 Problems in relating to opposite-sex peers

VIII Others (49,99)

49 Problem behaviour related to information technology (e.g. Internet, ICQ etc.; not including electronic games)
99 Others:

	Open	Re-open	Close	Bal c/f
	0	0	0	0

- Each form is filled per month and per social worker.
- Input by clerk in centre
- Two separated forms for Centre Social Worker (CBIT-MP) and School Social Worker (SSW-MP)
- Drug problems should be counted separately. E1 has a field which only counts drug problems. The number of social norm problems should exclude the drug problems.
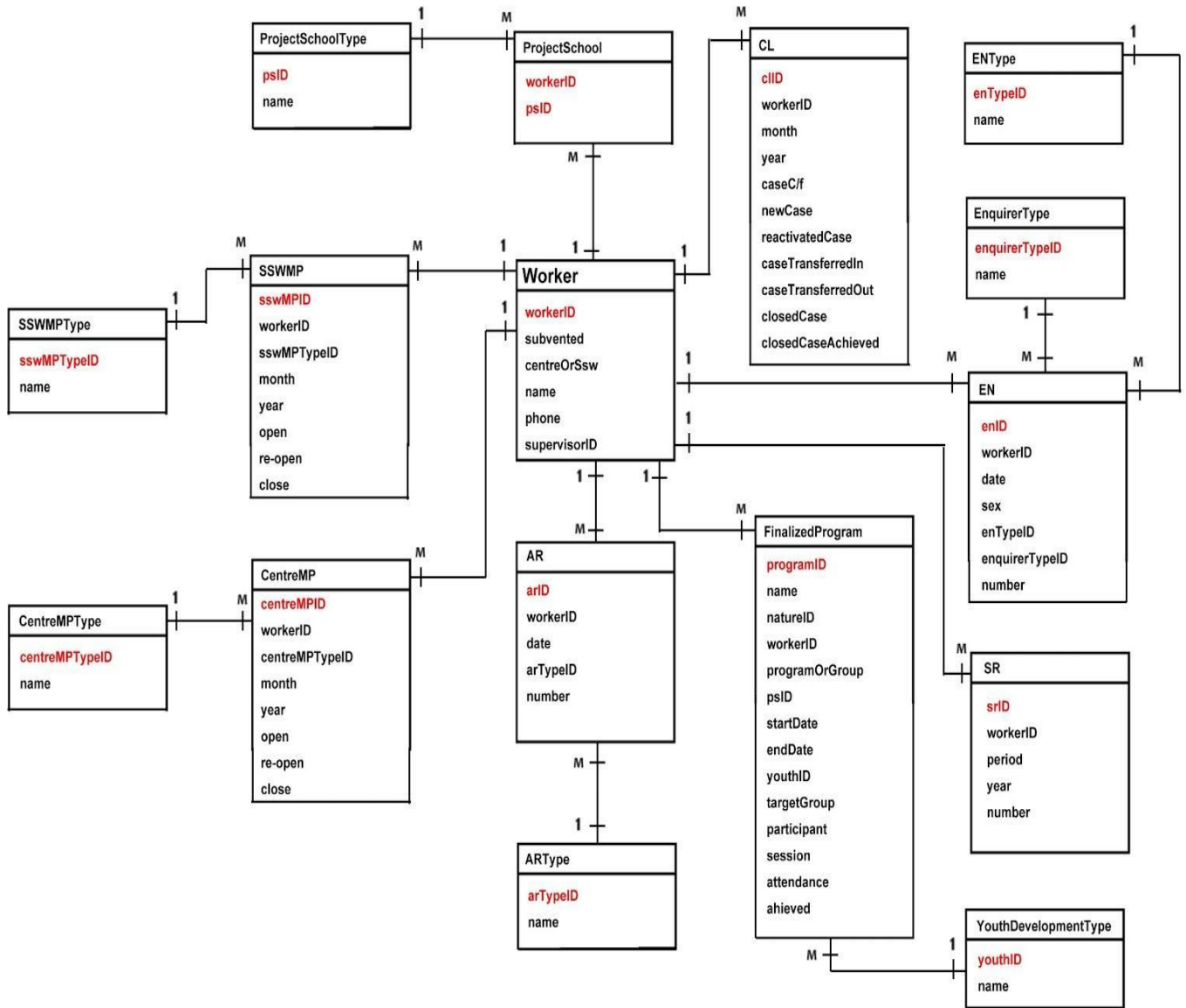
3.1.3.2.6 Program and Group (PG form)

No.	Staff	Program / Group	School	Code	Name	Date / Period	* Nature Major	# Youth Development	Target Group	No. of Participants	No. of Sessions(s)	Total No. of Attendance	Status Goals achieved or not

PG.xlsx\9.12   P.1

- Each form is filled per month and per all social workers
- Input by clerk in centre.
- This form summarizes the finalized P&G Activities.
- One program per entry.
- Meaning of the fields:
  - No.: dummy field for counting
  - Staff: name of person in charge
  - Program/Group: select program or group
  - School: name of school (can be null)
  - Code: program code, Name: name of the program
  - Date/Period: Start Date and End Date
  - Nature: "性質" in P&G form choice 1-5 and SSW code
  - Youth Development: "性質" in P&G form choice A-D (can be null)
- The database should store whether the activity is related to drugs/parenting-skills/NA or not. This field should be flexible for adding new type. (need an entity for the types)
- No. of attendance for one program: For example, if a program has 10 sessions and a participant has attended 7 sessions, it will count as 7 for attendance. (Sum up all the number of attendance of the participants of that program)

16

3.2 Class Diagram

ProjectSchoolType
- psID
- name

ProjectSchool
- workerID
- psID

CL
- clID
- workerID
- month
- year
- caseC/f
- newCase
- reactivatedCase
- caseTransferredIn
- caseTransferredOut
- closedCase
- closedCaseAchieved

ENType
- enTypeID
- name

EnquirerType
- enquirerTypeID
- name

SSWMP
- sswMPID
- workerID
- sswMPTypeID
- month
- year
- open
- re-open
- close

SSWMPType
- sswMPTypeID
- name

Worker
- workerID
- subvented
- centreOrSsw
- name
- phone
- supervisorID

EN
- enID
- workerID
- date
- sex
- enTypeID
- enquirerTypeID
- number

CentreMP
- centreMPID
- workerID
- centreMPTypeID
- month
- year
- open
- re-open
- close

CentreMPType
- centreMPTypeID
- name

AR
- arID
- workerID
- date
- arTypeID
- number

FinalizedProgram
- programID
- name
- natureID
- workerID
- programOrGroup
- psID
- startDate
- endDate
- youthID
- targetGroup
- participant
- session
- attendance
- ahieved

SR
- srID
- workerID
- period
- year
- number

ARType
- arTypeID
- name

YouthDevelopmentType
- youthID
- name

17

3.3 Optional Features (order by priority)
3.3.1 P&G form (previous task 1)

聖雅各福群會 青年服務
活動/小組計劃及報告

如活動/小組有參加者收費，請填寫下列資料，用以輸入義名系統：
年齡 _____ 至 _____
收費 兒童 $_____ 青年 $_____ 其他 $_____
成人 $_____ 家庭 $_____
收據備註 _____

□ 已輸入報名系統

(如沒有填寫收據備註，將視設為「請保留收據！」)

*同事請注意：
1. 所有活動/小組須於學期前提交活動計劃
2. 如活動/小組有戶外性質，請於活動學期前連同P&G一併提交「外出活動安全檢查清單」
3. 如預算支出金額超過 $500，可申請 IOU，待活動完成後一併交回單據
4. 詳細報告連P&G須於活動/小組完成後之下一個月 5號 前呈交上司

基本資料：
活動/小組編號 _____ 分類 1) Program / Group 2) Drug-related / Parenting-skills / NA
活動/小組名稱 _____
開始日期 _____ 時間 _____ 結束日期 _____ 時間 _____
邀請/合辦的學校或機構/家長人士 _____
負責職員姓名(代號) (A) _____
協助職員姓名(代號) (B) _____ (C) _____ (D) _____ (E) _____ (F) _____
(G) _____ (H) _____ (I) _____ (J) _____ (K) _____

內容描述
目的：

內容：

性質：(01-05: must select one)
- □ 01: Guidance & Counselling
- □ 02: Supportive Services
- □ 03: Socialization
- □ 04: Development of Social Responsibility & Competence
- □ 05: Non-Core
- □ SSW: Code _____ (SPCC及SMCC專用)

(A-D: optional select)
- □ A: Leadership Training
- □ B: Volunteerism
- □ C: Community Participation
- □ D: Study / exchange

形式：

對象：(01-10: multiple select)
- □ Pri. Sch □ F.1 □ F.2 □ F.3
- □ F.4 □ F.5 □ F.6 □ F.7
- □ F.7 or above □ Parent □ Housewife □ Family
- □ Working youth □ Community □ Sch. Dropout
- □ Unemployed (15 or above) □ Other (specify: _____)

(a-g: optional select)
- □ a: C&Y gang □ b: New arrival □ c: C&Y-disability
- □ d: C&Y-after sch opt servic □ e: C&Y-single par fam □ f: C&Y-CSSA
- □ g: Youth-employment service

地點：

收支預算 [計劃用] [報告用]

	[計劃用]		[報告用]	
參加者收費	$	x	$	x
	$		$	
青晴優惠計劃參加者收費	$		$	
外間基金資助 請註明	$		$	
學校資助 請註明	$		$	
共收入	$		$	
程序物資	$		$	
食物 / 飲品	$		$	
交通	$		$	
膳費	$		$	
場地 / 器材租金	$		$	
導師費 / 義工津貼	$		$	
獎品 / 紀念品	$		$	
攝影 / 郵費	$		$	
其他：	$		$	
其他：	$		$	
其他：	$		$	
共支出 (>$3000須由高經審批)	$		$	
*[+/-] (盈絀資助 ≥$3000須由高經審批)	$		$	
備註：	取回正本單據 □ 需要 □ 不需要			
會計同事專用：				

服務統計

Goals achieved or not: □ Achieved □ Not achieved

	計劃用	報告用
日期		
個別工作人員代號		
活動/小組數目		
節數		
名額		
報名人數		
參加者出席人次		
協助義工人數		

負責職員： _____ 日期： _____ 負責職員： _____ 日期： _____
核准計劃： 上司簽署 / 日期： _____ **核准報告：** 上司簽署 / 日期： _____
高經簽署 / 日期： _____ 高經簽署 / 日期： _____

請於活動舉行前提交：
( ) 外出活動安全檢查清單
( ) 把資料存入NIS（Dept內的所有活動建存入NIS；學校活動如有參加者收費，亦需存入NIS，否則便不需要）

請於活動完結後提交：
(✓) 活動出席表 ( ) 義工服務出席表 ( ) 撥款報銷檢討報告 ( ) 宣傳單張及印刷品 ( ) 活動照片一張
( ) 活動日誌表 ( ) 家長通知書 ( ) 檢討問卷及結果分析 ( ) 印刷刊物所附的資料 (Softcopy並付活動資料)
( ) 活動收支表 ( ) 招募會員 (* 口頭訪談 / 設計問卷問卷) ( ) 放上KM

revised on 12.2011 (SQS 3)

3.3.2 Import spreadsheets into the system
3.3.3 Auto login (track the authentication of window login)
3.3.4 Compensation leave and Overtime form

4 Schedule (before Phase II)

Date	Events
6-9-2012	1st meeting with the client at the University
20-9-2012	2nd meeting with the client at client's workplace
11-10-2012	3rd meeting with the client at client's workplace
14-10-2012	Deliver Detailed Project Plan
15-10-2012 to 21-10-2012	Meeting with Dr. Ting
25-10-2012	4th meeting with the client at client's workplace
Mid-November	Build up database Meeting with Dr. Ting
15-11-2012	5th meeting with the client at client's workplace
29-11-2012	6th meeting with the client at client's workplace
End-November	Deliver UI
December	Coding
13-12-2012	7th meeting with the client at client's workplace
20-12-2012	8th meeting with the client at client's workplace
January	Prepare presentation
3-1-2013	9th meeting with the client at client's workplace
Mid-January	Deliver half-finished system
17-1-2013	10th meeting with the client at client's workplace
27-1-2013 (Phase II)	Deliver preliminary implementation and Detailed interim report