Course Handbook

MENZIES
INSTITUTE OF TECHNOLOGY

HLT35021 CERTIFICATE III IN DENTAL ASSISTING

DELIVERY MODE: CLASSROOM BLENDED

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1. Training Package Information

Training Package Code	HLT
Training Package Name	Health
Version (Release) of Training Package	9.2
Date (Release) of Training Package	01/07/2023
Endorsement Date of Training Package	01/07/2013
Qualification Code/Name	HLT35021 Certificate III in Dental Assisting
CRICOS Code	106096F
Version (Release) of the qualification	5.0
Date (Release) of the qualification	01/07/2023
AQF Level	Level 3
Qualification Description	This qualification reflects the role of workers who assist dental practitioners during oral health care procedures. The role includes maintaining high standards of infection control, assisting with practice administration and supporting quality and professionalism in the dental sector.
	The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
	To achieve this qualification, the candidate must have completed at least 350 hours of work as detailed in the Assessment Requirements of the Units of Competency.
Licensing / Regulatory Information	Not Applicable
Entry requirements	**Nil**
	(this qualification does not have mandatory entry requirements at the time of publication on training.gov.au)

2. Packaging Rules

Packaging Rules	**Packaging Rules** 10 units of competency are required for award of this qualification including: - 8 core units - 2 elective units from the list of electives on https://training.gov.au/Training/Details/HLT35021, 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/HLT35021
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	Order of Delivery	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
Basic skills in the dental clinic	3	HLTINF006	Apply basic principles and practices of infection prevention and control	C
	4	HLTINF002	Process reusable medical devices and equipment	C
	5	HLTWHS001	Participate in workplace health and safety	C
Being operational in the dental clinic with	6	HLTDEN015	Prepare for and assist with dental procedures	C

		7	HLTDEN016	Assist with dental radiography	C
patients and dentist		8	HLTDEN017	Assist with administration in dental practice	C
Additional Skill Set for Dental Assistants		9	HLTDET005	Construct thermoformed bases and appliances	E
First Aid		10	HLTAID011	Provide First Aid	E
No prerequisite and/or corequisite units in this qualification.					

3. Educational Pathways

Pathways into the qualification	N/A
Pathways from the qualification	Students may be able to choose further pathways into Certificate IV in Dental Assisting or other related dental assisting fields.
Employment Pathways	Graduates may find employment in dental Industry as a: • Dental assistant / Dental Nurse *It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.

4. 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 assisting industry and gain a qualification; • able to attend regular face-to-face classes • Individual who are 18 years or older

5. RTO's admission requirements

The HLT35021 Certificate III in Dental Assisting 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 11 or higher - Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment and clients (i.e. to assist a patient in transferring themselves to and from a dental chair) 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. The learner must also provide prior to commencement of Work Placement allocation for the following: - Provide proof of up to date immunisation. - Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC. - Provide a Working with Children Check.
International Students	- Minimum age of 18 years and above - Satisfactory completion of the equivalent of Australian Year 11 or higher - Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment and clients (i.e. to assist a patient in transferring themselves to and from a dental chair) - English Language Requirements **1.** (see table below)

IELTS (General or Academic)	PTE Academic	TOEFL	Cambridge C1 Advanced Test	Occupational English Test (OET)	ELICOS (General English or equivalent)
6.0 each band	50 each component	12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking)	169 each component	B each component	Upper Intermediate level completion

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: Onshore 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. 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. The learner must also provide prior to commencement of Work Placement allocation for the following: • Provide proof of up to date immunisation. • Provide a satisfactory National Police Clearance / Australian Federal Police Clearance Certificate (AFP) / NCC. • Provide a Working with Children Check.
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 of self-directed learning to complete self-study and theoretical assessments during the training weeks and does not include during term breaks or work placement period.

6. 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 Clinic practical laboratory (Primary site)	453
	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.

7. Course Duration

Course Duration	Full time: over a period of 36 weeks
	o 36 weeks of delivery is inclusive of 8 weeks of Work Place Professional Experience Placement and 4 weeks of holiday breaks.
	o Supervised Classroom Sessions of 20 hours per week on campus.
	o 350 hours of dental assisting work that involves:
	    - 300 hours in a real dental clinic workplace as Work Place Professional Experience Placement (37.5 hours per week for 8 weeks)
	
	    - 50 hours in a simulated dental clinic workplace environment at the Menzies Campus (allocated during the delivery weeks)
	
	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.

8. Delivery Details/Strategies

Delivery methods	The range of delivery methods may include, but not limited to the following: • lectures / Instructions • pre-reading • work placement observation and guidance • workplace simulated practical demonstration and activities • demonstrations and modelling • practice opportunities • brainstorming activities • group discussions
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.

9. 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 School as supervised hours.
	• Work Placement Experience Assessments are completed by the student during their allocated Work Placement Experience Hours which are supervised hours.
	
	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 physical copy to the Trainer. 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.

10. 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 Section 13 - Assessment Methods Matrix below that indicates the available assessment tools for this qualification.

11. Assessment Methods Matrix

Unit Code	Unit Name	Written Test	Simulated Tasks	Workplace Observation	Workplace Tasks	Case study	Project
CHCCOM005	Communicate and work in health or community services	X	X	X	X		X
CHCDIV001	Work with diverse people	X	X	X	X		X
HLTINF006	Apply basic principles and practices of infection prevention and control	X	X	X	X		X
HLTINF002	Process reusable medical devices and equipment	X	X	X	X		X

HLTWHS001	Participate in workplace health and safety	X	X	X	X		
HLTDEN015	Prepare for and assist with dental procedures	X	X	X	X		X
HLTDEN016	Assist with dental radiography	X	X	X	X		X
HLTDEN017	Assist with administration in dental practice	X	X	X	X		X
HLTDET005	Construct thermoformed bases and appliances	X	X				
HLTAID011	Provide first aid	X	X				

12. 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 **Trainers/assessors and clinical facilitators feedback and comments:** • Feedback from trainers/assessor and clinical facilitators are formally sought during the scheduled validation activities.

13. 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.**

14. 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.

15. 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

16. 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:

o *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*
o *Students undertake the self-directed learning to be able to complete the assessment tasks.*

Phase	Learning Sequence	Unit Code	Unit Title	Core/Elective	SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
					Supervised Learning Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Work Placement and Work Placement Assessment 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	
Introduction to working in dental industry	1	CHCCOM005	Communicate and work in health or community services	C	12	8		20	1	3	4	24
	2	CHCDIV001	Work with diverse people	C	20	0		20	1	3	4	24
Basic skills in the dental clinic	3	HLTINF006	Apply basic principles and practices of infection prevention and control	C	28	12		40	2	6	8	48
	4	HLTINF002	Process reusable medical devices and equipment	C	28	12		40	2	6	8	48
	5	HLTWHS001	Participate in workplace health and safety	C	12	8		20	1	3	4	24
Being operational in the	6	HLTDEN015	Prepare for and assist with dental procedures	C	100	120	300	520	11	33	44	564

Phase	Learning Sequence	Unit Code	Unit Title	Core/Elective	Supervised Learning Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Work Placement and Work Placement Assessment 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
dental clinic with patients and dentist	7	HLTDEN016	Assist with dental radiography	C	20	20		40	2	6	8	48
	8	HLTDEN017	Assist with administration in dental practice	C	12	8		20	1	3	4	24
Additional Skill Set for Dental Assistants	9	HLTDET005	Construct thermoformed bases and appliances	E	32	8		40	2	6	8	48
First Aid	10	HLTAID011	Provide First Aid	E	12	8		20	1	3	4	24
TOTAL					276	204	300	780	24	72	96	876

17. Workplace Experience Placement

Workplace Experience Placement	There is compulsory Workplace Experience Placement component in this qualification. The details of the work placement policy and procedures are outlined in MITP78 Work Placement Agreement Policy and Procedure and MFA50 Work Placement Agreement Form. The total hours for work placement in this qualification is 300 hours (37.5 hours per week x 8 weeks). Please refer the following documents related to work placement for further information: • MFA50 Work placement agreement • MITP78 Work placement agreement policy and procedure • MITP13 Assessment and reassessment policy and procedure • Work Placement Tasks booklets for completion by student during their Professional Experience Placement • Work Placement Observation booklet for completion by Assessor during Professional Experience Placement Work placement agreement must sign prior to starting the placement by the student, workplace provider and RTO representative. Placement Supervisor will be allocated to rostered group of students during the placement. Placement Supervisor would provide guided learning and practical demonstrations for students. The RTO Assessor will visit the students during Work Placement at least on 3 occasions throughout their Work Placement period and observe and assess the students' performance and provides feedback continuously. The student required to complete the work placement hours and collect the signature of the Placement Supervisor to confirm the hours completed. Students required to complete the work placement task booklet during the placement and submit to the RTO office. The RTO Assessor will provide the final assessment outcome for the students and provide feedback accordingly. The completed Placement Tasks Booklets by students and Observation Booklets by assessor will be submitted to the Course Coordinator. The Course Coordinator will review the submissions and finalise the sign off on completion of the placement for each student. If there are any re-assessments required, then the MITP13 Assessment and Re-assessment Policy and Procedure to be followed. Furthermore, during the Placement, necessary interventions and adjustments for students would have to be identified prior to the final outcome. As outlined in the MITP78 Work Placement agreement policy and procedure and this will be done in collaboration with the Placement Supervisor, RTO Assessor and Work Placement Coordinator.

18. Facilities and Resources

Training Resources	**Learning & Assessment Resources provided by the Institute to Students** ☑ **Learner workbook and guide** Learner guide for each unit provided to the students. Learner guide has questions that student may answer to check their knowledge.

☑ **PowerPoint handouts**

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

☑ **Other handouts**

For each unit of competency, there are additional handouts and supplementary resources available. Refer to the *Student Unit Guide* and *Session & Assessment plan* of each unit of competency for information. Session plan available to the trainer for each unit.

☑ **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 Assisting Practical Uniform**

Each student will be provided with 2 pieces of dental assisting practical uniform that they must wear during their simulation practical classes.

Learning & Physical Resources that the students must provide
- 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 Clinic Laboratory at 355 Spencer Street Campus
- Printer at 355 Spencer Street Campus
- Student common areas (lunch, study, recreation)

Consumable Resources and Equipment required for each unit of competency

The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.

19. 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.

20. 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. - 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. - 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. - Learners are given adequate time to work on assessments and projects. - When conducting assessments with individuals with disabilities, assessors are encouraged to apply good with sensitivity and flexibility. - 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.

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

Demonstration of Competence through **Recognition of Prior Learning (RPL)**	Applicant's existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL). The process could suit the applicant if they have: • paid or unpaid work experience • prior formal training • skills and knowledge gained on the job • community work experience • short course and work-based learning • trade skills • other life experience. **Evidence you might need to supply** The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include: • work appraisals • job descriptions • photos or actual work samples • relevant formal qualifications • resume and references • in-house training certificates • eye witness testimonies • observation at the applicant's workplace or a simulated workplace • informal RPL interviews. Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.
Credit Transfers (CT)	Credit Transfer is a process of recognising the applicant's previous formal studies that are equivalent to one or more units that form part of the qualification. The applicant will need to provide verified copies of Statements of Attainments or formal academic transcripts that list the units for which the applicant is seeking Credit Transfer. Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further details.

22. Certification Issuance and Statement of Attainments

Professional Recognition	• At the successful completion of the program, the learner will be awarded with the HLT35021 Certificate III in Dental Assisting 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.

Appendix 1 Delivery Schedule (sample)

Please refer the delivery and assessment information document, session plan for detailed information of each session.

Notes:
1. 'W' means week; 'W1' means Week 1
2. Classroom session: 2 days for 8 hours each and 1 day for 4 hours = 20 hours per week
3. Delivery location: RTO's classrooms (refer to Delivery Location section)

WEEK	UNIT CODE & TITLE	ASSESSMENT SCHEDULE
W1	CHCCOM005 Communicate and work in health or community services	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: student role play on communication skills in dental health industry Assessment Task 3 – Project: Case studies and project scenarios on communication issues in dental industry
W2	CHCDIV001 Work with diverse people	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: student role play on working with diverse people Assessment Task 3 – Project: Case studies and project scenarios on work place diversity
W3, 4	HLTINF006 Apply basic principles and practices of infection prevention and control	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on infection control protocols Assessment Task 3 – Project: Case studies and project scenarios on infection control protocols and policies
W5, 6	HLTINF002 Process reusable medical devices and equipment	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on reusable instruments processing Assessment Task 3 – Project: Case studies and project scenarios on reusable instruments processing
W7	HLTWHS001 Participate in workplace health and safety	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 – Project: Case studies and project scenarios work place health and safety
W8 ~ 18	HLTDEN015 Prepare for and assist with dental procedures	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence

		Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on dental chairside operating procedures Assessment Task 3 – Project: Case studies and project scenarios on reusable instruments processing
W19 ~ 20 Term Break (2 weeks)		
W21, 22	HLTDEN016 Assist with dental radiography	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on dental radiography assisting Assessment Task 3 – Project: Case studies and project scenarios on reusable instruments processing
W23	HLTDEN017 Assist with administration in dental practice	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on administration tasks in dental clinic Assessment Task 3 – Project: Case studies and project scenarios on reusable instruments processing
W24, 25	HLTDET005 Construct thermoformed bases and appliances	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and observation of construction of thermoformed bases and appliances
W26	HLTAID011 Provide First Aid	Assessment Task 1 - Written questions: Testing of theoretical knowledge and evidence Assessment Task 2 - Simulation Tasks: Student practical demonstrations and role play on first aid procedures
W27 ~ 34 **Work Place Professional Experience Placement (8 weeks) – 300 hours**		
W35 ~ 36 Term Break (2 weeks)		