# UNIVERSITI TEKNOLOGI MALAYSIA

## FACULTY OF COMPUTING

## INDUSTRIAL TRAINING REPORT

### XTRAORDINARY DIGITAL (XD) SCHOOL: CARE2RUN'S 10TH ANNIVERSARY WEBPAGE, STUDENT ENQUIRY FORM FOR XD SCHOOL WEBPAGE, FUNCTIONAL ACADEMICS CONTINUITY, NEW PROGRAMMES AND SCHEDULE

By

NOR ALYA BINTI MOHAMAD NOR
(A21EC0105)

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BACHELOR OF COMPUTER SCIENCE (GRAPHICS AND MULTIMEDIA SOFTWARE)

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|---|---|
| TRAINING PLACE: | XTRAORDINARY DIGITAL (XD) SCHOOL CAMPUS, NO. 6 JALAN SS 1/32, KAMPUNG TUNKU, PETALING JAYA, 47300 SELANGOR |
| TRAINING PERIOD: | 17TH SEPTEMBER 2024 – 9TH FEBRUARY 2025 |
| SUPERVISORS: | MR. PREM KUMAR RAMADAS<br>DR. NOR HAIZAN BT. MOHAMED RADZI |
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## ABSTRACT

This report provides a complete overview of a five-month industrial training experience at Xtraordinary Digital (XD) School, from 17 September 2024 to 9 February 2025. The internship aimed to equip students with practical skills in web development, project management and teamwork within a professional work environment. The report begins with an introduction to XD School's background, organisational structure and training program, highlighting the roles and responsibilities as a Junior Web Developer intern. Chapter 2 details the specific projects and tasks assigned, including the objectives, types of work performed and the hardware and software tools utilised. The application of theoretical knowledge from academic background, practical learning and problem solving approaches are also discussed in this chapter. Challenges encountered during task execution and the methods applied to overcome them are highlighted to illustrate growth in technical and interpersonal skills. The following chapter reflects on the knowledge and insights gained from mentors, as well as the constructive feedback received. Chapter 4 concludes with an evaluation of the overall internship experience, achievements, issues faced and recommendations for future improvements to the industrial training program. This report aims to provide an insightful reflection on the internship journey, underscoring both the technical and personal growth achieved at XD School.

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## LIST OF ABBREVIATIONS

| | | |
|---|---|---|
| UTM | - | Universiti Teknologi Malaysia |
| XD | - | Xtraordinary Digital |
| C2R | - | Care2Run |
| HOD | - | Head of Department |
| CID | - | Coach and Instructional Design |
| CC | - | Content Creation |
| HH | - | Helping Hand |
| WD | - | Web Development |
| SEO | - | Search Engine Optimisation |
| KL | - | Kuala Lumpur |
| CMS | - | Content Management System |
| Q&A | - | Question and Answer |
| SDLC | - | Software Development Life Cycle |

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# CHAPTER 1

# INTRODUCTION

## 1.1 Introduction

Chapter 1 provides an overview of Xtraordinary Digital (XD) School and its mission to create an inclusive learning environment for individuals of all abilities. It begins with a background on XD School, detailing its founding purpose and close collaboration with the Care2Run (C2R) organisation. This chapter delves into the organisation's structure, describing each department's role and responsibilities in supporting XD School's mission. Additionally, the chapter covers the scope of the internship experience at XD School, outlining the roles, responsibilities and skills obtained during the internship period. Finally, it presents the structure of XD School's internship training program, which is designed to equip interns with the skills needed to make meaningful contributions to the organisation's mission.

## 1.2 Organisation Background

Xtraordinary Digital (XD) School is a unique learning platform for children and adults of all abilities, specialising in providing inclusive and creative skills-building programs. XD School was established in 2016, began as a media production studio to support the non-profit sports-based organisation, Care2Run (C2R). Since then, XD School has expanded to offer professional training and educational programs suited to individuals with diverse needs. Its mission is to foster an inclusive, accommodating and fulfilling learning environment, making it the first organisation in Asia to provide a wide range of programs designed to be accessible to people with Autism, ADHD, Bipolar Disorder, Dyslexia, Down Syndrome, gifted abilities and more.

XD School was founded on the vision of bridging the gaps in digital education, particularly for differently-abled individuals. With an objective to transform traditional education, XD School offers gamified classrooms, individualised coaching support, practical training and a practice workbook shared with students and parents. XD School's programs include Functional Academics, Smartphone Photography Challenge, Holiday Camp Programme, Mastering Learning Mindset, Micro Credentials, Junior Coaching Programme and Digital Citizenship Series.

Care2Run (C2R), XD School's sister organisation, was founded in 2015 as a non-profit social enterprise with a mission to empower differently-abled and under-served youth through adaptive sports programmes. C2R collaborates with various partners such as the Ministry of Education Malaysia, National Autism Society of Malaysia (NASOM), Kiwanis Down Syndrome Foundation and academic institutions like the Faculty of Medicine at the University of Malaya and the University of Tsukuba in Japan. C2R's evidence-based approach has enabled it to extend its reach across Malaysia, Japan, United States, Thailand, Singapore, Australia, Bahrain and South Africa under the motto, "Transforming Lives Through Sports."

Figure 1.1 XD School and C2R Logo

Both XD School and C2R have distinct logos that represent their missions and values as in Figure 1.1. While XD School focuses on digital education and personal development for a diverse range of learners, C2R emphasizes empowering youth through sports. Together, these organisations represent a common goal of diversity, growth and the transformation of lives through creative and athletic education.

## 1.3 Organisation Structure

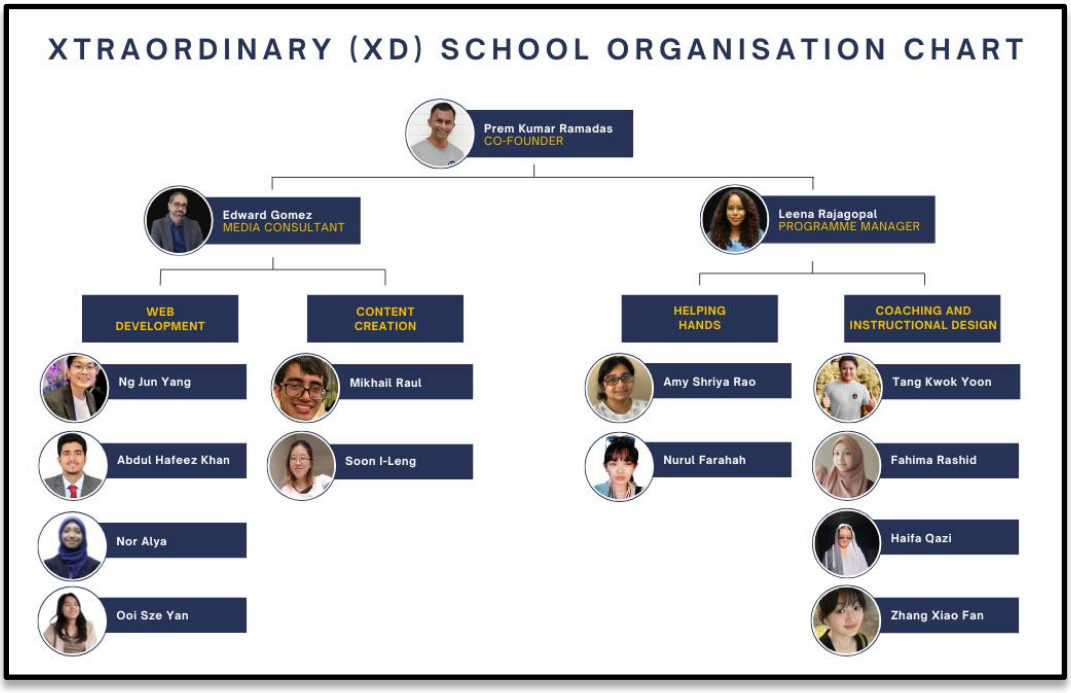


Figure 1.2 XD School's Organisation Chart

Xtraordinary Digital (XD) School operates with a structured team of departments as shown in Figure 1.2, each led by dedicated individuals working toward the organisation's goals. At the top of the organisation is Prem Kumar Ramadas, the Co-Founder and Principal Coach of XD School, whose vision and leadership have shaped this unique learning platform. His work is supported by Edward Gomez, the Media Consultant, who provides strategic guidance for effective communication strategies. Leena Rajagopal joins as the Programme Manager to oversee the alignment of programs with organisational goals.

The organisational structure of Xtraordinary Digital (XD) School is also supported by four primary departments, each managed by a Head of Department (HOD) and supported by skilled staff members. These departments include Coach and Instructional Design (CID), Content Creation (CC), Helping Hands (HH) and Web Development (WD).

The Coach and Instructional Design (CID) department led by Tang Kwok Yoon, focuses on developing effective coaching strategies for youngsters with short attention spans and diverse learning styles. Flexibility is the key within this department as team members need to explore innovative coaching methods to meet varied learner needs. Alongside Tang Kwok Yoon, CID team members which are Fahima Rashid, Haifa Qazi and Zhang Xiao Fan contribute their expertise to support XD School's learning programmes.

The Helping Hands (HH) department headed by Amy Shriya Rao, manages critical functions related to recruitment, talent acquisition and onboarding. This department coordinates departmental schedules and organises morale-boosting activities to enhance XD's team spirit. Amy and with the help from Nurul Farahah also leads outreach efforts to universities and takes initiatives to improve the overall employee experience at XD School.

The Content Creation (CC) team managed by Mikhail Raul, is responsible for promoting XD School programmes and helping small businesses with digital media presence. This department emphasizes visual storytelling and welcomes undergraduates interested in photography and digital content creation. Team members within CC including Soon I-Leng, collaborate to create engaging digital content that showcases XD School's programmes and mission, further expanding the school's reach in the community.

The Web Development (WD) team led by Ng Jun Yang, drives program registrations for XD School through digital media channels. This department also manages the content creation studio to produce engaging stories and digital materials. Key members of the WD team, including Ooi Sze Yan, Nor Alya and Khan Abdul Hafeez Khan, contribute to the development and maintenance of the XD School's web platforms.

Overall, XD School operates with a small yet dedicated staff of 15 individuals, each contributing to the organisation's mission through their specialised roles. Because of this organised yet cooperative environment, XD School can provide beneficial and valuable programmes that encourage creativity and skill development in people of all abilities.

## 1.4 Job Scope of Internship

The primary duty of the internship as a Junior Web Developer at Xtraordinary Digital (XD) School was supporting various web development projects and improving the company's web presence. The responsibilities included boosting web traffic by implementing effective SEO strategies for both XD School and C2R websites. To improve user experience, modern and eye-catching website designs were developed, aligning with Care2Run and XD School brand identities.

The role also involved streamlining XD School's website registration system. This task included retiring outdated registration forms and integrating several systems into a single, new registration system to create a more efficient and user-friendly registration experience, driving higher engagement for programs like Functional Academics and recruitment programmes.

Maintaining and updating XD School and Care2Run's WordPress websites was another important duty, ensuring they remained secure, efficient and user-friendly. Design skills were further developed using Elementor Pro to enhance the overall look and functionality for each site.

Through these diverse responsibilities, this internship offered valuable opportunities to apply and grow technical, design and development skills in a meaningful environment, contributing to XD School and C2R's focus on inclusive and empowering education.

## 1.5 Training Program

XD School has developed a detailed internship training program to equip interns with the skills and experience needed for impactful contributions. The program begins with a Learning Month, an intensive period where interns participate in an onboarding process and obtain micro-training certifications. The goal of this first month is to help interns in adapting to the company and building a foundation of relevant skills.

Figure 1.3 XD School's Internship Career Path

Figure 1.3 shows XD School's Internship Career Path which the 6 days onboarding program in Learning Month is packed with activities aimed at familiarising interns with XD School's environment and resources. The agenda of the onboarding includes Welcome Kit, Survival Kit and introduction to the Silent Hero Project. The onboarding also includes a series of training sessions which are Communication Tools Training I, House Orientation, Presentation 101, Communication Tools II and 5S as well as the 7 Rainbow Checklists. Specific departmental onboarding, including Department Onboarding and Content Creation Onboarding, ensures interns have a clear understanding of their unique roles and responsibilities.

From the second month onward, interns have opportunities to contribute through one-on-one coaching, FunXercise coaching and various project-based roles. The training program for WD team focuses on hands-on experience with front-end, back-end and full-stack projects, equipping interns to create user-friendly platforms. Team members work on WordPress development, emphasizing efficient coding to ensure secure and inclusive online resources. This structured training allows interns to gradually take on more responsibility and grow their professional skills to prepare for a well-rounded career.

## 1.6 Conclusion

In conclusion, Chapter 1 has provided an overview of Xtraordinary Digital (XD) School, including its background, organisational structure, the scope of internship responsibilities and its role in creating an inclusive learning space for people of all abilities. Originally founded to support Care2Run (C2R), XD School now provides a wide range of programs for neurodiverse and underserved communities. This chapter also describes the different departments at XD School and their roles in helping the organisation achieve its goals. It also outlines the Junior Web Developer's job scope, covering tasks like improving SEO, simplifying the registration system and maintaining WordPress sites. Finally, Chapter 1 introduces XD School's training program, which helps interns build skills and gain valuable experience.

# CHAPTER 2

# SPECIFIC DETAILS ON THE PROJECT

## 2.1 Introduction

Chapter 2 provides an in-depth discussion of projects I participated in during my 20-week industrial training at Xtraordinary Digital (XD) School. These experiences played a crucial role in developing my technical expertise and enhancing my professional skills. This chapter also delves into their objectives, the methods employed and the challenges faced during the task's execution.

## 2.2 Project Objectives

The industrial training aimed to provide practical experience in developing and maintaining digital solutions for XD School and its sister organisation, Care2Run (C2R). Key objectives included enhancing the accessibility and functionality of their online platforms by increasing web traffic through the implementation of effective SEO strategies, creating visually appealing website designs that align with XD School and C2R brand identities and streamlining the website registration system. The main projects assigned during the 20-week industrial training include:

1) Care2Run 10$^{th}$ Anniversary Webpage
2) Student Enquiry Form for XD School Webpage
3) How to Find Us Page Blueprint
4) Recruitment Poster Design
5) Fundraising Webpage Mock Up
6) Functional Academics Continuity, New Programmes and Schedule
7) Promotional Materials for KL Bar Run 2025
8) Problem-solving and Debugging

## 2.3 Work Type

The scope of work during my training was diverse and comprehensive. It included designing visually appealing web pages, analysing user requirements and developing interactive components to improve engagement. For instance, I created mock-up designs using tools like Figma and Canva, which helped visualise the project before actual development. Additionally, I managed secretarial tasks such as documenting meeting minutes and maintaining project trackers on platforms like OneNote and OneDrive.

In terms of web development, my responsibilities involved coding, debugging and testing web pages to ensure functionality and responsiveness. The maintenance and repair of existing website forms were also part of my tasks, which required troubleshooting errors, implementing fixes promptly and regularly updating pages and sections to ensure accurate and up-to-date information. One of the key highlights was developing new web pages using WordPress and integrating plugins like Elementor Pro to enhance usability.

The projects and tasks I completed are listed below, aligned with Section 2.2: Project Objectives. Each project is accompanied by a detailed and concise explanation of its objectives, the implementation process and the workflow that contributed to the successful completion of the tasks.

### 2.3.1 Care2Run 10$^{th}$ Anniversary Webpage

The objective of this project was to design and develop a dedicated webpage celebrating Care2Run's decade-long journey, highlighting its milestones, achievements and aspirations for the future, enhance stakeholder engagement, increase brand visibility, support event promotion and create fundraising opportunities to sustain Care2Run’s initiatives. The project followed the five stages of the software development life cycle (SDLC) which are planning, design, development, testing and deployment as shown in Figure 2.1.

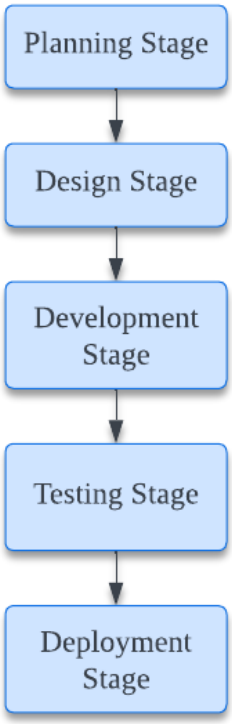


Figure 2.1 SDLC for C2R Anniversary Page

During the planning phase, I collaborated with stakeholders to understand their requirements, identify the target audience and outline key features to be included on the webpage. This stage involved numerous discussions to align the webpage's content and layout with the organisation's vision. The design phase focused on visualising the webpage layout, where I used tools like Figma to create mock-ups and wireframes that represented the overall structure of the page. In the development phase, I utilised WordPress to build the webpage, incorporating widgets and features to enhance functionality while maintaining alignment with Care2Run's brand identity. Testing was conducted to ensure the webpage was fully responsive, user-friendly and free of errors across different devices. Finally, after incorporating feedback from stakeholders, the webpage was deployed, serving as a comprehensive platform to celebrate Care2Run's 10-year journey. The first draft of the webpage is shown in Figure 2.2 and the outcome of the Care2Run 10$^{th}$ Anniversary Webpage is shown in Figure 2.3.

Figure 2.2 C2R 10th Anniversary Webpage (First Draft)

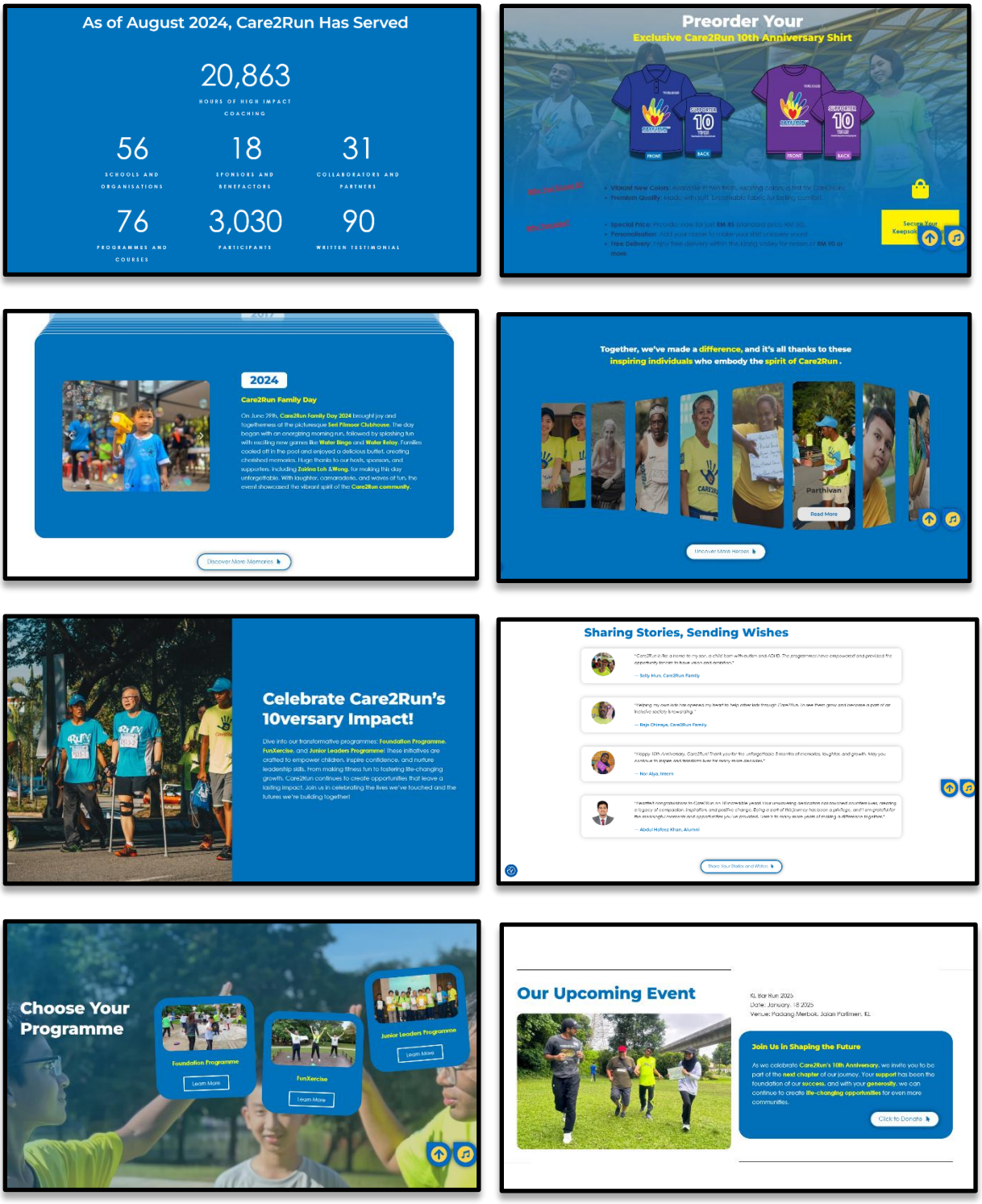


Figure 2.3 C2R 10th Anniversary Webpage (Final Version)

### 2.3.2 Student Enquiry Form for XD School Webpage

The objective of this task was to combine questions from XD School's enquiry form and Care2Run's parent assessment forms to create a unified and efficient web form. The first step of finishing this project was thoroughly analysing the existing parent assessment to determine the most relevant and essential questions. I organised these questions into a logical and user-friendly sequence, ensuring clarity and ease of use. The design of the form involved structuring it to collect comprehensive and actionable data, with attention to details such as layout and validation for accurate submissions. Using WordPress, I deployed the form, incorporating features like dropdowns, radio buttons and text fields to cater to a variety of input types. The final output was a well-integrated, functional web form that streamlined the inquiry process for XD School, improving efficiency in data collection and management as shown in Figure 2.4.

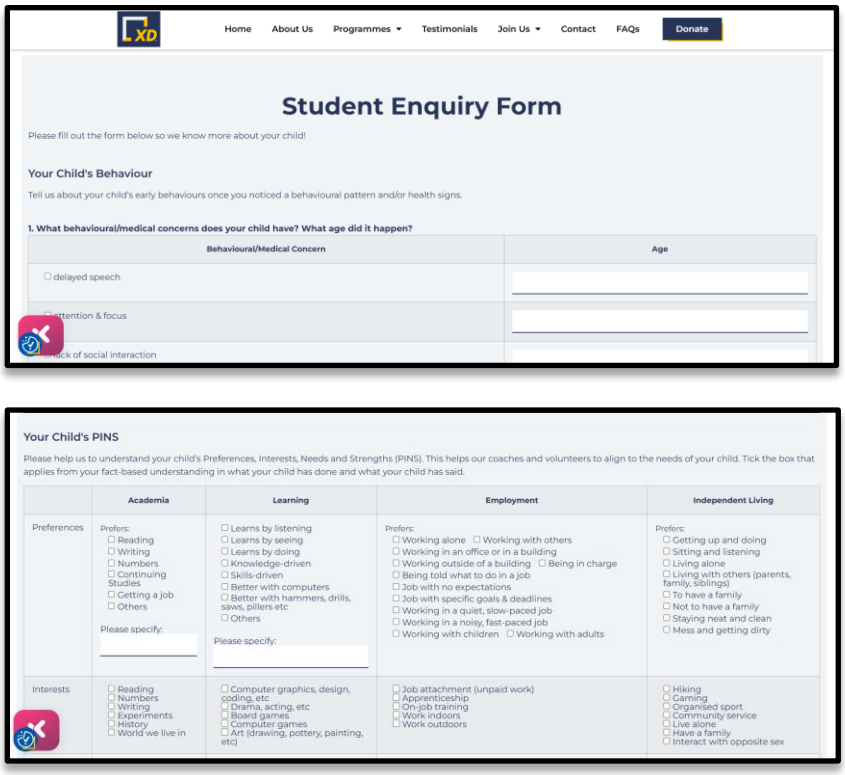


Figure 2.4 Student Enquiry Form

### 2.3.3 How to Find Us Blueprint

The How to Find Us Blueprint project aimed to create an updated guide for XD School's location information, ensuring it was both accessible and visually clear to users. The process began with consultations with stakeholders to gather input on the existing webpage and identify areas needing updates or improvements. Key changes included integrating updated maps and providing step-by-step navigation instructions for users traveling via LRT or personal transportation. Feedback was collected at every stage to ensure the blueprint was accurate and met the needs of diverse users. The outcome was a polished blueprint that served as a strong foundation for future development, offering users a reliable guide to locating XD School as shown in Figure 2.5.

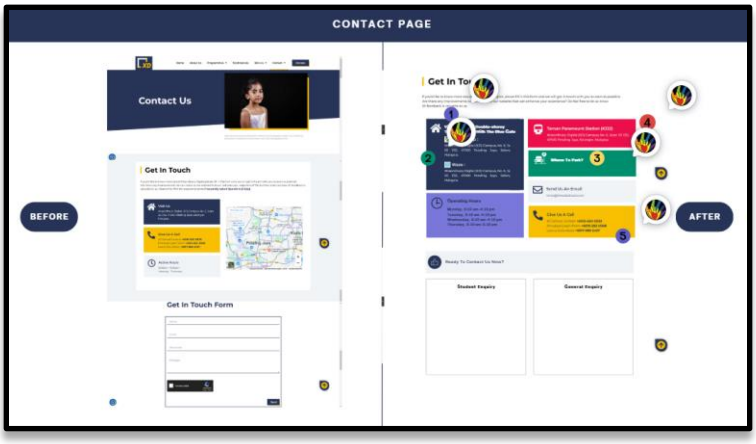


Figure 2.5 How to Find Us Blueprint

### 2.3.4 Recruitment Poster Design

The Recruitment Poster for XD School was a task that required both creativity and attention to detail. The poster aimed to attract potential candidates for various roles at XD School. The process began with a thorough review of XD School's brand guidelines to ensure the use of appropriate colors, fonts and design elements. The content for the poster was carefully reviewed and refined to ensure it conveyed key messages concisely. Once the initial design was completed, I sought feedback from the team, incorporating suggestions to enhance the final product. The result was a professional recruitment poster that aligned with XD School's branding and effectively drew attention to the opportunities available, as shown in Figure 2.6.

Figure 2.6 Recruitment Poster

### 2.3.5 Fundraising Webpage Mock Up

The objective of this task was to design a fundraising webpage mock-up for C2R Website using Figma. The mock-up aimed to provide a structured and visually appealing layout to encourage donations and sponsorships. It incorporated key elements such as compelling storytelling, clear calls to action and seamless navigation for potential donors. This design served as a foundation for the development phase, ensuring that the final webpage aligns with C2R's fundraising goals and branding. The mock-up can be seen in Figure 2.7.

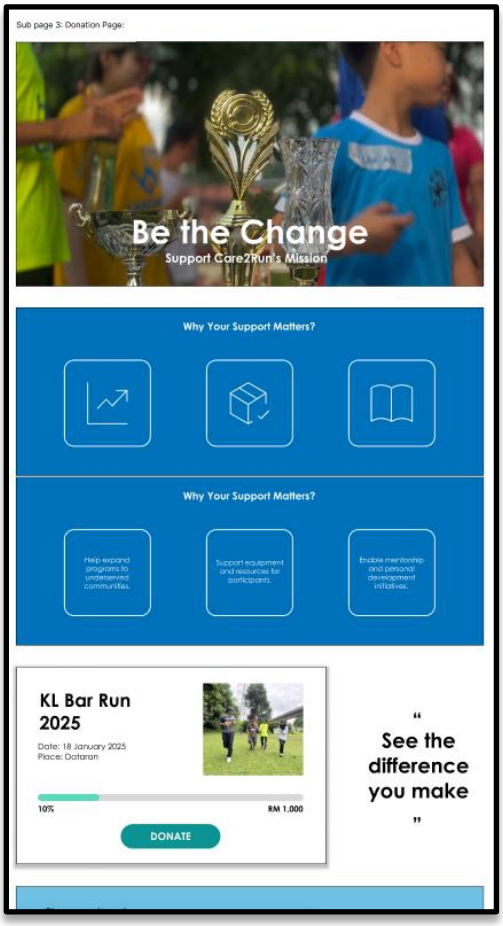


Figure 2.7 Fundraising Webpage Mock Up

### 2.3.6 Functional Academics Continuity, New Programmes and Schedule

This task involved updating the Functional Academics (FA) programme to improve user experience and introduce new learning opportunities. Discussions with the supervisor helped outline a streamlined workflow, allowing returning users to bypass redundant form-filling, thus improving efficiency. The task required editing the code within the Contact Form on WordPress to integrate this functionality. Additionally, new programmes were added, including Developing Empathy and Friendships, Learning Effectively, Improving Social Competency and Mastering Smartphone Photography Series. Updates also involved modifying the timetable and calendar to reflect new session dates and times. These changes aimed to enhance accessibility and programme effectiveness. The updated timetable, continuity and programme details are displayed in Figure 2.8.

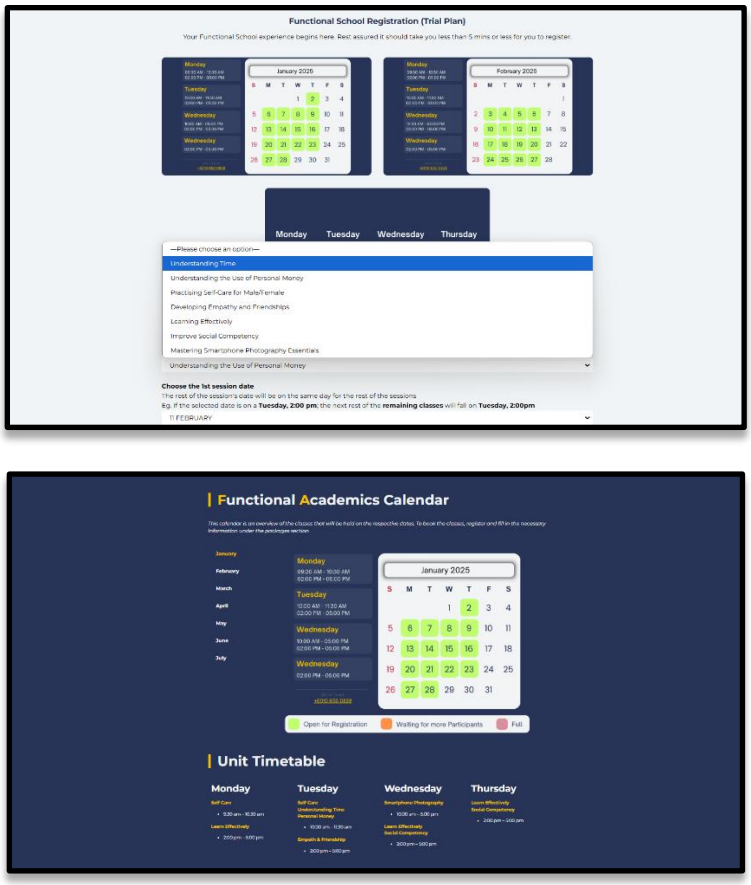


Figure 2.8 Functional Academics

### 2.3.7 Promotional Materials for KL Bar Run 2025

The objective of this task is to create promotional materials for the KL Bar Run 2025, including a Google Form for merchandise pre-orders and feedback collection. The form incorporated validation features to ensure accurate data entry and user-friendliness. Additionally, research was conducted to determine product pricing, bundle deals and available stock for clearance sale merchandise. A promotional poster was designed, adhering to XD School's brand guidelines, ensuring consistency in colour schemes, fonts and overall design elements. These promotional materials played a crucial role in increasing engagement and driving sales during the KL Bar Run 2025. The final designs and Google Forms are illustrated in Figure 2.9.

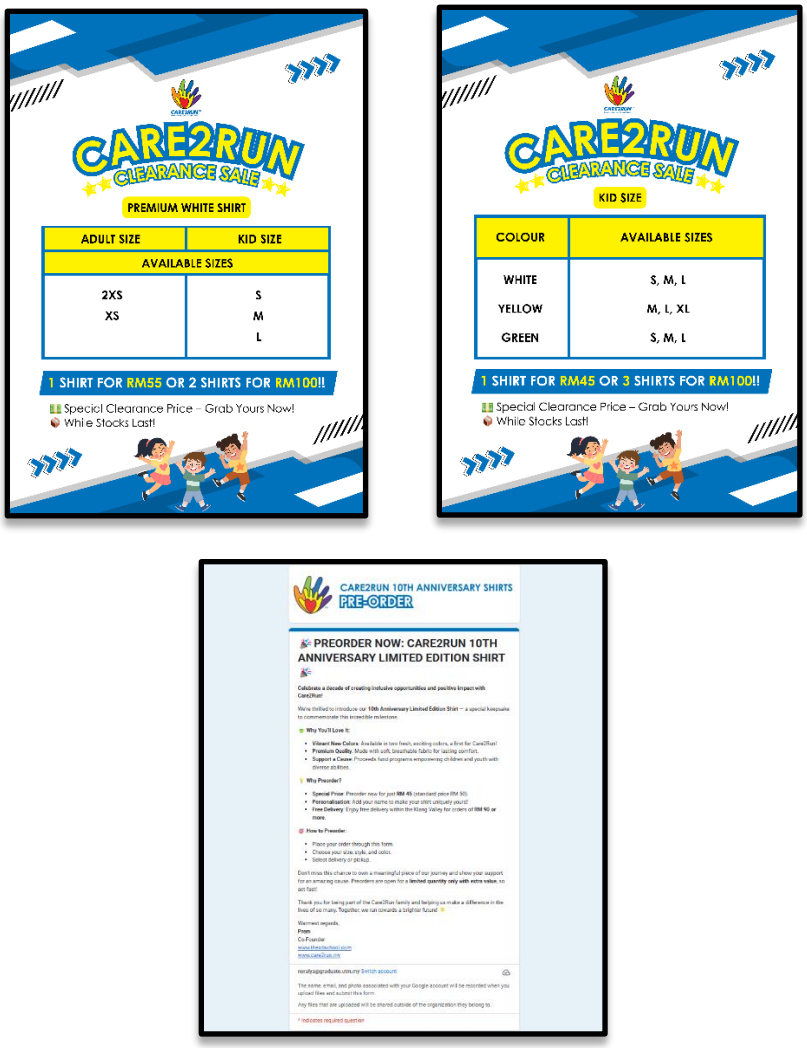


Figure 2.9 Promotional Materials for KL Bar Run 2025

### 2.3.8 Problem-solving and Debugging

This task focused on addressing various technical issues to enhance platform reliability and functionality. Issues resolved included broken links, form submission errors, spam management and data-fetching problems. Spam control was implemented for the Care2Run Anniversary Wish Pop-up, ensuring a smoother user experience. Additionally, debugging efforts resolved an issue preventing the proper retrieval of first-session-date and session-time data, ensuring accurate scheduling. These fixes contributed to a more stable and user-friendly platform. The debugging process and solutions implemented are shown in Figure 2.10.

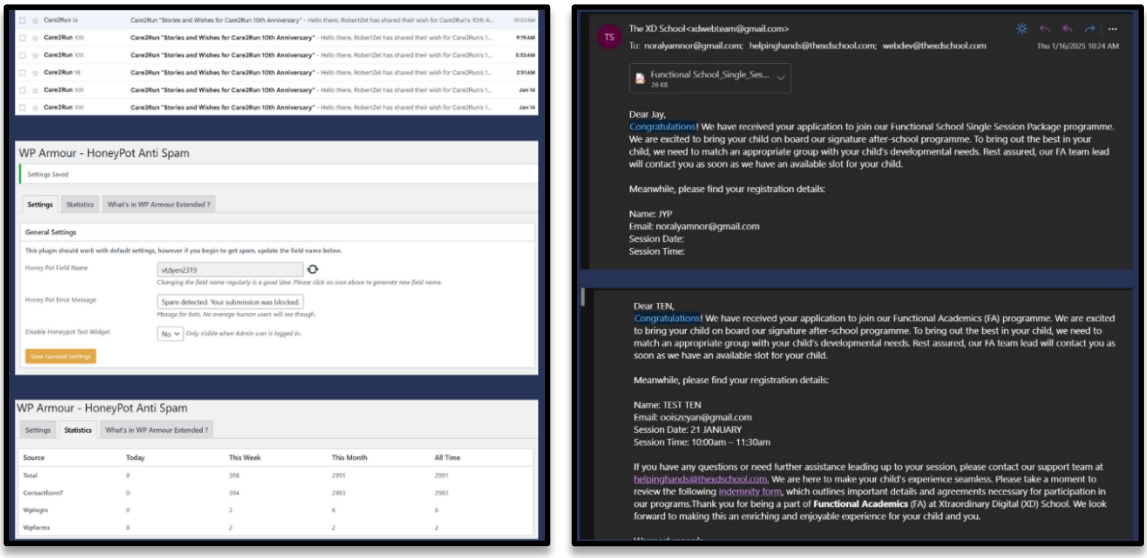


Figure 2.10 Handling Spam and Data-fetching Problems

## 2.4 System Requirement Analysis

During my internship at Xtraordinary Digital (XD) School, I got a chance to work with a variety of innovative platforms and tools. Each of these was essential in increasing productivity and helping in the completion of various tasks. The hardware and software needed for the projects are specified in this section.

### 2.4.1 Software Used

#### 2.4.1.1 WordPress

Figure 2.11 WordPress Logo

WordPress is a free, open-source content management system (CMS) that powers over 43.6% of websites worldwide, making it the most popular platform for building and managing websites (Kinsta, 2024). It provides a user-friendly interface and extensive customisation options through an extensive library of plugins and themes, enabling the creation of various websites such as blogs, business sites and eCommerce stores. During my internship, I utilised WordPress as the main platform for developing and managing web pages for both XD School and Care2Run, including the Care2Run 10th anniversary webpage and the student enquiry form. Particularly for the Care2Run Anniversary project, extra effort was required as I worked without the Elementor Pro plugin, relying on alternative tools and techniques to achieve the same professional results. Its flexibility and robust features facilitated efficient content management and streamlined the development process, ensuring the delivery of high-quality, functional and visually appealing web pages.

#### 2.4.1.2 Figma

Figure 2.12 Figma Logo

Figma is a cloud-based design tool that facilitates the creation and testing of apps and websites, emphasizing real-time team collaboration. Its web-based nature allows for seamless access without the need for installations and its robust features support the entire design process, from wireframing to prototyping (Daniel Walter Scott, 2024). During my internship, I utilised Figma to make mock-up designs for web pages particularly mock-up page for Care2Run 10th Anniversary Webpage and Care2Run Fundraising Webpage, enabling clear visual representations that aligned with stakeholder expectations.

#### 2.4.1.3 Canva

Figure 2.13 Canva Logo

Canva is a versatile online graphic design platform that simplifies the creation of a wide range of visual content, including promotional materials, posters and social media graphics (Edwards, 2024). Its user-friendly interface and extensive library of templates and design elements make it accessible to both beginners and professionals. During my internship, I utilised Canva to design promotional materials and elements for various projects. The platform's drag-and-drop functionality and customisable templates enabled me to quickly produce visually appealing content that aligned with project requirements.

#### 2.4.1.4 Microsoft Outlook

Figure 2.14 Microsoft Outlook Logo

Microsoft Outlook is a comprehensive personal information manager that integrates email, calendar, contacts and tasks into a unified platform (What Is Outlook?, n.d.). It enables users to send and receive emails, schedule appointments and meetings, manage contacts and track tasks, all within a single interface. I used Microsoft Outlook during my internship for email communication, which was essential for coordinating with stakeholders and team members. The email functionality allowed me to send updates, ask for clarifications and request feedback on ongoing projects.

#### 2.4.1.5 Microsoft OneNote

Figure 2.15 Microsoft OneNote Logo

Microsoft OneNote is a versatile digital note-taking application that enables users to create, organise and share notes seamlessly across devices. It allows for the insertion of various content types, including text, images, audio recordings and drawings, facilitating comprehensive and dynamic note-taking (What Is OneNote, n.d.). I utilised OneNote to capture meeting notes and organise project information. OneNote's collaborative features allows me to share notebooks with team members and collaborate in real-time which facilitated effective teamwork and ensuring all members were aligned and informed.

#### 2.4.1.6 Microsoft OneDrive

Figure 2.16 Microsoft OneDrive Logo

Microsoft OneDrive is a cloud-based storage service that enables users to store, share, and access files securely across devices. It allows for the storage and protection of files, sharing them with others and accessing them from anywhere on all devices (Get Started With OneDrive at Work, n.d.). I utilised OneDrive to store and share project files, ensuring that all team members had access to the most up-to-date documents. Additionally, OneDrive provided easy access to all of the Care2Run and XD brand materials, which I used to develop pages in WordPress. Overall, OneDrive's seamless integration with other Microsoft 365 tools significantly enhanced the efficiency of file management throughout my internship.

#### 2.4.1.7 Slido

Figure 2.17 Slido Logo

Slido is an interactive platform designed to enhance audience engagement during live events, workshops and meetings (Casey, 2024). It allows participants to contribute to discussions through live polls, Q&A sessions and surveys using their mobile devices or laptops, with results displayed in real-time to create a dynamic environment. During my internship, I utilised Slido to facilitate presentations and share information particularly during meetings at the Microsoft office.

### 2.4.2 Hardware Used

Table 2.1 outlines the hardware specifications employed during the internship. These include an Intel(R) Core(TM) i5-10300H CPU operating at 2.50 GHz base clock, 16.0 GB of RAM and an NVIDIA GeForce GTX 1650 graphics card. Additionally, peripheral devices such as a keyboard and mouse were used for input, while a monitor served as the output medium ensuring precise visuals for design tasks. These components ensured optimal performance when running development tools and designing web pages.

| Component | Specification |
|---|---|
| Processor | Intel(R) Core(TM) i5-10300H CPU @ 2.50GHz 2.50 GHz |
| Memory | 16.0 GB RAM |
| Graphics Card | NVIDIA GeForce GTX 1650 |
| Input Medium | Keyboard, Mouse |
| Output Medium | Monitor Screen |

Table 2.1 Hardware Used

## 2.5 Task Timeline

The following tables provide an overview of the timelines and schedules followed during my internship. Table 2.2 outlines the timeline for all assigned tasks, which were referred to as “tickets” throughout the internship. This structured approach helped me manage priorities effectively and allocate time efficiently. Table 2.3 displays the Gantt Chart for the Care2Run 10th Anniversary Webpage project, detailing several key stages which are planning, design, development, testing and deployment. This chart provided a visual representation of the project timeline, enabling effective tracking of progress and coordination among team members.

Completed | In Progress | Stuck

| Project Name | Assign to | Planning | Researching | Designing | Proposing | Implementing | Testing | Publish | DEADLINE | HYPERLINK |
|---|---|---|---|---|---|---|---|---|---|---|
| [C2R23092024] Add a title for the collaborators section and crop the picture to display only the collaborators | Alya | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 3 OCT 2024 | https://care2run.my/join-us/collaborate/ |
| [XD30092024] Update the 'Small Changes, Big Impact' section on the landing page with the latest data | Alya | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | https://www.thexdschool.com/ |
| [XD19092024] Update FA calendar add September until December only at 3:15 pm onwards available | Alya | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 2 OCT 2024 | 9 OCT 2024 | 9 OCT 2024 | 9 OCT 2024 | 9 OCT 2024 | https://www.thexdschool.com/programmes/functional-academics/ |
| [C2R19082024] Programmes drop down in header is way too long. Add further categorized, segmented scrolling | Alya | 14 OCT 2024 | 14 OCT 2024 | 14 OCT 2024 | 14 OCT 2024 | 15 OCT 2024 | 16 OCT 2024 | 16 OCT 2024 | 17 OCT 2024 | https://care2run.my/ https://care2run.my/coming-soon/ |
| [XD27082024] Student Enquiry Form, create by combining the parent feedback form and the FA form questions. Also ask for a physiatry report. | Alya & Sze Yan | 17 OCT 2024 | 18 DEC 2024 | 18 DEC 2024 | 18 DEC 2024 | 18 DEC 2024 | 19 DEC 2024 | 23 DEC 2024 | 23 DEC 2024 | https://www.thexdschool.com/contact/ |
| [XD17102024] Recruitment form posters | Hafeez & Alya | 21 OCT 2024 | 21 OCT 2024 | 21 OCT 2024 | 21 OCT 2024 | 21 OCT 2024 | 22 OCT 2024 | 22 OCT 2024 | 22 OCT 2024 | Poster for Internship Programme |
| [XD11112024] Edit the FA Calendar<br>NEW Schedule (last updated on 11 Nov 2024)<br>Monday: 9:30 AM - 10:30 AM<br>Tuesday: 10:00 AM - 11: 30 AM | Alya | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | 11 NOV 2024 | https://www.thexdschool.com/programmes/functional-academics/#calendar https://www.thexdschool.com/functional-school-trial-plan/ |
| [XD27112024] Repair About Us Page (Change the link and profile picture) | Alya | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | https://www.thexdschool.com/about-us/ |
| [XD27112024] Root Cause Analysis (RCA): Fix the broken link for XD Graduate Management Programme 1 and Sustainable Analyst Recruitment form | Alya & Jun | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | 27 NOV 2024 | https://www.thexdschool.com/join-us/careers-and-internships/form-xd-graduate-management-programme-1-recruitment/ |
| [C2R04112024] 10th Anniversary Webpage Project | Alya | 12 NOV 2024 | 13 NOV 2024 | 15 NOV 2024 | 18 NOV 2024 | 20 NOV 2024 | 21 DEC 2024 | 31 DEC 2024 | 31 DEC 2024 | https://care2run.my/care2run-10th-anniversary/ |
| [XD09122024] Remove Teacher Susan's profile from the 'About us' page and 'Functional Academic' Page | Alya | 17 DEC 2024 | 17 DEC 2024 | 17 DEC 2024 | 17 DEC 2024 | 17 DEC 2024 | 17 DEC 2024 | 18 DEC 2024 | 18 DEC 2024 | https://www.thexdschool.com/about-us/ https://www.thexdschool.com/programmes/functional-academics/ |
| [C2R23092024] Add 2024 content to our milestones page | Alya | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | 26 DEC 2024 | https://care2run.my/about-us/our-milestones/ |
| [XD01012025] Update Web Onboarding Slide | Alya | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | 02 JAN 2025 | XD School Onboarding for WD Department |
| [XD01012025] Update 'Our Interns' page | Alya | 03 JAN 2025 | 03 JAN 2025 | 03 JAN 2025 | 03 JAN 2025 | 06 JAN 2025 | 07 JAN 2025 | 07 JAN 2025 | 07 JAN 2025 | https://www.thexdschool.com/our-interns/ |
| [XD01012025] FA form continuity and add new program (7 programmes in total) | Alya | 07 JAN 2025 | 07 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 21 JAN 2025 | 21 JAN 2025 | 21 JAN 2025 | 21 JAN 2025 | https://www.thexdschool.com/programmes/functional-academics/ |
| [XD14012025] Control Spam on Anniversary Wish Pop-up | Alya & Sze Yan | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | 15 JAN 2025 | https://care2run.my/care2run-10th-anniversary/ |
| [XD16012025] Solve the issue regarding inability to fetch first-session-date and session-time data | Alya | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | https://www.thexdschool.com/programmes/functional-academics/ |
| [XD01012025] Update FA Calendar and timetable | Alya | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | 20 JAN 2025 | https://www.thexdschool.com/programmes/functional-academics/ |
| [XD14012025] Add section for Pre-order shirt in Anniversary Page | Alya | 24 JAN 2025 | 24 JAN 2025 | 24 JAN 2025 | 24 JAN 2025 | 24 JAN 2025 | 27 JAN 2025 | 27 JAN 2025 | 27 JAN 2025 | https://care2run.my/care2run-10th-anniversary/ |

Table 2.2 Task Timeline

**Gantt Chart for Care2Run 10th Anniversary Webpage Project**

| Task | Week 1 (10/11 – 16/11) | Week 2 - 5 (17/11 – 21/12) | Week 6 (22/12 – 28/12) |
|---|---|---|---|
| **Planning Stage** | | | |
| Requirements Definition: Outline goals and features | 12/11 | | |
| Define Milestones and Content Needs:<br>Decide on C2R's key achievements and impact stories | 13/11 | | |
| Resource Gathering: Photos, graphics and other media | 13/11 | | |
| **Design Stage** | | | |
| UI/UX Design: Develop a visual mock page | 15/11 | | |
| *Deliverable: Wireframe*<br>*Deadline: Thursday (14/11) __ Adjustment on Friday* | | | |
| **Development Stage** | | | |
| Webpage Development | | 20/11 | |
| Content Implementation: Place the visual graphics | | 4/12 | |
| *Deliverable: Complete page design with not much big problems*<br>*Deadline: Thursday (18/12) __ Adjustment on Weekend* | | | |
| **Testing Stage** | | | |
| SEO Testing | | 19/12 | |
| Functionality Testing: Check interactive elements, links and navigation | | 20/12 | |
| Mobile Responsiveness Testing: Ensure layout adapts across devices | | 20/12 | |
| **Deployment Stage** | | | |
| Make Necessary Amendments | | | 22/12 |
| Final Review with Co-Founder and peers | | | 23/12 |
| Website Launch (After quality check and approval) | | | 23/12 |
| *Deliverable: A complete project*<br>*Deadline: Thursday (23/12) __ Further maintenance in future (if needed)* | | | |

Table 2.3 Gantt Chart for C2R 10th Anniversary Project

## 2.6 Application of Theoretical and Practical Knowledge

During my industrial training at Xtraordinary Digital (XD) School, I had the opportunity to apply a wide range of theoretical and practical knowledge acquired from my academic background in Computer Science and Information Technology. Web development course concepts like HTML, CSS and JavaScript provided a solid foundation for building dynamic and visually appealing websites. These skills were particularly useful in developing the Care2Run 10th Anniversary webpage and enhancing the XD School website's overall functionality.

The structured methodology of the Software Development Life Cycle (SDLC), which I learned in software engineering courses, was integral to managing projects. For instance, the stages of planning, design, development, testing and deployment were systematically followed during the development of the Care2Run 10th Anniversary webpage. This ensured that tasks were completed efficiently and effectively.

Research and analysis skills were frequently employed, particularly in understanding Care2Run's history and achievements to create meaningful content for the 10th Anniversary webpage. Similarly, with analysing user requirements to design the How to Find Us blueprint. Problem-solving and debugging skills were essential throughout the internship. Challenges such as addressing mobile responsiveness issues and ensuring compatibility across various devices required a careful attention.

Overall, the internship served as a valuable platform to bridge the gap between theoretical knowledge and practical application. It allowed me to strengthen my technical abilities, refine my problem-solving approach and improve my professional competencies, laying a solid foundation for future career opportunities.

## 2.7 Problems Faced During Task Execution

Throughout the execution of tasks, I encountered several challenges that required adaptive strategies and continuous learning. One of the initial challenges was familiarising myself with WordPress and its extensive plugin ecosystem. Despite its strength, the platform's features were initially overwhelming, requiring me to seek guidance from colleagues and online resources. Another challenge was ensuring mobile responsiveness for web pages, as layouts often appeared distorted on different devices. A key challenge faced during the development of the Care2Run 10th Anniversary webpage was the absence of Elementor Pro, which limited access to advanced features and design flexibility compared to the XD School website that utilised the premium version.

Additionally, understanding Care2Run's history and achievements for the anniversary webpage required thorough research and interaction with stakeholders. Limited access to stakeholders as it was often restricted to weekend events, added complexity to this task. Furthermore, stakeholder feedback sometimes required significant adjustments to design elements and content structure. Certain sections of the webpage had to be revised multiple times based on stakeholder requests, which occasionally led to delays and additional development work. Some initial design ideas were rejected, requiring modifications to better align with organisational goals and branding.

The use of English as the primary language also created communication barriers, which motivated me to increase my fluency and confidence. Additionally, balancing multiple tasks while handling revisions based on stakeholder input was challenging, requiring strong time management and adaptability. Lastly, technical constraints such as poor internet connectivity at home often require late hours of work at the office to meet deadlines. Despite these difficulties, I developed effective alternatives, improved my problem-solving skills and learned valuable lessons about determination, creativity and working efficiently within stakeholder expectations.

## 2.8 Conclusion

In conclusion, Chapter 2 highlights the invaluable learning experience gained during my industrial training at Xtraordinary Digital (XD) School. Through the application of theoretical knowledge, practical skills and professional competencies, I successfully completed projects such as the Care2Run 10th Anniversary Webpage, the Student Enquiry Form, the How to Find Us Blueprint, Recruitment Poster Design, Fundraising Webpage Mock Up, Functional Academics Continuity, New Programmes and Schedule, Promotional Materials for KL Bar Run 2025 as well as Problem-solving and Debugging. This chapter demonstrates how the training bridged the gap between academic knowledge and real-world application, fostering my preparedness for future challenges in the industry.

# CHAPTER 3

# INFORMATION OF THE INDUSTRIAL TRAINING

## 3.1 Introduction

Chapter 3 give focus on the knowledge acquired, mentorship insights and task performance evaluations during my industrial training period. The chapter highlights the guidance and lessons learned from mentors, colleagues and reference materials as well as reflects on the feedback received and its role in enhancing my skills.

## 3.2 Knowledge Acquisition and Mentorship Insight

Throughout my industrial training journey at Xtraordinary Digital (XD) School, I had the privilege of being mentored by Prem Kumar Ramadas, the co-founder of the organisation. His mentorship emphasised a user-centric approach to work, focusing on understanding stakeholders perspectives and addressing their needs effectively. He also shared practical insights about the realities of work life, such as adapting to challenges, embracing feedback and collaborating across teams. His mentoring gave me an expanded approach to problem-solving and decision-making, which was very helpful to me when handling difficult tasks.

The insights gained from other staff members further enriched my learning experience. They encouraged me to take responsibility for my workspace, manage time efficiently and multitask effectively to meet deadlines. These small but significant lessons extended beyond technical expertise, promoting a sense of accountability and teamwork. I learned to build positive relationships, support colleagues and value the importance of mutual support. These interactions also taught me the importance of maintaining a positive attitude and empathy, as every individual faces different obstacles in their personal and professional lives.

Additionally, reference materials played a crucial role in expanding my knowledge. I often relied on online resources, such as YouTube tutorials, to find innovative solutions for tasks requiring advanced features unavailable in the standard Elementor version. For instance, I learned to implement a sticky container using HTML and CSS techniques. This self-directed learning approach taught me to adapt and utilise available resources to overcome limitations, further strengthening my problem-solving skills and independence in executing tasks.

### 3.3 Task Performance Evaluation and Constructive Feedback

The overall task performance during my internship at XD School demonstrated a strong commitment to learning, adaptability and determination. Tasks such as developing the Care2Run 10th Anniversary webpage, creating the Student Enquiry Form and Functional Academics Continuity were completed effectively, reflecting an understanding of design principles and functionality. While there was creativity and attention to detail in the outputs, there remains room for improving efficiency in execution, particularly when managing multiple deadlines.

Constructive feedback emphasised the importance of strengthening time management and task prioritisation skills. This would allow for smoother handling of overlapping responsibilities and ensure timely completion of deliverables. Furthermore, exploring advanced web development techniques and tools could enhance the depth and quality of future work. Communication was another area for improvement, particularly in maintaining consistent updates with stakeholders to align expectations and address challenges proactively.

Overall, the internship provided an invaluable learning experience that enabled me to integrate theoretical knowledge with practical applications. The feedback I received offered clear guidance for improvement, helping me to build on my strengths and address areas of weakness. My future contributions should be even greater and more in line with professional standards if I keep concentrating on developing my technical knowledge, encouraging teamwork and increasing productivity.

## 3.4 Conclusion

In conclusion, Chapter 3 offers a thorough summary of the knowledge and skills I acquired while undergoing industrial training at XD School. It highlights the invaluable guidance, mentorship and the practical lessons I obtained up from colleagues, as well as the insights I achieved through self-directed learning. The constructive feedback and evaluation of my task performance highlighted my strong points while provided clear directions for improvement. The transformative journey of integrating theoretical knowledge with real-world applications is reflected in this chapter, which highlights the value of continuous learning, flexibility, and teamwork in a work setting.

# CHAPTER 4

# CONCLUSION

## 4.1 Introduction

Chapter 4 reflects on the overall experience of the industrial training at Xtraordinary Digital (XD) School, focusing on achievements, challenges and suggestions for improvement. This chapter evaluates the practical skills and knowledge acquired during the training, such as web development, project management and communication. Additionally, it explores the obstacles faced and the lessons learned in overcoming them. The chapter concludes by offering constructive suggestions to enhance the industrial training programme for future graduates.

## 4.2 Overall Achievement of Industrial Training

My overall achievement during the industrial training reflects significant growth in both technical abilities and professional development. Completing projects like the Care2Run 10th anniversary webpage and the student enquiry form enabled me to gain in-depth knowledge of WordPress and design tools, allowing me to create user-friendly and aesthetically pleasing web pages. Additionally, honing my communication skills through joining peer support sessions, engaging with stakeholders and volunteering in community programs enhanced my ability to interact effectively with diverse groups.

These experiences have equipped me with the confidence and expertise needed for future professional challenges. Throughout this internship, I also gained valuable insights into transitioning from university to the working world and learning about the different expectations between bosses and lecturers. The journey and accomplishments during my internship are depicted in the figures below:

Figure 4.1 A Visit to Microsoft

Figure 4.2 Onboarding Presentation

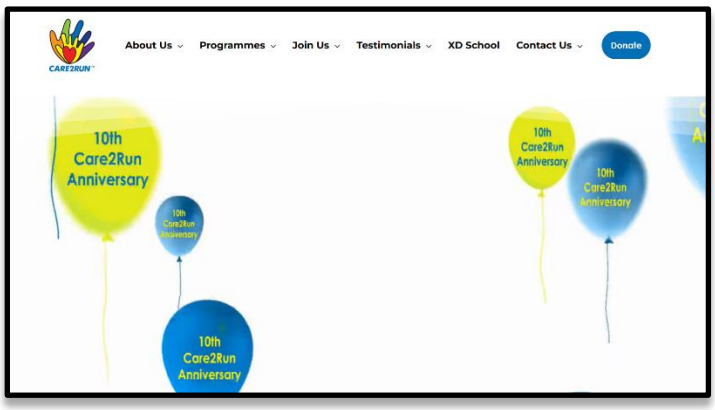


Figure 4.3 Care2Run 10th Anniversary Webpage

Figure 4.4 Practice Session for KL Bar Run 2025

Figure 4.5 KL Bar Run 2025

Figure 4.6 Industrial Training Visit

## 4.3 Issues and Challenges

The industrial training experience was rewarding but also presented several challenges that required adaptability and resilience. Working in a small organisation meant taking on multiple responsibilities simultaneously, which occasionally made time management and resource allocation challenging. Besides, my limited knowledge of WordPress required me to put in additional effort to learn its features such as contact forms, elementor, plugins, performance and more.

Communication was another challenge, as language differences with colleagues and stakeholders highlighted the need to enhance my English proficiency to ensure clear and professional interactions. Furthermore, inconsistent internet connectivity at home often necessitated working late hours at the office to meet deadlines and maintain productivity.

Despite these obstacles, the challenges provided valuable learning opportunities. They enabled me to strengthen my technical and interpersonal skills, improve my problem-solving abilities and develop greater confidence in managing tasks under demanding circumstances. These experiences significantly contributed to my personal and professional growth throughout the training period.

## 4.4 Suggestions for Industrial Training Improvement

One of the key suggestions for improving the industrial training program is to consider scheduling the training during the final semester rather than in the second to last semester. Currently, industrial training is conducted during Semester 7, which is just before the last semester. This timing can create challenges for students, as they need to balance their final year project preparations and industrial training responsibilities simultaneously. By moving the industrial training to the final semester, students would have the opportunity to focus entirely on gaining practical experience without the added pressure of academic commitments. This adjustment could enhance the quality of learning during the internship and allow students to fully immerse themselves in the professional environment, better preparing them for their transition to the workforce.

## 4.5 Conclusion

In conclusion, Chapter 4 has summarised the key aspects of the industrial training at XD School, including the overall achievements, challenges encountered and practical suggestions for improvement. The chapter highlighted the valuable skills gained in web development and project management as well as the growth achieved in communication and technical expertise. It also covered areas for enhancing the industrial training programme, such as improve scheduling for interns. These observations highlight that the training plays a crucial part in preparing participants for success in the workplace.

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# APPENDICES

**Sekretariat Latihan Industri**
**Sekolah Komputeran,**
**Universiti Teknologi Malaysia, 81310 SKUDAI, JOHOR**
**Fax: 07-5565044 Tel: 07-5532008**

**INDUSTRIAL TRAINING ACHIEVEMENTS**

(This form must be filled by student and must be attached in the Industrial Training report)

Student's Name : NOR ALYA BINTI MOHAMAD NOR

Organisation : XTRAORDINARY DIGITAL (XD) SCHOOL CAMPUS

| No. | Task (List all tasks have been completed) | Month of Task Achieved | | | | |
|---|---|---|---|---|---|---|
| | | Month 1 | Month 2 | Month 3 | Month 4 | Month 5 |
| 1. | Collaborators Section Update | √ | | | | |
| 2. | Small Changes, Big Impact Section Update | √ | | | | |
| 3. | Functional Academics Calendar Update | √ | √ | √ | √ | √ |
| 4. | Programmes Dropdown Segmentation | | √ | | | |
| 5. | Student Enquiry Form Creation | | √ | √ | √ | |
| 6. | Recruitment Form Posters | | √ | | | |
| 7. | About Us Page Repair | | | √ | | |
| 8. | Broken Recruitment Link Fix | | | √ | | |
| 9. | Care2Run 10th Anniversary Webpage | | √ | √ | √ | |
| 10. | Blueprint for the Contact Us page | | | √ | | |
| 11. | Teacher Profile Removal | | | | √ | |
| 12. | Milestones Page 2024 Content Update | | | | √ | |
| 13. | Web Onboarding Slides | | | | √ | |
| 14. | Our Intern Webpage Update | | | | √ | |
| 15. | Functional Academics Form Continuity | | | | | √ |
| 16. | Anniversary Wish Pop-Up Spam Control | | | | | √ |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. | Data Fetch Issue Fix | | | | | √ |
| 18. | Pre-Order Shirt Section Addition | | | | | √ |
| 19. | Volunteering Webpage | | | | √ | √ |
| 20. | Smartphone Photography Series Webpage | | | | | √ |

**Deliverable/Training reflection**
(Outcomes that have been achieved)

1. Successfully managed content updates, troubleshooting and design tasks for multiple web pages using WordPress.
2. Gained proficiency in form development, plugin management and utilising Elementor within WordPress.
3. Learned about SEO optimisation strategies, including keyword optimisation, meta tags and alt images to improve search engine rankings.
4. Enhanced problem-solving skills by resolving technical issues such as broken links, data fetching errors and spam prevention.
5. Developed engaging and user-friendly interfaces with Figma and WordPress tools, contributing to improved UI/UX design skills.
6. Strengthened communication skills and boosted confidence through the Care2Run 10th Anniversary webpage project.
7. Demonstrated adaptability by learning and applying new tools and plugins in a dynamic work environment.
8. Improved time management and prioritisation skills while handling diverse tasks.
9. Gained project management experience by handling multiple tasks, including the Functional Academics page and the Care2Run 10th Anniversary page.
10. Enhanced teamwork and collaboration through active engagement with stakeholders to address feedback.

Student Signature: Date: 28/1/2025

**Approval**

Organisation's Supervisor:

WILDPAC ASIA PLT

.....
(Signature)

Name: Prem Kumar Ramadas
Date: 29/1/2025

Faculty Supervisor:

.....
(Signature)

Name: Dr. Nor Haizan Binti Mohamed Radzi
Date: 7 Feb 2025

Appendix A Industrial Training Achievement

## INDUSTRIAL TRAINING CHECKLISTS (PLACEMENT)

| No. | Activities/Tasks | Tick (√) | Endorse by and date |
|---|---|---|---|
| 1. | Report Duty To The Organization Approved by faculty | √ | 17/09/2024 |
| 2. | E-mail Report Duty Verification (BLI-1D) to faculty supervisor. | √ | 11/11/2024 |
| 3. | Upload Report Duty Verification (BLI-1D) in e-learning for course code SCS*4114. | √ | 11/11/2024 |
| 4. | Contact faculty supervisor to inform the job scope and organization information | √ | 19/11/2024 |
| 5. | Fill in organization supervisor information survey in ITS | √ | 26/09/2024 |
| 6. | *Update of Industrial Training site (address). Inform faculty supervisor and JKL, if any changes.* | √ | 11/11/2024 |
| 7. | Updating Industrial Training Logbook online – daily basis | √ | 17/9/2024 – 09/02/2025 |
| 8. | Ensure that organization supervisor able to login to ITS successfully (Organization supervisor get ITS user id and password). | √ | 03/10/2024 |
| 9. | Faculty Supervisor Visit. Date: 23/01/2025 | √ | 19/12/2024 |
| 10. | Industrial Training Presentation. | √ | 23/01/2025 |
| 11. | Performance evaluation by organization supervisor. Online or *submission BLI-2B during supervisor visit.* | √ | 31/01/2025 |
| 12. | Submission of Industrial Training Logbook. | √ | 30/01/2025 |
| 13. | Submission of Industrial Training Report with checklist and achievement form as Appendix. | √ | 30/01/2025 |
| 14. | Fill in Industrial Training Performance Evaluation by student (BLI-1E) in ITS. | √ | 07/02/2025 |
| 15. | End Industrial Training | √ | 09/02/2025 |

**IIMPORTANT: This checklist must be put as attachment in the industrial training report.**

Appendix B Industrial Training Checklist