

Curriculum Purpose

The 3 year Curriculum is designed to guide the Dandelion Support Team (Technical and ASC) through the implementation of the Dandelion Program.

- The Curriculum is a generic Framework comprising of milestones used by the **Dandelion Support Team** to enable Dandelion Trainees with the best possible opportunity to achieve success.
- The curriculum has been designed to provide consistent milestones across all Dandelion Pods in the program.
- Dandelion Pods with specific role types (E.g. Testing, Data Analytics, Cyber Security) are encouraged to add more specific milestones in the 3 Year Curriculum that meet the Client's Expectations.
- Please note: It is not mandatory that Dandelion Participants achieve each milestone in the quarter outlined in the curriculum (Dandelion Participants meet milestones at their own pace).

These are suggested timeframes only, with all milestones hopefully met by the end of the 3 Year Program.

Why the Curriculum?

For Dandelions Learning and Development.

To address an organization's commitment to Workplace Equality, Diversity and Inclusion.

To build a capability (e.g Testing) or overcome challenges anticipated in the business plan.

To take on new projects or deliver new services or access new funding.

Curriculum Usage Guidelines

1. Familiarization

Before the *implementation of a New Dandelion Pod*. It is highly desirable for the Dandelion Support Team (**Technical and ASC**) to conduct "**Planning Sessions**" with the end goal to acquire an understanding of the Curriculum. And if necessary, seek clarification from the Dandelion Program Delivery Executive.

2. Client Engagement

The Dandelion Support Team may share the *High-Level Curriculum Roadmap* and *Dandelion Roadmap* with Client's Director as requested or deemed necessary. The actual progress of milestones can be shared with client as needed. If necessary, seek guidance from the Dandelion Program Delivery Executive.

3. Review

The Dandelion Support Team shall frequently review the Curriculum and its milestones each year (i.e. see tabs *Year 1_Job Awareness*, *Year 2_Determination & Advocacy*, *Year 3_Transition*).

- Biannual reviews (or when applicable) are desirable.
- Feedback by the Dandelion Support Team is encouraged.

4. Reports

The Dandelion Support Team shall report annually on the "**progress**" of the Curriculum/Pod to Lesley and Adam by email (For a "*Pod progress report*" template click on the following Sharepoint link).

The Dandelion Support Team shall update the '**Status**' column for each year (if applicable).

5. Assessments

The Dandelion Support Team shall when possible use the following assessment tools (e.g. WPQ, SFIA, 2 on 1 Staff Reviews) as outlined in the Curriculum. For training and assistance contact the Dandelion Program Delivery Executive.

3 Year Roadmap

Aug 2019 - Rev 2.0



*Timeline is dependant on availability of Agile or Minor work packages (Billable or Non Billable)

DXC Dandelion Curriculum Roadmap

Objective: The proposed roadmap below shows the recommended sequence of process transformation initiatives, over a period of 3 years, based on business and IT priorities, effort, and learnings.

	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Job Awareness												
Workshop												
1.1 Onboarding												
1.2 Introduction to Role												
1.3 Pipeline of work												
1.4 Team meetings & Staff Reviews												
1.5 Induction into Systems												
1.6 Central repository												
1.7 Online Training Modules												
1.8 Communication with Stakeholders												
1.9 Build a Work Profile												
1.10 Autism Consultant Program												
				1.11 Identify staff fulltime								
				1.12 Process Improvements								
				1.13 Transition Planning								
Self Determination & Self Advocacy												
				2.1 Recap Yr 1 & Yr 2 goals								
				2.2 Staff develop 'Self Determination'								
				2.3 Transition Planning Continues								
					2.4 Identify staff fulltime							
					2.5 Modify Work Profile							
						2.6 Networking & Coaching						
						2.7 Staff develop 'Self Advocacy'						
Transition												
							3.1 Recap Yr2 & Yr3 goals					
							3.2 Networking & Coaching					
							3.3 Transition Planning Continues					
								3.4 Modify Work Profile				
										3.5 Program Recap with Family		
										3.6 Finalise Staff Work Profile		
										3.7 End of Contract Procedure		

DND Dendition Curriculum - Year 1 (Job Awareness)									
* Technical Learning - Dendition Support Team to ensure Dendition Trainees meet milestone									
* Adaptive & Executive Learning - ASC & Dendition Support Team to monitor and evaluate to ensure Dendition Trainees meet milestone									
High Level ID	Key Milestones	Target Cycle	Low Level ID	Technical Learning	Adaptive Learning	Executive Functioning Learning	STATUS	Document Sharepoint Link	
1.0	Pre-Assessment Workshop	Q1	1.0.1	Identify Dendition Trainees Technical & Soft skill sets to assist with upcoming work allocations	N/A	N/A	Not Started	Pre-Program Assessment	
1.1	On Boarding	Q1	1.1.1	Overview of Workplace (ITL awareness (vocational development, organisational awareness))	Evaluate Learning to adapt to a working environment. Explore and practice appropriate communication. Explore the concept of hierarchy and what it means in the client environment. Learning what skills are required and what behaviours must be demonstrated when working in a team. Practising how to work to arrive on time and being on time. Exploring the new financial circumstance and skills needed to manage money for future prosperity. Explore learning about client food and exercise and the effect this has on work outputs and capacity.	Getting to work on time, getting work done in a timely manner, understanding area code. Use available tools (e.g. Outlook calendar, Life Sharp) to schedule time effectively.	Not Started	On-boarding & Orientation	
			1.1.2	Client induction from Directors and Managers from various accounts (stand and provide brief overview)	Develop attending meetings on time, being engaged in a range of presentations.	N/A	Not Started	On-boarding & Orientation	
			1.1.3	User access requested	N/A	N/A	Not Started	On-boarding & Orientation	
			1.1.4	Managing leave & Timesheet processes	N/A	Ensuring all timesheets are correctly submitted on time.	Not Started	On-boarding & Orientation	
			1.1.5	Compliance modules for Client or Company to be completed as applicable	Complete modules as assigned	The ability to find appropriate documents and modules.	Not Started	On-boarding & Orientation	
			1.1.6	Dendition & Technical staff familiarise themselves with role requirements by reading Support Staff Instruction Pack and Job Descriptions	Demonstrate capacity to communicate comprehension of the role requirements with support staff	Finding the appropriate information and ensuring the information is read and understood in a timely way.	Not Started	On-boarding & Orientation	
1.2	Introduction to role	Q1	1.2.1	Landscape of system environment	Communicate comprehension of the system environment and how to navigate it with competence	Demonstrate comprehension of the system environment	Not Started	On-boarding & Orientation	
			1.2.2	Role walk-through demonstrated in interactive workshops (e.g. role processes and practices, Fundamentals of role)	Participate in professional workshops with appropriate workplace conduct	Attend professional workshops on time. Participate appropriately in the professional workshops. Prepare to use technology aids in workshops and use them with competence	Not Started	On-boarding & Orientation	
			1.2.3	Read Task cards (Visual) specific to role and systems	Dendition Trainees develop active engagement in reading and understanding task cards.	N/A	Not Started	On-boarding & Orientation	
			1.2.3	Introduction to key business applications and processes such as: Mail, Timesheets, Sharepoint, Outlook, Prologis etc	Completed and complete introductory processes. Explore and utilize learning resources e.g. Lync	Develop competence in navigating the systems and using the tools to complete tasks assigned	Not Started	On-boarding & Orientation	
1.3	Pipeline of work	Q1-Year 1 End	1.3.1	Dendition Support Team discuss with client Director to integrate Dendition Trainees into a variety of available accounts and work, with mentors assigned. Also use Dendition Trainees Technical & Soft Skills to assist. ASC consulted on the process.	Understand the wide variety of systems used and types of work undertaken in the department. Support Trainees to identify the type of work and ensure a solid pipeline of work on a training & completed. Use standardised techniques used in the role and at the client site, leads to confidence and more work integration	Use systems in line with standards. Complete work in a consistent manner as agreed. Identify issues that may cause delays to work outcomes quickly.	Not Started	On-boarding & Orientation	
1.4	Team meetings & Staff Reviews	Q1-Year 1 End	1.4.1	Commence Dendition daily team Stand-ups (Morning) and utilize tools (e.g. Kanban, use a priorities board) for Dendition candidate to share progress such 'What they did yesterday', 'What they will do today, 'Have any blockers'	Explore through discussion with support staff what is appropriate communication in a professional work context. Practice active listening and being professional and polite in a group interactive context.	Attend all stand ups on time. Participate in all stand ups appropriately and actively. Reflect on your contribution to stand ups and discuss ideas regarding further contribution to stand ups with the support staff.	Not Started	Individual Support Tool Box	
			1.4.2	2 on 1 development process commences and continues on an ongoing, monthly or quarterly basis depending on needs of Dendition team. Utilise Workplace Performance Questionnaire (WPQ) tool. Development Plan Matrix for tracking staff's technical & social skills. Work to set objectives/targets and support person follow up progressively. Once confident, request staff to provide their own updates and seek for work etc.	Identify strengths and areas that are challenging for Dendition Trainees member. Developing a knowledge of where the Dendition Trainees member may want to work. Encourage independence and individual goal setting.	ASC able to share strategies to staff member as needed. 360 degree review. This process is used for self-reflection and for Dendition Trainees to create their own learning goals.	Not Started	Trainee Development & Review	
			1.4.3	Utilise '360' framework (technical capability) tool (https://www.alphaonline.co.uk) to be used quarterly onwards for 2 on 1	Benchmark individuals against client ICT standards and determine a staff member's key skills and areas that need refinement. Also helps to reduce documentation/reporting yet maximise efficiencies for support staff.	Helps individuals to self-reflect and to understand how to complete their own performance ratings.	Not Started	Trainee Development & Review	
			1.4.4	Schedule 3 month Quarterly Reviews. Review development process commences utilising Workplace Performance Questionnaire (WPQ) tool and 360. Development Plan Matrix for tracking staff's technical & social skills. Work to set objectives/targets and support person follow up progressively. Once confident, request staff to provide their own updates and seek for work etc.	Identify personal and professional strengths and areas that are challenging in the workplace. Develop a knowledge of awareness and self-knowledge of where the individual wants to pursue a career.	Participate in development conversations and activities using task such as WPQ.	Not Started	Trainee Development & Review	
			1.4.5	Indicate Dendition team members who may need further technical training. Develop process to follow to complete the training.	Explore the concept of life long learning and what that concept looks like in the everyday workplace. Seek additional development and training opportunity.	Individuals can competently identify areas of technical development that is required for them to progress in their career. Individuals can competently seek out mentors or SME's who can assist individuals to develop their technical skills.	Not Started	Trainee Development & Review	
			1.4.6	Update Quarterly Review template for staff Goals and KPIs for each year 2 on 1.	Encourage independence and individual goal setting	This process is used for self-reflection and for individuals to create their own learning goals.	Not Started	Trainee Development & Review	
			1.4.7	Attend client daily stand ups or meetings based on work	Explore through discussion with support staff what is appropriate communication in a professional work context. Practice active listening and being professional and polite in a group interactive context.	Attend all stand ups on time. Participate in all stand ups appropriately and actively. Reflect on your contribution to stand ups and discuss ideas regarding further contribution to stand ups with the support staff.	Not Started	Individual Support Tool Box	
			1.4.8	Develop autonomy and independence	Be able to work independently and responsibly while supervisors are in meetings. Be able to identify non-urgent needs while your managers are in meetings.	Be competent in processes which enable trainees to be patient with non-urgent needs of supervisors	Not Started	Trainee Development & Review	
			1.4.9	6 month Review and Probation End	Prepare for and explore confidently participating in formal meetings and formal processes	Prepare for reviews with appropriate content to share. Attend reviews on time. Participate appropriately in the review such as listening, communicating, clarifying and recording. Use tools such as WPQ, 360 etc.	Not Started	Trainee Development & Review	
			1.4.10	Establish fortnightly catch-ups with Director to conduct reviews on staff progress, achievements and resource risks.	N/A	N/A	Not Started	Individual Support Tool Box	
1.5	Introduction into Systems	Q1	1.5.1	Landscape of system environment	Develop skills to be able to determine the scope of the environment	Demonstrate comprehension of the system environment	Not Started	On-boarding & Orientation	
			1.5.2	Run practice exercises	Complete tasks assigned with competence and completeness	Systematically complete exercises in a transparent, timely and professional process	Not Started	On-boarding & Orientation	
			1.5.3	Use role and system documents to perform activities	Understand the wide variety of systems used and types of work undertaken in the department. Practice explaining what contribute in appropriate ways to the collective knowledge and records of the program	N/A	Not Started	On-boarding & Orientation	
1.6	Central repository	Q1	1.6.1	Extend role knowledge, e.g. (via Sharepoint or folder drive)	Contribute in appropriate ways to the collective knowledge and records of the program	Record knowledge and processes in planned, comprehensive appropriate manner	Not Started	On-boarding & Orientation	
			1.6.2	Manage Downtime.	Adapting to and managing the experience of downtime on a client site and knowing how to use downtime effectively for the benefit of the employment.	Use time effectively for ongoing learning and development	Not Started	Individual Support Tool Box	
1.8	Communication with stakeholders	Q1-Year 1 End	1.8.1	Start dual with Stakeholders to communicate directly with developers and business via email, Skype and phone meetings.	Practice appropriate communication in a variety of systems used by employer and department	Dendition Trainees form appropriate communicative & listening skills to develop knowledge and positive professional working relationships.	Not Started	Individual Support Tool Box	
			1.8.2	Encourage staff to communicate with Stakeholders (developers and business) in person where possible e.g. discussing used defects.	Strengthen appropriate communication skills and business in person where possible e.g. discussing used defects.	Practice professional concise communication with appropriate stakeholders with permission from the Team Lead.	Not Started	Individual Support Tool Box	
1.9	Build a work profile	Q2	1.9.1	Develop a competitive and professional Resume.	Develop an IT related resume and ask for a support team member to review and give constructive feedback on the document. Consider the characteristics the client expects of IT employees and how to demonstrate and develop those in the workplace.	Consider the information that is required for the resume documents.	Not Started	Trainee Development & Review	
			1.9.2	Role process refresher. Use standard approaches and demonstrate the best techniques/tools to use in role.	Bring verbal and/or written feedback to the support team on development ideas regarding efficiency and effectiveness in role tasks.	Consider efficient work processes and give respectful/polite feedback to the supervisor for best techniques to use in the workplace	Not Started	Trainee Development & Review	
			1.9.3	Setup a Professional LinkedIn Profile	Connecting with appropriate people for networking	Practice asking for colleague permission to add them on LinkedIn to go process	Not Started	Trainee Development & Review	
			1.9.4	Role certification practice & interactive training workshops (e.g. foundational certification awareness such as developing an expectation for certification through self-paced development)	Participate in foundational certification or other learning opportunities and demonstrate commitment to ongoing learning and development through engagement with interactive training workshops. Identify suitable training/IT Certifications	Practice studying certification syllabus for examination and qualification purposes. Demonstrate self-directed learning/study	Not Started	Trainee Development & Review	
1.10	Action Consultant Program	Q3-Year 1 End	1.10.1	Provide Action Awareness Training Workshops for Client Stakeholders.	N/A	N/A	Not Started	Individual Support Tool Box	
			1.10.2	Participate in work related social activities	Practice building friendships at work. Practice supporting Trainees to participate in social events at client site. Develop new social skills. Participate in activities which promote work-life balance.	Prepare to attend the event on time. Bring along resources that are relevant to the social group.	Not Started	Individual Support Tool Box	
			1.10.3	Team Professional Development Workshops with frequency to be determined by requirements of Dendition Trainees.	Appropriately discuss and explore the topics presented in the workshops with colleagues. Practice speaking in front of a group. Practice giving feedback. Develop long term employability skills	Attend the group on time. Bring any resources needed for the workshop. Participate appropriately in the group learning environment. Contribute content to assist colleagues learning. Encourage colleagues to speak with confidence.	Not Started	Individual Support Tool Box	
			1.10.4	On-going meetings with Dendition Trainees	Explore supports that are available in the community for Dendition Trainees. Dendition Trainees learn to use the ASC support as a discussion for areas of their life that may be affecting work or regarding experiences at work that are confusing or need clarification or require advocacy by the ASC. Make informed and independent decisions (health, financial and nutritional)	Practice attending meetings on time. Practice using ASC supports and coaching on the workplace. Explore potential referral pathways the ASC has access to.	Not Started	Individual Support Tool Box	
			1.10.5	NDS overview Schedule as appropriate meetings with Dendition Trainees who are involved. Frequency to be determined by requirements of Dendition Trainees.	Explore supports that are available in the community for Dendition Trainees. Dendition Trainees learn to use the ASC support as a discussion for areas of their life that may be affecting work or regarding experiences at work that are confusing or need clarification or require advocacy by the ASC. Make informed and independent decisions (health, financial and nutritional)	Practice attending meetings on time. Practice using ASC supports and coaching on the workplace for response effectiveness and clarity.	Not Started	Individual Support Tool Box	
1.11	Identify staff fulltime	Q3-Q4	1.11.1	Integrate Action Awareness training material into the client's policy to administer for new staff and as on-going refreshers with ASC support. This may also cover Upskilling training.	N/A	N/A	Not Started	Police & Governance, Protocols & Templates	
1.12	Process Improvements	Q3-Y1 End	1.12.1	Identify staff capable and interested in moving into a full-time role	Use team members coping with current focus of work. Have they been successful meeting expectations of coping within a work environment.	Identify suitable and relevant process improvement	Not Started	Trainee Development & Review	
			1.12.2	Improve process/teams and for staff members to show initiative	Explicitly learn what process/teams and what initiative is and how to demonstrate it appropriately within current role	Identify suitable and relevant process improvement	Not Started	Trainee Development & Review	
1.13	Transition planning	Q3-Q4	1.13.1	Indicate to client which staff will be ready for transition in the future. Develop a Support Plan for Stakeholders assisting with outplacement.	Support Team gathers evidence individual is ready for outplacement. Individual participates in outplacement process if willing. Individual identifies when they are ready to apply for client positions. Individual learns to work with support staff on developing their resume and applications.	Demonstrate experience in the workplace and a willingness to assist new team members to be integrated into the workplace. Demonstrate capacity to manage outplacement. Participate in support plan preparation.	Not Started	Trainee Development & Review	
			1.13.2	Staff rotation to other areas with identified mentor. Exposure to other teams that provides greater experience and makes the staff member more valuable plus build contacts - where applicable.	Practice working with the support team to identify outplacement teams and mentors. Practically work with teams and mentors to develop work experience and contacts for career development opportunities. Provide awareness training.	Spend time with different teams over a period of time to ascertain if it is the right fit. Prepare for and attend fortnightly meeting with Outplacement Team and Support Team for ongoing development and feedback.	Not Started	Trainee Development & Review	
			1.13.3	Support Plan - Individual and ASC capture strategies to identify areas of support needs as required. Overall purpose of plan is for Dendition Trainees to update this Support Plan on-going especially once they become an independent worker.	Developing resilience, self-awareness and self-advocacy	How do I best learn? What are accommodations that need to succeed in the workplace. What are some of the challenges for me?	Not Started	Trainee Development & Review	

YEAR 1 - JOB AWARENESS

DXC Dandelion Curriculum - Year 2 (Determination & Advocacy)								
• Technical Learnings = Dandelion Support Team to ensure Dandelion Trainees meet milestone								
• Adaptive & Executive Learnings = ASC &/or Dandelion Support Team to initiate and regulate to ensure Dandelion Trainees meet milestone								
High Level ID	Key Milestones	Target	Low Level ID	Technical Learnings	Adaptive Learnings	Executive Functioning Learnings	STATUS	Document Sharepoint links
2.1	Recap Yr 1 & discuss Yr 2 goals	Q1	2.1.1	People Care Manager and ASC/s deliver recap on year 1 (expectations and achievements) and specify expectations for year 2	Understand the expectations of them for the year. Support staff work on strategies over the year as to how to continue meeting (or exceeding) these expectations.	Develop autonomy to take on more learning and growth in role independently.	Not Started	Individual Support Tool Box
		Q1	2.1.2	Hold meeting with Dandelion Partners or Family to recap Year 1 and present approach for Year 2. Share achievements and successes within the workplace	Reflect on what we have learnt and the evolution of the Dandelion Program	Share our plans for encouraging Self Determination and Self Advocacy.	Not Started	Individual Support Tool Box
2.2	Staff develop 'Self Determination'	Q1-Q2	2.2.1	Developing a understanding of strengths, weaknesses, preferences, learning styles and needs	Explore the concept of self determination and how it applies to individuals in work and personal contexts. Develop understanding of supports in the client for employees and develop the understanding of how to contact them. Develop the understanding of the Disability Employment Services in the local region. Explore what are long term employability skills are and how to develop them	Develop the understanding of what is self determination and how to demonstrate it and utilise it effectively and appropriately in the workplace.	Not Started	Individual Support Tool Box
2.3	Transition planning	Q2	2.3.1	Continue to identify DHS mentors to support Dandelion Trainees being outplaced to other teams.	Provide awareness training.	N/A	Not Started	Trainee Development & Review
		Q2	2.3.2	Continue staff rotation to other areas with identified mentor. Exposure to other teams that provides greater experience and makes the staff member more valuable plus build contacts - where applicable.	Practice working with the support team to identify outplacement teams and mentors. Proactively work with teams and mentors to develop work experience and contacts for career development opportunities.	Spend time with different teams over a period of time to ascertain if it is the right fit. Prepare for and attend fortnightly meeting with Outplacement Team and Support Team for ongoing development and feedback.	Not Started	Trainee Development & Review
		Q1-Year 3 End	2.3.3	Individual and ASC continue to develop Support Plan capturing strategies to identify areas of support needs as required, in readiness for when Dandelion Trainee become an independent worker.	Developing resilience, self awareness and self advocacy	How do I best learn? What are accommodations that I need to succeed in the workplace. What are some of the challenges for me?	Not Started	Trainee Development & Review
		Q3	2.3.4	Dandelion Trainees gain an awareness of where they can go at end of the contract.	Dandelion Trainees understand options to stay with DXC, Untapped or with the client.	Knowing what other options are available to me and being supported to pursue other options.	Not Started	Trainee Development & Review
		Q2-Q4	2.3.5	Update Skills Matrix/Personal Handbook/Story Board	Ensure all projects, systems and training is up to date for use in resume and job applications	Gather all information relevant. Allocate appropriate time to ensure all documents are prepared and ready for use in job applications.	Not Started	Trainee Development & Review
		Q2-Q4	2.3.6	Dandelion Support Team indicate which staff need further development or assessment for outside diagnosis	Connect with DES providers and Job Network Providers if need presents to assist with development outside of IT	Develop the knowledge and information about pathways to other job networks and community supports	Not Started	Trainee Development & Review
		Q2-Q3	2.3.7	Meet with relevant staff on client site to learn about their recruitment options ie: STEM, Client gazetted roles	Practice working with confidence to meet new client starters to learn how they got their job, and what areas they are experienced in	Prepare questions for the client new starters in advance of the meetings.	Not Started	Trainee Development & Review
		Q4	2.3.8	Mock Interview	Role play a number of real life interviews with staff to gain experience and receive feedback on interview responses	Prepare responses for real life interview questions.	Not Started	Trainee Development & Review
		Q2-Q4	2.3.9	Career development - Develop Dandelion Trainees to be career ready	Individuals can articulate their strengths and have a good awareness of individual technical strengths and work preferences.	Individuals continue to build an awareness of jobs in the IT industry. Self directed learning through ISTQB, DXC Online University modules have been completed.	Not Started	Trainee Development & Review
2.4	Identify Staff ready to go Fulltime	Q3-Q4	2.4.1	Identify staff capable and interested in moving into a full-time role	Team members are consistently demonstrating good work outputs for current hours of work and are successfully meeting all expectations of a professional within a work environment.	Manage the workload given with appropriate processes and timeliness.	Not Started	Trainee Development & Review
2.5	Modify work profile	Q1-Q4	2.5.1	Ensure a Professional Resume is prepared and current	Understand how and why it is important to keep a Resume current	Utilise client template to build a professional Resume.	Not Started	Trainee Development & Review
		Q2-Q4	2.5.2	Refine LinkedIn Profile	Develop appropriate information and content for a professional LinkedIn Profile.	Regularly review and refine the professional LinkedIn Profile	Not Started	Trainee Development & Review
		Q2-Q4	2.5.3	Staff are building up a credible resume	Keeping a record of systems and projects worked on and any significant achievements to add to the individuals resume	Practice speaking about workplace experiences using client terms regarding conduct, values and characteristics.	Not Started	Trainee Development & Review
		Q1-Q4	2.5.4	Other role certification pursued based on feedback from 2 on 1s and career progression. Work with People Care Manager to identify areas of interest and gain knowledge of training opportunities to develop skill base.	What areas of the role do I enjoy. Where do I see myself working in the future.		Not Started	Trainee Development & Review
2.6	Networking & Coaching	Q1	2.6.1	ASC or guest speaker to run Dietary Information session with the team to help them identify strategies that could be applied as necessary.	Explore topics of learning which may have an affect on workplace performance such as dietary needs.	Present at learning opportunities with punctuality, proactiveness and preparedness	Not Started	Individual Support Tool Box
		Q1	2.6.2	A Autism Awareness sessions - ASC to recap autism specific sessions with the team to help them identify how autism presents for them and what cognitive processes impact on their work.	Gain an understanding of key cognitive processes impacted by autism: Executive Functioning, Theory of Mind, Central Coherence and Working Memory	Prepare to listen and contribute to the sessions. Reflect on how Autism presents in different people. Reflect on the development journey of all, from the work experience activity to the current point of their career, in light of how autism presents personally and professionally for the individual.	Not Started	Individual Support Tool Box
		Q1-Q2	2.6.3	ASC to run Anxiety awareness sessions with the team to help them identify strategies that could be applied. Could be reiterated in 1 on 1 meetings	Gain an understanding of key strategies to help reduce anxiety levels in the workplace. Gain an understanding of what Anxiety looks like in another person.	Attend and participate in the ASC sessions. Consider information presented and whether strategies discussed are of relevance to the individual.	Not Started	Individual Support Tool Box
		Q1-Q2	2.6.4	Speaker on spectrum to visit the Pod to share their strategies/learnings for success in the workplace	How to advocate for yourself?	Share strategies/learnings for work and home life balance	Not Started	Individual Support Tool Box
		Q4	2.6.5	Brown Bag Session - Networking and build staff contacts. Working with People Care Manager.	N/A	N/A	Not Started	Individual Support Tool Box
		Q4	2.6.6	Career Coach to run a session with the pod. CV writing skills, Application Letter Skills, LinkedIn, and Interview tips	Learning the art of 'selling' themselves	Practice writing application letters and mock interviews	Not Started	Individual Support Tool Box
		Q3-Q4	2.6.7	Mentor - Outplacement for 1 x week at external DXC partner in identified area of interest or in other roles to get further exposure in IT or Non IT roles.	Building appropriate working relationships and forming a larger network group to allow exposure to other IT or non IT roles.	Research different roles to develop a good knowledge of different roles within DXC, and clients that DXC have accounts with. Explore DXC Workday to search vacant roles.	Not Started	Individual Support Tool Box
		Q4	2.6.8	Introduce staff to build network using client's 'Jobs Assistance' program - Use of other agencies and services to improve long term employability skills, and to work on specific strategies with individuals	N/A	N/A	Not Started	Individual Support Tool Box
		Q1-Q4	2.6.9	ASC to run Autism Awareness training with client site staff	Ensure client staff are prepared to best support autistic colleagues when working alongside them	N/A	Not Started	Individual Support Tool Box
2.7	Staff develop 'Self Advocacy'	Q3-End	2.7.1	Staff have developed a strong sense of self awareness and self advocacy	Explore what self advocacy looks like in action and be able to describe how and when they could use self advocacy.	Demonstrated capacity to make independent, well thought out decisions and actions which preference the individuals best interests.	Not Started	Individual Support Tool Box

YEAR 2 - Self Determination & Self Advocacy

DXC Dandelion Curriculum - Year 3 (Transition)								
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• Adaptive & Executive Learnings = ASC &/or Dandelion Support Team to initiate and regulate to ensure Dandelion Trainees meet milestone								
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3.1	Recap Yr 1 & discuss Yr 2 goals	Q1	2.1.1	People Care Manager and ASC/s deliver recap on year 2 (expectations and achievements) and specify expectations for year 3	Understand the expectations of them for the year. Support staff work on strategies over the year as to how to continue meeting (or exceeding) these expectations.	Develop autonomy to take on more learning and growth in role independently.	Not Started	Individual Support Tool Box
		Q1	2.1.2	Hold meeting with Dandelion Partners or Family to recap Year 2 and present approach for Year 3. Share achievements and successes within the workplace	Reflect on what we have learnt and the evolution of the Dandelion Program	Share our plans for encouraging Self Determination and Self Advocacy.	Not Started	Individual Support Tool Box
3.2	Networking & Coaching	Q1	3.2.1	Autism Awareness sessions - ASC to recap autism specific sessions with the team to help them identify how autism presents in their case and what cognitive processes impact on their workability	Gain an understanding of key cognitive processes impacted by autism: Executive Functioning, Theory of Mind, Central Coherence and Working Memory		Not Started	Individual Support Tool Box
		Q1	3.2.2	ASC to run Autism Awareness training with client site staff	Ensure client staff are prepared to best support autistic colleagues when working alongside them		Not Started	Individual Support Tool Box
		Q2	3.2.3	Mentor - Schedule a meeting with People Care Manager, to identify a suitable mentor	Ask what options are available for extra training, and what roles are potentially available within DXC	Research different roles so they have a good knowledge of different roles within DXC, and clients that DXC works with	Not Started	Individual Support Tool Box
		Q4	3.2.4	Meet with a recruitment agency - Tips for writing job applications, how and when to use LinkedIn, Industries that are hiring etc	Learn current recruitment trend and growth areas	Feel confident that you know how to get a job, and know the market	Not Started	Individual Support Tool Box
		Q4	3.2.5	Meet with Centrelink/Training Providers - Where appropriate - reconnect with Centrelink to access further training opportunities	Understanding that they no longer want to do testing	Seeking out training in area of interest	Not Started	Individual Support Tool Box
		Q4	3.2.6	Guest Speaker - ASC or guest speaker to run dietary sessions with the team to help them identify strategies that could be applied.			Not Started	Individual Support Tool Box
3.3	Transition planning continues	Q1	3.3.1	Where do I go at the end of the 3 year contract.	Do I want to stay with DXC, with the client or do I even want to remain in the IT industry.	Knowing what other options are available to me and being supported to pursue other options.	Not Started	Individual Support Tool Box
		Q1	3.3.2	Indicate which staff need further development	Connect staff with J services such as jobs in Jeapody and DES providers and Job Network Providers	Knowing pathways to other job networks	Not Started	Trainee Development & Review
		Q1	3.3.3	Meet with relevant staff on client site to learn about their recruitment options ie: STEM, APS gazetted roles	Confidence to meet with new recruits to learn how they got their job, and what there experience in		Not Started	Trainee Development & Review
		Q1	3.3.4	Update Skills Matrix	Ensure all projects, systems and training is up to date for use in CV and job applications		Not Started	Trainee Development & Review
		Q1-Q3	3.3.5	Mock Interview	Role play a real life interview with staff to gain experience and receive feedback on interview responses	Prepare responses for real life interview questions	Not Started	Trainee Development & Review
		Q1-Q3	3.3.6	Career development - Develop Dandelion Trainees to be career ready	Dandelion Trainees know where their strengths lie. Having an awareness of individual technical strengths and work preferences.	The team has built an awareness of jobs in the IT industry. They have done self directed learning through role certifications, DXC Online University modules, or Tertiary Studies	Not Started	Trainee Development & Review
		Q2-Q4	3.3.7	Partner suitable team members with mentors in their identified area of interest. Continue with outplacements for 4 x weeks (I.e staggered as required) at external DXC partner in identified area of interest or in other roles to get further exposure in IT or Non IT roles.	Building working relationships.	Having confidence to communicate with other colleagues/stakeholders and ask questions.	Not Started	Trainee Development & Review
		Q3-Q4	3.3.8	Develop Dandelion Individual Work Profiles that showcase an individuals key skills and achievements, and areas for developments. Purpose of document is to share with key stakeholders to try and find suitable roles prior to contract end.	Continue to capture work experiences to use as examples in interviews and key selection criteria processes. Continue to develop a work 'profile' to demonstrate all workplace capabilities and learning experiences. Continue in consciously developing resilience, self awareness and self advocacy	Consider personal learning preferences and personal accommodations required in the workplace for success. Consider what are the personal challenges in the workplace and how can these be mitigated with support and strategies.	Not Started	Trainee Development & Review
		Q2-Q4	3.3.9	Dandelion Support Team indicate which staff need further development or assessment for other diagnosis	Connect with DES providers and Job Network Providers if need presents to assist with development outside of IT	Develop the knowledge and information about pathways to other job networks and community supports	Not Started	Trainee Development & Review
		Q3-Q4	3.3.10	Meet with a recruitment agency - Tips for writing job applications, how and when to use LinkedIn, Industries that are hiring etc	Learn current recruitment trend and growth areas	Dandelion Trainees feel confident on how to get a job, and know the market	Not Started	Trainee Development & Review
		Q4	3.3.11	Meet with Centrelink/Training Providers - Where appropriate - reconnect with Centrelink to access further training opportunities	Dandelion Trainees understand that they no longer want to do current role	Seeking out training in area of interest	Not Started	Trainee Development & Review
3.4	Modify work profile	Q1-Q4	3.4.1	Update Resume	Ensure all skills and experience is listed	Have two referees for your Resume	Not Started	Trainee Development & Review
		Q1	3.4.2	Ask fellow Dandelion team members to review your Resume and LinkedIn profile - Get feedback and tips from colleagues	Be receptive of feedback from colleagues		Not Started	Trainee Development & Review
		Q3	3.4.3	Refine LinkedIn Profile	Ensure all skills and experience is listed, and that you are connected to everyone that you have worked with during the three years in the Dandelion Program	Ask colleagues to look over your profile or share information from their profile to make sure LinkedIn is a professional and up to date as possible. Ask colleagues to write an endorsement for you on LinkedIn	Not Started	Trainee Development & Review
		Q1-Q4	3.4.4	Other role certification pursued based on feedback from 2 on 1s and career progression. Work with People Care Manager to identify areas of interest and gain knowledge of training opportunities to develop skill base.	What areas of the role do I enjoy. Where do I see myself working in the future.	Practice studying certification syllabus for examination and qualification purposes. Demonstrate self directed learning/study	Not Started	Trainee Development & Review
		Q3	3.4.5	Finalise Dandelion Individual Work Profiles	Be comfortable about the information to share with new teams		Not Started	Trainee Development & Review
3.5	Program Recap with Family	Q4	3.5.1	Program recap with applicable staff - where applicable connect with family. Family meeting to identify next steps and thoughts for the future.	Reflect on accomplishments and successes during 1 year Dandelion Program	Dandelion Trainees understand whether they stay with DXC/Untapped, existing client or look for other work. What do they need for this next stage of their working career.	Not Started	Individual Support Tool Box
		Q4	3.5.2	People Care Manager and ASC/s deliver recap on year 1 (expectations and achievements).	Understand the expectations of them for the year. Support staff work on strategies over the year as to how to continue meeting (or exceeding) these expectations.	Develop autonomy to take on more learning and growth in role independently.	Not Started	Individual Support Tool Box
		Q4	3.5.3	Hold meeting to recap Year 1 with Dandelion Trainees and Family members. Share achievements and successes within the workplace	Reflect on what we have learnt and the evolution of the Dandelion Program	Share our plans for encouraging Self Determination, Self Advocacy and Independence.	Not Started	Individual Support Tool Box
		Q4	3.5.4	Final reflection questions are captured for each Dandelion Trainees member.	Facilitate Dandelion Trainees member to reflect on what they have learnt and the evolution of the Dandelion Program	Share the Dandelion's success stories as per their journey.	Not Started	Individual Support Tool Box
3.6	Finalise staff work profile	Q4	3.6.1	Staff member has clear idea of what they need to succeed in the work place	Understanding individual learning style and how this affects success in the workplace. Practice confidently sharing this information with new teams.	Develop a clear understanding of working preferences, strengths, skills, and career goals.	Not Started	Trainee Development & Review
3.7	End of Contract Procedure	Q4	3.7.1	Final Program Reports done for all individuals. Complete the extended report for those extended on the client site or re-assigned report for those transitioning into other employment. ASC involved.	N/A	N/A	Not Started	Policies & Governance, Protocols & Templates
		Q4	3.7.2	Created considerate and respectful communication plan for the End of Contract: for the individuals, their families, broader client site and DXC Dandelion Trainees. ASC involved.	N/A	N/A	Not Started	Policies & Governance, Protocols & Templates
		Q4	3.7.3	Certificate of Graduation presented to all team members. ASC involved.	N/A	N/A	Not Started	Policies & Governance, Protocols & Templates

Revision Number	Date	Author	Reviewer & Approvers	Reason
0.1	04.11.16	Ian Pereira	Michael Fieldhouse, Adam Easterbrook, Lesley Richardson-Winifer, Sharon Whip	First annual Brisbane Dandelion program review held and Curriculum was established.
0.2	08.11.16	Ian Pereira	Lesley Richardson-Winifer, Sharon Whip	Format and content updated.
0.3	11.11.16	Ian Pereira	Adam Easterbrook, Callan Hanley, Rodney Hocking, Cathryn Masters, Nigel Phillips, Curtis Nicholas, Michael Fieldhouse, Sharon Lou Whip	No feedback received
0.4	23.11.16	Ian Pereira	Adam Easterbrook, Lesley Richardson-Winifer, Sharon Whip	Baselined version 0.4
0.5	11.05.18	Ian Pereira	Cathryn Masters, Andrew Woodall, Gillian.chappe-de-leonval, Anita Post, Mark Cooray, Stuart Meadley, Kathryn Ann Blair-lewis, Maria Spagnol, Jared Bark, Matthew Newbery, Adam Easterbrook, Lesley Richardson-winifer, Michael Fieldhouse, Nigel Phillips, Sharou Lou Whip, Jennifer Dick	Annual Curriculum review and various feedback added.
1.0	21.05.18	Ian Pereira	Adam Easterbrook	Baselined version 1.0
1.1	02.05.19	Ian Pereira	Johan Gueudinot	Annual Curriculum review and the following has been added: - Ensure all milestones are generic for any Dandelion Pod role type. - Updates made align with the new 1yr Curriculum and includes latest Adaptive and Executive Functioning learnings.
1.2	02.07.19	Johans Gueudinot	Ian Pereira	Added the following new tabs: - Guidelines
1.3	25.07.19	Ian Pereira, Johans Gueudinot	Martin Sullivan, Sharon Whip, Sonja Flett, Andrew Woodall, Kylie Colquhoun; Anita Post; Kathryn Ann Blair Lewis, Meredith Ward; Karen Tytler, Gillian Chappe De Leonval, Joann Sanderson, Peter Newbery, Shane Lottering, Amos Arad, Aden Jama, Adam Easterbrook, Lesley Richardson, Stuart Meadley, Nigel Phillips	Sent for review and feedback
1.4	07.08.19	Ian Pereira	Karen Tytler, Meredith Ward	Various feedback added
2	09.08.19	Ian Pereira	Martin Sullivan, Sharon Whip, Sonja Flett, Andrew Woodall, Kylie Colquhoun; Anita Post; Kathryn Ann Blair Lewis, Meredith Ward; Karen Tytler, Gillian Chappe De Leonval, Joann Sanderson, Peter Newbery, Shane Lottering, Amos Arad, Aden Jama, Adam Easterbrook, Lesley Richardson, Stuart Meadley, Nigel Phillips, Michael Fieldhouse	Baselined version 2.0