

Curriculum Purpose

The 1 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 1 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 quarter (i.e. see tabs *Quarter 1_Job Awareness*, *Quarter 2_Determination*, *Quarter 3_Self Advocacy*, *Quarter 4_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. WPO, SFIA, 2 on 1 Staff Reviews) as outlined in the Curriculum. For training and assistance contact the Dandelion Program Delivery Executive.

1 Year Roadmap

April 2019 - Rev 1.0



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

DXC Dandelion Curriculum - 1 Year Roadmap

Objective: The proposed roadmap below shows the recommended sequence of process transformation initiatives, over a period of 1 years, based on business and IT priorities, effort, and learnings.

1 Year

Q1 Job Awareness	Q2-Q3 Self Determination & Self Advocacy	Q4 Transition
1.0 Pre-Assessment 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 DXC Training Modules		
1.8 Communication with Stakeholders		
1.9 Build a Work Profile		
1.10 Autism Consultant Program		
	2.1 Staff develop 'Self Determination'	
	2.2 Autism Support Plan	
	2.3 Modify Work Profile	
	2.4 Transition Planning	
	2.5 Networking & Coaching	
	2.6 Process Improvements	
	3.1 Staff develop 'Self Advocacy'	
	3.2 Identify staff fulltime	
		4.2 Role Certification
		4.2 Finalise Work Profile
		4.3 Program Recap
		4.4 End of Contract Procedure

DNC Dandelion Curriculum - Quarter 1							
• Technical Learnings = Dandelion Support Team to ensure Dandelion Trainees meet milestone							
• Adaptive & Executive Learnings = ASC A/ 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 (Dandelion Support Team to ensure Dandelion Trainees meet milestone)	Adaptive Learnings	Executive Functioning Learnings	STATUS
1.0	Pre Assessment Workshop	Q1	1.1	Identify Dandelion Trainees Technical & Soft Skill sets to assist with upcoming work allocations.	N/A	N/A	Not Started
1.1	Onboarding	Q1	1.1.1	Overview of Workplace (ITL awareness) (vocabulary 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 travelling to work to arrive on time and feeling calm. Exploring the new financial circumstance and skills needed to manage money for future prosperity. Explore learnings about diet, food and exercise and the affect this has on work output and capacity.	Getting to work on time, getting work done in a timely manner, understanding dress code. Use available tools (e.g. Outlook Calendar, Life Sherpa) to schedule time effectively	Not Started
			1.1.2	Client induction from Directors and Managers from various accounts attend and provide brief overview	Develop attending meetings on time, being engaged in a range of presentations	N/A	Not Started
			1.1.3	User access requested	Explore the types of access is required by Users and what are the processes to request access. Explore the challenges of this process and provide appropriate feedback if any.	Follow the process carefully and methodically to ensure access required is generated	Not Started
			1.1.4	Manging Leave & Timesheet processes	Following process after demonstration. Complete work activities to ensure pay process can be enacted	Ensuring all timesheets are correctly submitted on time	Not Started
			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
			1.1.6	Dandelion & Technical staff familiarise themselves with role requirements by reading Support Staff Induction 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
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
			1.2.2	Role walkthrough 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
			1.2.3	Read Task cards (Visual) specific to role and systems	Dandelion Trainees develop active engagement in reading and understanding task cards	N/A	Not Started
			1.2.4	Introduction to key Business Applications e-mail, Time Sheets, SharePoint, OneNote, Printers etc	Comprehend and complete introductory processes. Explore and utilise learning resources e.g. Lynda	Develop competence in navigating the systems and using the tools to complete tasks assigned	Not Started
1.3	Pipeline of work	Q1-Q4	1.3.1	Dandelion Support Team discuss with client Director to integrate Dandelion Trainees into a variety of available accounts and work, with mentors assigned. Also use Dandelion Trainees Technical vs Soft Skills to assist. ASC consulted on the process.	Understand the wide variety of systems used and types of role processes undertaken in this department. Support Team to identify the type of work and ensure a solid pipeline/constant workload once training is completed. Using 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 workload in a consistent manner as agreed. Identify issues that may cause delays to work outcomes quickly.	Not Started
1.4	Team meetings & Staff Reviews	Q1-Q4	1.4.1	Commence Dandelion daily team Stand-ups (morning) and utilise tools (e.g. Kanban, Jira or priorities board) for Dandelion candidate to share progress such as: 'What they did yesterday, What they will do today and Raise 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
			1.4.2	2 on 1 development process commences and continues on an ongoing, monthly or quarterly basis depending on needs of Dandelion team. Utilise Workforce Performance Questionnaire (WFPQ) tool. Development Plan Matrix for tracking staff's technical vs 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 Dandelion Trainees member. Developing a knowledge of where the Dandelion 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 Dandelion Trainees to create their own learning goals.	Not Started
			1.4.3	Utilise 'SfIA Framework' (technical capability) tool https://www.sfia-online.org/en/ to be used quarterly onwards for 2 on 1s	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 maintain efficiencies for support staff.	Helps individuals to self reflect and to understand how to complete their own performance ratings.	Not Started
			1.4.4	3 month Quarterly Review scheduled	Identify personal and professional strengths and areas that are challenging in the workplace. Develop a deepening of self awareness and self knowledge of where the individual wants to pursue a career.	Participate in development conversations and activities using tools such as WFPQ	Not Started
			1.4.5	Indicate Dandelion 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 explicitly	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
			1.4.6	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
			1.4.7	Develop autonomy and independence	Be able to work independently and responsibly while supervisors are in meetings. Be able to delay raising 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
			1.4.8	Reviews development process commences and continues on a six monthly basis. Utilise Workforce Performance Questionnaire (WFPQ) tool. Development Plan Matrix for tracking staff's technical vs 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 deepening of self awareness and self knowledge of where the individual wants to pursue a career.	Participate in development conversations and activities using tools such as WFPQ's	Not Started
			1.4.9	6 month Quarterly Review scheduled and Probation End formal processes	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. Using tools such as WFPQ, SfIA etc.	Not Started
			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
1.5	Induction 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
			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
			1.5.3	Use role and system documents to perform activities	Understand the wide variety of systems used and types of work undertaken in this department. Practice explaining what is being completed in each system using skype or face to face to conduct presentations to teams.	N/A	Not Started
1.6	Central repository	Q1-Q2	1.6.1	Extend role knowledge, e.g. (via SharePoint or folder drive/s)	Contribute in appropriate ways to the collective knowledge and records of the program	Record knowledge and processes in planned, comprehensive appropriate methods	Not Started
1.7	Online Training modules	Q1-Q4	1.7.1	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 employee/client.	Use time effectively for ongoing learning and development	Not Started
1.8	Communication with stakeholders	Q1-Q4	1.8.1	Use Skype to start deal with Stakeholders to communicate directly with developers and business via emails, Skype and phone meetings.	Practice appropriate communication in a variety of systems used by employer and department	Dandelion Trainees form appropriate communicative & listening skills to develop knowledge and positive professional working relationships.	Not Started
			1.8.2	Encourage staff to communicate with Stakeholders (developers and business) in person where possible e.g. discussing raised defects.	Strengthen appropriate communication skills and demonstrate active listening often.	Practice professional concise communication with appropriate stakeholders with permission from the Team Lead.	Not Started
1.9	Build a work profile	Q1-Q3	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's employees and how to demonstrate and develop those in the workplace.	Consider the information that is required for the Resume documentation.	Not Started
			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
			1.9.3	Setup a Professional LinkedIn Profile	Connecting with appropriate people for networking	Practice asking for colleagues permission to add them on LinkedIn as good process	Not Started
			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
			1.9.5	Provide Autism Awareness Training Workshops for Client Stakeholders	N/A	N/A	Not Started
1.10	Autism Consultant Program	Q1	1.10.1	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
			1.10.2	Team Professional Development Workshops with frequency to be determined by requirements of Dandelion 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 workshops. Participate appropriately in the group learning environment. Contribute content to assist colleagues learning. Encourage colleagues to speak with confidence.	Not Started
			1.10.3	Weekly Meetings with Dandelion Trainees	Explore supports that are available in the community for Dandelion Trainees. Dandelion 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 in the workplace. Explore potential referral pathways the ASC has access to.	Not Started
			1.10.4	NDIS overview. Schedule as appropriate meetings with Dandelion Trainees who are outplaced. Frequency to be determined by requirements of Dandelion Trainees.	Explore supports that are available in the community for Dandelion Trainees. Dandelion 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 in the workplace for improved effectiveness and clarity.	Not Started
			1.10.5	Integrate Autism 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 Liposon training	N/A	N/A	Not Started
			1.10.6	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 employee/client.	Use time effectively for ongoing learning and development	Not Started
1.8	Communication with stakeholders	Q1-Q4	1.8.1	Start deal with Stakeholders to communicate directly with developers and business via emails, Skype and phone meetings.	Practice appropriate communication in a variety of systems used by employer and department	Dandelion Trainees form appropriate communicative & listening skills to develop knowledge and positive professional working relationships.	Not Started
			1.8.2	Encourage staff to communicate with Stakeholders (developers and business) in person where possible e.g. discussing raised defects.	Strengthen appropriate communication skills and demonstrate active listening often.	Practice professional concise communication with appropriate stakeholders with permission from the Team Lead.	Not Started

DXC Dandelion Curriculum - Quarter 2

• Technical Learnings = Dandelion Support Team to ensure Dandelion staff meet milestone

• Adaptive & Executive Learnings = ASC &/or Dandelion Support Team to initiate and regulate to ensure Dandelion staff meet milestone

High Level ID	Key Milestones	Target	Low Level ID	Technical Learnings	Adaptive Learnings	Executive Functioning Learnings	Status
2.1	Staff develop 'Self Determination'	Q2-Q4	2.1.1	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
2.2	Autism Support Plan	Q2-Q4	2.2.1	Individual and ASC develop a Support Plan capturing strategies to identify areas of support needs as required. Overall purpose of plan is is for Dandelion staff 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 I need to succeed in the workplace. What are some of the challenges for me?	Not Started
2.3	Modify work profile	Q2-Q4	2.3.1	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
		Q2-Q4	2.3.2	Refine LinkedIn Profile	Develop appropriate information and content for a professional LinkedIn Profile.	Regularly review and refine the professional LinkedIn Profile	Not Started
		Q2-Q4	2.3.3	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
2.4	Transition planning	Q2-Q4	2.4.1	Indicate to client which staff will be ready for transition in the future. Provide 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
		Q2	2.4.2	Identify DHS mentors to support Dandelion staff being outplaced to other teams.	Provide awareness training.		Not Started
		Q2	2.4.3	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
		Q3	2.4.4	Dandelion staff gain an awareness of where they can go at end of the contract.	Dandelion staff 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
		Q2-Q4	2.4.5	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
		Q2-Q4	2.4.6	Dandelion Support Team may 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
		Q2-Q3	2.4.7	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
		Q2-Q4	2.4.8	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
		Q2-Q4	2.4.9	Career development - Develop Dandelion staff 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
		Q3-Q4	2.4.10	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.	Develop an understanding of how to integrate into another working environment and the expectations of staff there.	Communicate with confidence with other colleagues/stakeholders and possesses the ability to prepare and then ask questions appropriately in the workplace to access resources.	Not Started
		Q3-Q4	2.4.11	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
2.5	Networking & Coaching	Q2	2.5.1	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
		Q2-Q4	2.5.2	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
		Q3	2.5.3	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
		Q3	2.5.4	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
		Q3-Q4	2.5.5	Brown Bag Session - Networking and build staff contacts. Working with People Care Manager.	N/A	N/A	Not Started
		Q4	2.5.6	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
		Q4	2.5.7	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
		Q4	2.5.8	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
		Q1-Q4	2.5.9	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
		Q3-Q4	2.5.10	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 staff feel confident on how to get a job, and know the market	Not Started
		Q4	2.5.11	Meet with Centrelink/Training Providers - Where appropriate reconnect with Centrelink to access further training opportunities	Dandelion staff understand that they no longer want to do current role	Seeking out training in area of interest	Not Started
2.6	Process improvements	Q2-Q4	2.6	Improve proactiveness and for staff member to show initiative	Explicitly learn what proactiveness is and what initiative is and how to demonstrate it appropriately within current role	Identify suitable and relevant process improvement	Not Started

DXC Dandelion Curriculum - Quarter 3

• 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
3.1	Staff develop 'Self Advocacy'	Q3	3.1.1	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
3.2	Identify Staff ready to go Fulltime	Q3-Q4	3.2.1	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

DXC Dandelion Curriculum - Quarter 4

- **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
4.1	Role Certifications	Q4	4.1.1	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.	N/A	N/A	Not Started
		Q4	4.1.2	Role certification practice & interactive training workshops	Participate in the ISTQB or other learning opportunities. 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
		Q4	4.1.3	Utilise 'SFIA framework' (technical capability) tool https://www.sfia-online.org/en to be used quarterly onwards for ECA Reviews	Demonstrate workplace independence and individual goal setting and activities towards achieving goals set.	Helps individuals to self-reflect and to understand how to complete their own performance ratings.	Not Started
4.2	Finalise staff Work Profile	Q4	4.2.1	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
4.3	Program Recap	Q4	4.3.1	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
		Q4	4.3.2	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
		Q4	4.3.3	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
		Q4	4.3.4	Final reflection questions are captured for each Dandelion Trainees member.	Faciliate 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
4.4	End of Contract Procedure	Q4	4.4.1	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
		Q4	4.4.2	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
		Q4	4.4.3	Certificate of Graduation presented to all team members. ASC involved.	N/A	N/A	Not Started

Revision Number	Date	Author/Reviewer	Reason
0.1	Jan-19	Ian/Johans	Document created
0.2	Feb-19	Ian/Johans	Document Revised - Added Adaptive and Functioning Learnings
0.3	Feb-19	Ian/Johans	Document Reviewed - Content & Format changes made
0.4	Feb-19	Ian/Johans	All Document Reviewed - Sharon, Sonja and Ian's updates
0.5	Mar-19	Ian	Document Revised - Content changes
0.6	Mar-19	Ian	All Document Reviewed - Gillian, Kathy and Meredith updates
1.0	Apr-19	Ian	Final Version