COURSE HANDBOOK

HLT55118 DIPLOMA OF DENTAL TECHNOLOGY

DELIVERY MODE: CLASSROOM BLENDED

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1. Packaging Rules

Packaging Rules	Packaging Rules
	25 units of competency are required for award of this qualification including:
	- 21 core units
	- 4 elective units, consisting of:
	    - at least 3 units from the electives listed on
	      https://training.gov.au/Training/Details/HLT55118
	     - 1 unit from the units listed on TGA; any endorsed Training Package or
	      accredited course. Selected units must be relevant to the work outcome.
	
	All electives chosen must contribute to a valid, industry-supported vocational outcome.
	
	For more information on the packaging rules, please visit
	https://training.gov.au/Training/Details/HLT55118

Units of Competency	Consistent with the qualification packaging rules, the units listed below are delivered for this qualification. The choices of elective units are based on conversations with employers and/or industry consultants regarding skills gaps or areas of increased pressure on service delivery.

Phase	No	Unit Code	Unit Title	Core (C) Elective (E)
Introduction to working in dental industry	1	CHCCOM005	Communicate and work in health or community services	C
	2	CHCDIV001	Work with diverse people	C
Building soft skills in communication, management and resourcing	3	BSBADM311	Maintain business resources	E
	4	BSBCUS301	Deliver and monitor a service to customers	E
	5	BSBRKG403	Set up a business or records system for a small business	E
Working safely and infection control	6	HLTAID011	Provide first aid	C
	7	HLTINF006	Apply basic principles and practices of infection prevention and control	C
	8	HLTWHS002	Follow safe work practices for direct client care	E
	9	HLTWHS003	Maintain work health and safety	C
Basic skill sets in dental laboratory	10	HLTDET001	Construct models	C
	11	HLTDET002	Construct custom impression trays	C
	12	HLTDET005	Construct thermoformed bases and appliances	C
	13	HLTDET003	Construct registration rims	C
	14	HLTDET004	Articulate models and transfer records	C
Splints and Orthodontics	15	HLTDET013	Construct oral splints	C
	16	HLTDET012	Construct orthodontic appliances	C
Prosthetics (dentures)	17	HLTDET007	Construct removable acrylic partial dentures	C

		18	HLTDET014	Repair and modify dentures and appliances	C
		19	HLTDET015	Construct complete removable acrylic dentures and appliances	C
		20	HLTDET006	Construct immediate dentures	C
		21	HLTDET008	Construct cast alloy removable partial denture framework	C
	Crown and Bridge and Ceramics	22	HLTDET010	Join alloy structures	C
		23	HLTDET009	Construct crown and bridge structures	C
		24	HLTDET011	Construct ceramic and fixed restorations	C
	CAD	25	HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	C

No prerequisite and/or corequisite units in this qualification.

2. Educational Pathways

Pathways into the qualification	Students may have completed previous Certificate III qualification in Dental Laboratory Assisting or Certificate III in Dental Assisting.
Pathways from the qualification	Learners who successfully complete this qualification may progress into further studies such as: • Higher education in dental technology OR • Advanced Diploma of Dental Prosthetics
Employment Pathways	Graduates may find employment in dental Industry as a: • Dental technician in dental surgeries, dental laboratories or denture clinics • Dental laboratory owner/operator *It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.

3. Learner Characteristics

Key characteristics of target learner cohort	The key characteristics of target learner cohort are: Individuals who have little or no prior knowledge or experience in this industry and are: • planning to pursue a career specific to the dental sector and gain a qualification; • able to attend regular face-to-face classes • Individual who are 18 years or older • Have physical attribute suitable for work as a dental technician

4. RTO's admission requirements

The HLT55118 Diploma of Dental Technology allows direct entry into this qualification at the time of publication in training.gov.au. However, the RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. This consists of:

Domestic Students	- Minimum age of 18 years and above - Satisfactory completion of the equivalent of Australian Year 12 or higher - Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment (i.e. operating dental technician machinery and moving various dental technician materials such as plaster bags) Additionally, the learner is required to: - Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. - Complete the Language, Literacy and Numeracy (LLN) test If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment then it is not required.
International Students	- Minimum age of 18 years and above - Satisfactory completion of the equivalent of Australian Year 12 or higher - Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment (i.e. operating dental technician machinery and moving various dental technician materials such as plaster bags) - English Language Requirements **1.** _(see table below)_ **Note: Results older than two years are not acceptable (for offshore applicants)** **OR** 2. Evidence that they have studied in English for at least five years in Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom or United States **OR** 3. Evidence that, within two years of their application date, they have successfully completed in Australia a foundation course or a senior secondary certificate of education or a Certificate III or higher level qualification, from the Australian Qualifications Framework. **OR** 4. Applicants originating from students visa assessment levels 1 and 2 countries without the required IELTS or equivalent score must undertake the Language, Literacy and Numeracy (LLN) test. For further information on student visa assessment levels visit Department of Home Affairs' website at www.homeaffairs.gov.au. Additionally, the learner is required to: <u>Onshore International Students</u> - Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience.

Table for International Students English Language Requirements:

IELTS (General or Academic) overall	PTE Academic	TOEFL PB	TOEFL IBT	CAE Scale	ELICOS (General English)
5.5	46	506	62	162	n/a
5.0	38	478	51	154	+ 15 weeks
4.5	30	450	40	146	+ 30 weeks

	Offshore International Students o Complete the Pre-Training Review which aims to identify training needs through questions on previous education or training, relevance of the courses to learner and relevant experience. This will be conducted either via video call (e.g. Skype) or phone call to the prospective learner. If the learner has done the Pre-Training Review and LLN assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment then it is not required.
Other Conditions	o Complete the Language, Literacy and Numeracy (LLN) test prior to the commencement of the course o Students required to invest approximately 4 hours per week self-directed learning to complete self-study and assessments during the training weeks and does not include term breaks and work placement.

5. Training/Delivery Arrangements and Strategies

Delivery Location	Melbourne, Victoria.
		Location	Student Capacity
Level 4, 355 Spencer Street West Melbourne 3003 – Training sessions and Simulation Dental Technology laboratory (Primary site)	400 | This course will only be delivered and assessed in Victoria and not offered for interstate students.
Delivery Mode	Classroom Blended including classroom sessions, self-study and theory assessments at home and simulated workplace environment.
Training support after the classroom training sessions	• Training support is provided following the training session; or • Learners may make individual appointments for training support if required. • Training support can be provided via face-to-face, phone, skype or email.
Individual Learning & Reflection / Self-paced	• All the student receives Canvas LMS login so they can refer to a range of videos, links, interactive training materials, E-Books in their own time. • Trainer will provide quizzes to the students to complete in their own time and discuss the quizzes in the next session/s. These quizzes are not recorded and main purpose is to prompt student on self-paced learning. Please refer the session plan for the further information. • Completion of self-study will be checked by the trainer to guide student's progress in the unit but not recorded. Trainers will ask students questions related to their self-study each week to make sure that students have gained the knowledge related to the quiz.
Assessment	Some assessment tasks need to be completed outside the classroom environment especially theory assessments.

6. Course Duration

Course Duration	Full time: over a period of 95 weeks o 95 weeks of delivery is inclusive of 22 weeks holiday breaks. o Supervised Classroom sessions 20 hours per week on campus

	o Additional Training Support hours including any learning assistance provided to students after the classroom sessions or on additional request by learners outside of supervised classroom session hours either via face-to-face or phone, skype or email to support learners to undertake their individual self-learning activities and assessments outside of classroom hours.
	o Completion of Individual Learning and Reflection/Self-Paced learning hours are not monitored by the Trainers/Assessors and form part of "unsupervised hours". Trainers will ask students questions related to their Individual Learning after each week's class session to ensure and verify that students have gained the knowledge related to the quizzes.
	Note: No classes on public holidays. If any class days fall on a public holiday then the session with be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday
	Refer to the Delivery Structure and Delivery Hours table below for the breakdown of delivery hours.

7. Delivery Details/Strategies

Delivery methods	The range of delivery methods may include, but not limited to the following: - lectures / Instructions - pre-reading - demonstrations and modelling - practice opportunities - brainstorming activities - group discussions - guided facilitation of individual or group learning activities, group work or project-based case studies
Delivery Structure	- Delivery structure is comprised of classroom training sessions, training support, learning activities, work placement, self-paced (to allow the learners to absorb and reflect on their learning and to engender deep rather than surface learning) - The unit of competency will be delivered and assessed as stand-alone units (i.e. no clustering of units)
Units of Competency	All units to be delivered and assessed are listed in Section 19 - Training and Delivery Structure.

8. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. For further information on protocols and policies on assessments and re-assessments, please refer to the MITP13 Assessment and Reassessment Policy and Procedure.

Assessments	- Theory Assessment Tasks will be completed by the students outside the Menzies Campus and on the student's own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed on Menzies Campus at Menzies Dental Technology Laboratory as supervised hours. - Work Placement Assessments are completed for the following units HLTINF006, HLTWHS002, HLTWHS003 and conducted during student's visit to a real workplace. Note: Please refer to the Individual Assessment Task information for Students and Assessor for the further information.

	- Assessments will address: - Application of the Unit statement - Elements - Performance Criteria - Performance Evidence - Assessment Conditions - Knowledge Evidence - Foundation Skills - Dimensions of competency - Where a learner's work is assessed to be 'not satisfactory', the learner will be provided with additional support, coaching or tutoring and the opportunity to re-submit the work. - Specific assessment conditions relevant to each unit are detailed in the Assessment Tasks information for Students and Assessors. - Learners are provided with Assessment Task and instructions as to how the assessment will be conducted and by whom. - Assessors have flexibility (according to the requirements of the Training Package, including the Performance Evidence and Assessment Conditions for each unit of competency) to accept other forms of evidence from individual learners (e.g. oral questioning, observations). - All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence (https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12) Assessment methods to be used for each unit of competency are outlined in Section 13 – Assessment Methods Matrix below.
Establish the Assessment Context	The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and identifies the training and assessment materials that have been developed to facilitate the learning and assessment process. It is, therefore, important to establish some of the most common assessment contexts, such as: - The environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues - Opportunities for gathering evidence in several situations - The purpose of assessment - Who carries out the assessment - The period during which the assessment takes place - Apportioned costs or fees (if applicable) - Ensuring that regardless of location or modality, the assessment would be consistent
Submission of Assessments and Feedback	- Schedule of submission of assessments are usually indicated on the timetables/unit outline. Adjustments can be made on discretion of the trainer/assessor. - Learners must submit all Theory Assessments via the CANVAS LMS system. All Simulation Practical Assessments are observed by the Assessor directly and completed on paper. All Work Placement Assessment Tasks are to be completed on paper by Learners and submitted to the Assessor and Assessors complete their observation notes for assessment tasks on paper. - Completed and submitted work will be assessed within fifteen (15) working days from the date of submission by the Assessor. - Feedback is provided to the learner as soon as practicable.

Marking and Recording of Assessments	1. The Trainer/Assessor must:
	• Record the assessment outcomes for each completed assessment task and mark either 'Satisfactory' or 'Not Satisfactory'.
	• On completion of all assessment tasks, the overall assessment decision is to be recorded as either 'Competent' or 'Not Yet Competent'.
	• Submit evidence of student's assessments and outcome records on a Student Unit Competency File.
	2. The Student Administration Department must:
	• Record the results into the Student Management System
	• File the original assessments into the Student Unit Competency File.
	• Store in the designated secure and locked location of the Student Unit Competency File for evidence keeping.

9. Assessment Requirements

Requirements for assessments	• The assessment pack for each unit of competency specifies the method of assessment to be undertaken by the learner.
	• Assessment Instructions for each assessment task and activities are clear such as - what to expect, when, how, where, etc.
	• Templates are provided, if required, with each skill test/ assessment task.
	• Performance criteria is provided to each skill test/ assessment task but not directly copied from TGA.
	• Benchmarks are set, detailed and clearly set out on the assessor resources (marking guide consist of all expected accurate or variable response that is 'nearly', ' closely' or 'exactly' expected for the task)
	• Evidence requirements in the marking guide are measurable.
	• The instructions provided to the learner ensure that the learner cannot misinterpret the requirements and provide alternative evidence.
	• The assessments are mapped against the unit requirements for the units in the qualification and are indicated in the mapping document of each unit.
	• Assessment Conditions are specified in the assessment tasks.
	• Foundation skills are addressed and mapped adequately in the mapping document.
	• Trainer/Assessor's feedback are recorded to inform learners on the outcomes of each assessment they undertake.
	• Cumulative assessment records are kept to monitor learner progression.
Assessment Tools	RTO has assessment tools developed for each unit of competency. An assessment tool includes the following components:
	• Assessment type and assessment task description
	• The context and conditions for the assessment
	• Resubmissions and reattempts
	• Location (where assessment is conducted)
	• The tasks to be administered to the candidate
	• Information regarding how trainers/assessors will assess the work
	• An outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
	• The relevant administration, recording and reporting requirements.
	Refer to the Assessment Methods Matrix below that indicates the available assessment tools for this qualification.

10. Assessment Methods Matrix

Unit Code	Unit Name	Written Test	Simulated tasks including role play	Assignment	Workplace Task	Project	Online test
CHCCOM005	Communicate and work in health or community services	×	×	×			
CHCDIV001	Work with diverse people	×	×			×	
BSBADM311	Maintain business resources	×				×	
BSBCUS301	Deliver and monitor a service to customers	×				×	
BSBRKG403	Set up a business or records system for a small business	×				×	
HLTAID011	Provide first aid	×	×				
HLTINF006	Apply basic principles and practices of infection prevention and control	×	×		×		×
HLTWHS002	Follow safe work practices for direct client care	×		×	×		
HLTWHS003	Maintain work health and safety	×		×	×		
HLTDET001	Construct models	×	×	×			
HLTDET002	Construct custom impression trays	×	×	×			
HLTDET005	Construct thermoformed bases and appliances	×	×	×			
HLTDET003	Construct registration rims	×	×	×			
HLTDET004	Articulate models and transfer records	×	×	×			
HLTDET013	Construct oral splints	×	×	×			
HLTDET012	Construct orthodontic appliances	×	×	×			
HLTDET007	Construct removable acrylic partial dentures	×	×	×			
HLTDET014	Repair and modify dentures and appliances	×	×	×			
HLTDET015	Construct complete removable acrylic dentures and appliances	×	×	×			
HLTDET006	Construct immediate dentures	×	×	×			
HLTDET008	Construct cast alloy removable partial denture framework	×	×	×			
HLTDET010	Join alloy structures	×	×	×			
HLTDET009	Construct crown and bridge structures	×	×	×			
HLTDET011	Construct ceramic and fixed restorations	×	×				
HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	×	×	×			

11. Assessment Feedback

Assessment Feedback	Feedback and input from learners and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and during the validation processes. Feedback will be sought through the following process: **Feedback from learners:** • To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study and at the end of the course. • They are also given a satisfaction survey at the completion of the course **Trainer feedback and comments:** • Feedback from trainers/assessor are formally sought during the scheduled validation activities.

12. Complaints and Appeals

Complaints and Appeals	**Complaints** • Learners are informed of RTO's Complaints and Appeals Policies via the RTO's website and during the Orientation Session. • If a learner has a complaint, they are encouraged to speak immediately with the trainer to resolve the issue. If the learner is not satisfied and the issue has not been resolved, the learner will be asked to complete a Complaint/Appeal Form available from either the trainer or administration staff for referral to the compliance manager who will then investigate the complaint and advise the complainant of the outcome, in writing. Refer to the following documents for further details of Complaints: • MITP07 Complaints and Appeals policy and procedure • MFS04 Complaints and Appeals Form **Assessment decision appeal** • If a Learner was assessed as 'Not Yet Competent' in any performance criteria, they are to be provided the opportunity for reassessment. A time for re-assessment is to be set at a mutually agreeable time. • The learner is granted two attempts to complete each task satisfactorily without any cost to the learner. If deemed 'Not Yet Competent' after the second attempt, the learner will be required to do further training before reattempting the unit. • Fees may apply if learner is to repeat the unit or further re-assessment required. Please refer to **MITP13 Assessment and Reassessment Policy and Procedure** • In the event that a learner is again assessed 'Not Yet Competent' and if a learner believes that they have not received a fair and accurate assessment of the unit requirements then they should follow the appeals procedure. For more information, please refer to **MITP07 Complaints and Appeal Policy and Procedure.**

13. Monitoring Attendance and Course Progress

Course Completion and monitoring course progress	Course attendance and progress is monitored in order to assist learners to achieve successful completion and course outcomes by:
	• early detection of learners whose course progress is less than satisfactory and who may need appropriate learning support, resource and assistance; and
	• identifying and excluding learners who continue to make unsatisfactory progress including the strategy for early exit from a qualification.
	• Contacting (by phone or email) those learners with poor attendance and have not contacted their trainer to discuss any difficulties which may be impacting their ability to participate in the course and on how the RTO can provide reasonable support that may be relevant to their situation.
	For more information, refer to the **MITP01 Vocational Attendance Recording, Monitoring and Reporting Policy and Procedure** and **MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure** for further information.

14. Performance and knowledge evidence

Performance and knowledge evidence	During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:
	• **Direct**
	This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.
	• **Indirect**
	This involves evidence which supports the learner being able to complete a task. For example:
	o a written assessment piece responding to specific knowledge questions
	o any documentation prepared as part of this training program

15. Training and Delivery Structure

Total Volume of Learning Hours = Supervised Training and Assessments Hours + Unsupervised Hours

Supervised Training and Assessment Hours explanation

Title	Explanation
Supervised Classroom Learning and Training Hours	The number of hours with Trainer supervision and delivery of learning content (i.e. lectures, discussions, reflection). Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours on Campus	The number of hours with Trainer/Facilitator supervision for simulation practical demonstrations and assessments. Please refer to Session Plan of each unit of competency for breakdown of the sessions.
Work Placement Hours and Work Placement Assessment Hours	The number of hours completed during Work Placement Experience which includes hours for assessments completion.

Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Students to complete additional learning activities and quizzes outside of the formal training hours to build on their learning and knowledge.

Theory Assessments hours completed outside of classroom and on student's own time	Students to complete all theoretical assessments outside of classroom hours and on their own time

Note:

1. *If any class days fall on a public holiday then the session with be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday*
2. *Students undertake the self-directed learning to be able to complete the assessment tasks.*

Unit Code	Unit Title	Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Supervised Workplace Assessment Task hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER HOURS
			SUPERVISED HOURS (AMOUNT OF TRAINING)				**UNSUPERVISED HOURS**				
CHCDIV001	Work with diverse people	C	20	0		**20**	2	2	**4**	**24**	40
HLTINF006	Apply basic principles and practices of infection prevention and control	C	28	10	2	**40**	4	4	**8**	**48**	25
HLTWHS002	Follow safe work practices for direct client care	E	24	14	2	**40**	4	4	**8**	**48**	40
HLTWHS003	Maintain work health and safety	C	24	14	2	**40**	4	4	**8**	**48**	40
CHCCOM005	Communicate and work in health or community services	C	12	8		**20**	2	2	**4**	**24**	30
BSBADM311	Maintain business resources	E	20	0		**20**	2	2	**4**	**24**	15
BSBCUS301	Deliver and monitor a service to customers	E	20	0		**20**	2	2	**4**	**24**	35
BSBRKG403	Set up a business or records system for a small business	E	20	0		**20**	2	2	**4**	**24**	40
HLTAID011	Provide first aid	C	12	8		**20**	2	2	**4**	**24**	18
HLTDET001	Construct models	C	20	20		**40**	4	4	**8**	**48**	38
HLTDET002	Construct custom impression trays	C	20	20		**40**	4	4	**8**	**48**	28
HLTDET005	Construct thermoformed bases and appliances	C	20	20		**40**	4	4	**8**	**48**	33

Unit Code	Unit Title	Core (C) Elective (E)	Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Supervised Workplace Assessment Task hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER HOURS
HLTDET003	Construct registration rims	C	20	20		**40**	4	4	**8**	**48**	28
HLTDET004	Articulate models and transfer records	C	20	20		**40**	4	4	**8**	**48**	20
HLTDET013	Construct oral splints	C	30	30		**60**	6	6	**12**	**72**	30
HLTDET012	Construct orthodontic appliances	C	30	30		**60**	6	6	**12**	**72**	60
HLTDET007	Construct removable acrylic partial dentures	C	46	34		**80**	8	8	**16**	**96**	60
HLTDET014	Repair and modify dentures and appliances	C	40	20		**60**	6	6	**12**	**72**	40
HLTDET015	Construct complete removable acrylic dentures and appliances	C	70	70		**140**	16	16	**32**	**172**	150
HLTDET006	Construct immediate dentures	C	36	24		**60**	6	6	**12**	**72**	60
HLTDET008	Construct cast alloy removable partial denture framework	C	60	80		**140**	14	14	**28**	**168**	80
HLTDET010	Join alloy structures	C	24	16		**40**	4	4	**8**	**48**	30
HLTDET009	Construct crown and bridge structures	C	70	90		**160**	16	16	**32**	**192**	90
HLTDET011	Construct ceramic and fixed restorations	C	70	90		**160**	16	16	**32**	**192**	120

Unit Code	Unit Title	Core (C) Elective (E)	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS	NCVER HOURS
			Supervised Classroom Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Supervised Workplace Assessment Task hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS		
HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	C	90	110		200	20	20	40	240	100
TOTAL			**846**	**748**	**6**	**1600**	**162**	**162**	**324**	**1924**	**1250**

16. Facilities and Resources

Student Numbers and Class Locations	Class Location	Purpose	Class Size/Student Numbers

	Spencer Campus (Level 4, 355 Spencer Street Room: S4-11)	**General purpose theory classroom**
		   o AV Equipment (1 x Projector, 1 x Speaker)
		   o 1 x Trainer Computer
		   o 1 x Whiteboard
		   o 1 x Trainer Desk and Chair
		   o 30 x Student Desks and Chairs
		   o Wifi Internet access
			64 sqm / 30 students

	Spencer Campus (Level 4, 355 Spencer Street: Dental Laboratory A)	**Dental Technology Simulation Laboratory** - 30 x Dental Technician work benches - 2 x Dental furnace - 1x Casting Machine - 3 x Dental Model Trimmer - 2 x Plaster and Stone storage units - 3 x Sinks with plaster trap - 1 x Autoclave - 1 x Steriliser - 5 x Cabinets of Dental Materials and Instruments - 30 x Dental Technician Handpieces - 30 x Dental Technician Wax Heaters - 2 x Dental Ceramic Furnace - 2 x Sinks with plaster trap - 2 x Dental Model Trimmer -4x Denture Presses -2x Denture Boiling units -1x Thermoforming Unit **Dental CAD-CAM Laboratory** - 5 x CAD-CAM student computers - 1 x CAD-CAM master computer - 1 x Dental 3D intra oral camera for digital scanning - 1 x Dental Milling Machine	190 sqm / 30 students
	Spencer Campus (Level 4, 355 Spencer Street: Dental Laboratory Room 7)	**Dental Plaster and Materials Laboratory** - 4 x Cabinets of dental materials and instruments - 2 x Sinks with plaster trap - 2 x Dental Model Trimmer - 3 x Dental Polishing Units - 2x Manual Sandblasters - 1x Automatic Sandblaster - 2 x Dental Acrylic Curing machines - 2 x Long dental technician workbenches - 1x boiler unit (wall hanged) -1x Vacuum Mixing Unit -1x Ultrasonic Cleaner - 1x Steam Cleaner - 1x Water Distiller Unit	65 sqm / 15 students
Training Resources	**Learning & Assessment Resources provided by the Institute to Students** ☑ **Textbook #1: Basics of Dental Technology, 2nd Edition, Johnson** ☑ **Learner Workbook, Learner Guide and Powerpoints** Learner guide for each unit provided to the students and is the core learning material for students. Learner workbook has questions that students complete to check their knowledge and form		

formative assessments to provide underpinning knowledge and skills to all the students prior to summative assessments.

Formative assessment may include:
- Quizzes
- Short answer questions
- Practical demonstration checklists

☑ **Other handouts**
For each unit of competency, there are additional handouts and supplementary resources available. Refer to the *Student Unit Guide* and *Session Plan* of each unit of competency for information.

☑ **Access to Office365 Student Email Accounts and Office Software**
Each student will be provided with Office365 student account to access Microsoft software (Word, Powerpoint, Excel etc) and also provided with dedicated Menzies Student email account.

☑ **Learning Management System - CANVAS**
Students and Trainers will have Canvas LMS platform login to access range of resources including but not limited to videos, link, reading material, digital and audio books and quizzes.

☑ **Dental Technician Tool Kit and Dental Materials**
Each student will be provided with 1 x Dental Technician tool kit for them to use throughout the course. This tool kit is purchased externally as part of their material fees. All dental materials used during the practical sessions are provided to the student as part of their material fees.

☑ **Dental Technology Practical Uniform**
Each student will be provided with 2 pieces of dental technology laboratory coat.

☑ **Other relevant PPE provided by the institute:**
- Face mask
- Gloves
- Safety glasses

Learning & Physical Resources that the students must provide
- Textbook #2: Anatomy of Orofacial Structures, 8th Edition, Brand
- Textbook # 3: Introductions to Dental Materials, 4th Edition, van Noort
- General stationery for study (e.g. pens, notebooks)
- Computer or tablets with stable internet connection

Appropriate clothing requirements for practical sessions:

Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows:
- o Uniform must be worn in clinical area which must be ironed and look tidy. Tie up hair if the length is beyond your shoulder
- o Wear closed toe shoes (no runners, ugg boots or sandals) and dental laboratory appropriate clothes (no jeans or denim).
- o Hair is neatly presented and is off your face and above your collar.
- o Remove all rings and wrist jewellery including watches during practical sessions. The only jewellery permitted is ear studs/nose studs.
- o Fingernails must be short and filed.
- o No fingernail extensions ('acrylics') are allowed and no nail polish allowed.

Physical Resources & Equipment for each unit of competency

	The following physical resources will be provided: ▪ Theory classrooms ▪ AV Equipment ▪ Whiteboard ▪ Internet access ▪ Simulation Dental Technology Laboratory at 355 Spencer Street Campus ▪ Printer at 355 Spencer Street Campus ▪ Student common areas (lunch, study, recreation)
Development of Training and Assessment Resources	The RTO develops its own training and assessment resources or engage external organisations to develop its customised resources. In the event that off-the-shelf training and assessment resources are used, the RTO ensures that there are no copyright limitations to restrict the RTO to undertake contextualisation of such resources to meet its training requirements.
Development of training and assessment resources	The training and assessment resources to be used are developed by: Third party learner resources reviewed by the compliance manager and trainer/assessor prior to delivery to make sure we meet the requirements. Prepared additional material as required by the unit.

No	Unit Code	Unit Name	Assessment resources developed by:
1	CHCCOM005	Communicate and work in health or community services	RTO's resource development team
2	CHCDIV001	Work with diverse people	RTO's resource development team
3	BSBADM311	Maintain business resources	RTO's resource development team
4	BSBCUS301	Deliver and monitor a service to customers	RTO's resource development team
5	BSBRKG403	Set up a business or records system for a small business	RTO's resource development team
6	HLTAID011	Provide first aid	RTO's resource development team
7	HLTINF006	Apply basic principles and practices of infection prevention and control	RTO's resource development team
8	HLTWHS002	Follow safe work practices for direct client care	RTO's resource development team
9	HLTWHS003	Maintain work health and safety	RTO's resource development team
10	HLTDET001	Construct models	RTO's resource development team
11	HLTDET002	Construct custom impression trays	RTO's resource development team
12	HLTDET005	Construct thermoformed bases and appliances	RTO's resource development team
13	HLTDET003	Construct registration rims	RTO's resource development team
14	HLTDET004	Articulate models and transfer records	RTO's resource development team
15	HLTDET013	Construct oral splints	RTO's resource development team
16	HLTDET012	Construct orthodontic appliances	RTO's resource development team
17	HLTDET007	Construct removable acrylic partial dentures	RTO's resource development team
18	HLTDET014	Repair and modify dentures and appliances	RTO's resource development team

19	HLTDET015	Construct complete removable acrylic dentures and appliances	RTO's resource development team	
20	HLTDET006	Construct immediate dentures	RTO's resource development team	
21	HLTDET008	Construct cast alloy removable partial denture framework	RTO's resource development team	
22	HLTDET010	Join alloy structures	RTO's resource development team	
23	HLTDET009	Construct crown and bridge structures	RTO's resource development team	
24	HLTDET011	Construct ceramic and fixed restorations	RTO's resource development team	
25	HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	RTO's resource development team	

17. Access and Equity

Access and Equity	Principles, practices and legislative requirements relating to equity, access, anti-discrimination and social justice will be addressed in all aspects of the implementation of the training and assessment strategy. Where practical, student special needs will be identified prior to students' commencing programs. Customized delivery and assessment strategies, including reasonable adjustments, will be designed to meet client needs. The RTO has a range of student support services that students are able to access. Support services include student administration services, academic support services to assist students who may require further assistance.

18. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	- The RTO identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLN test prior to commencement of training. - During the course of a learner's study, any additional needs of learners are identified and addressed, where possible. - In responding to the learner's needs, the RTO provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: - Taking into account language, literacy and numeracy requirements. - Making adjustments to the physical environment or venue. - Considering age, gender; cultural beliefs and background, traditional practices, religious observances. - Considering learners with disability(ies). - Deferment of study. - Help with a Special Consideration application. - Assistance with study skills through practical advice. - Monitoring course progress In addition, support on assessment arrangements are provided as follows, but not limited to: - Scheduling flexible assessment sessions. - Providing assessment materials in a variety of formats (large fonts, electronic, symbols). - Providing LLN support. - Arranging for or allowing a member of their community to be present at the assessment, if required.

	o Revising planned assessment methods and tools including assessment process or context that meet the individual needs of the person with a disability, but do not change or compromise competency outcomes.
	o Provision of additional support, coaching or tutoring and the opportunity to re-submit the work where a learner's work is assessed to be 'not satisfactory' on a given assessment task or may have been deemed 'Not Yet Competent' on a unit of competency.
	o Learners are given adequate time to work on assessments and projects.
	o When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility.
	o Additional training and tutorials, if required.
	o Referral to further learner support service or external counsellors.
	• Trainer/Assessors are mindful of any ongoing requirements to make reasonable adjustments based on individual learner circumstances as they arise.
	• Reasonable Adjustment requirements will be recorded on the assessments and/or learner's file.
	• The reasonable adjustments provided must not compromise the quality of training and the requirements of the unit of competency or the qualification.
	• Staff available to learners to provide support services are trainers/assessors, RTO administration staff and management.
	• Assistance is available to learners via telephone, email and/or face-to-face.
	The RTO reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the RTO.

19. Recognition of Prior Learning (RPL) and Credit Transfers

Demonstration of Competence through
 	
Recognition of Prior Learning (RPL)
	Learners can demonstrate competency through formal, non-formal and informal learning:
	
	• Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
	
	• Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
	
	• Informal learning refers to learning that results through the experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
	
	• Learners are encouraged to apply for RPL before or immediately after formal enrolment but before the facilitated delivery of units to ensure that they do not miss any class/workshop opportunities offered should they be unsuccessful in the RPL process.
	
	• To know more about how RPL is conducted please refer to the following documents:
	
	    o RPL policy and procedure
	    o RPL kit for the qualification
	
	How prospective learners will be made aware of RPL
	
	Prospective learners will be informed of the RPL policy and process before enrolment into the program, via discussions, orientation, Pre-Enrolment and Post Enrolment learner information.

Credit Transfers (CT)	• RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

	• Learners must show evidence that can be verified such as a statement of results to be considered for CT. Learners should advise and provide evidence of their acquired or pending qualifications/statements of attainment before or during the enrolment process.

20. Certification Issuance and Statement of Attainments

Professional Recognition	• At the successful completion of the program, the learner will be awarded with the HLT55118 Diploma of Dental Technology qualification along with a transcript of units showing the assessment results.
	• At any point before the completion of the program, a learner may request a Statement of Attainment for each unit of competency where he/she has been assessed as competent.