

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	<p>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.</p> <p>The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>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.</p>
Licensing / Regulatory Information	Not Applicable
Entry requirements	<p>Not Applicable (<i>this qualification does not have mandatory entry requirements at the time of publication on training.gov.au</i>).</p> <p>However, the Menzies Institute of Technology requires candidates to meet its admission requirements prior to enrolling into this qualification. Please refer to Section – Menzies Institute of Technology admission requirements.</p>

2. Packaging Rules

<p>Packaging Rules</p>	<p>Packaging Rules</p> <p>10 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> • 8 core units and • 2 elective units from the list of electives on https://training.gov.au/training/details/HLT35021/qualdetails <p>All electives chosen must contribute to a valid, industry-supported vocational outcome.</p> <p>For more information on the packaging rules, please visit https://training.gov.au/training/details/HLT35021/qualdetails</p>																																	
<p>Units of Competency</p>	<p>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.</p> <table border="1" data-bbox="395 831 1471 1570"> <thead> <tr> <th>Unit Code</th> <th>Unit Title</th> <th>Core (C) Elective (E)</th> </tr> </thead> <tbody> <tr> <td>CHCCOM005</td> <td>Communicate and work in health or community services</td> <td>C</td> </tr> <tr> <td>CHCDIV001</td> <td>Work with diverse people</td> <td>C</td> </tr> <tr> <td>HLTINF006</td> <td>Apply basic principles and practices of infection prevention and control</td> <td>C</td> </tr> <tr> <td>HLTINF002</td> <td>Process reusable medical devices and equipment</td> <td>C</td> </tr> <tr> <td>HLTWHS001</td> <td>Participate in workplace health and safety</td> <td>C</td> </tr> <tr> <td>HLTDEN015</td> <td>Prepare for and assist with dental procedures</td> <td>C</td> </tr> <tr> <td>HLTDEN016</td> <td>Assist with dental radiography</td> <td>C</td> </tr> <tr> <td>HLTDEN017</td> <td>Assist with administration in dental practice</td> <td>C</td> </tr> <tr> <td>HLTDET005</td> <td>Construct thermoformed bases and appliances</td> <td>E</td> </tr> <tr> <td>HLTAID011</td> <td>Provide First Aid</td> <td>E</td> </tr> </tbody> </table> <p>Note: The packaging rules applied to this qualification have resulted in no requirements for prerequisite or corequisite units.</p>	Unit Code	Unit Title	Core (C) Elective (E)	CHCCOM005	Communicate and work in health or community services	C	CHCDIV001	Work with diverse people	C	HLTINF006	Apply basic principles and practices of infection prevention and control	C	HLTINF002	Process reusable medical devices and equipment	C	HLTWHS001	Participate in workplace health and safety	C	HLTDEN015	Prepare for and assist with dental procedures	C	HLTDEN016	Assist with dental radiography	C	HLTDEN017	Assist with administration in dental practice	C	HLTDET005	Construct thermoformed bases and appliances	E	HLTAID011	Provide First Aid	E
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3. Educational Pathways

Pathways into the qualification	Individuals may enter into this qualification with limited or no vocational experience and without a lower level qualification.
Pathways from the qualification	Learners 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 as a: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Individuals who have little or no prior knowledge or experience in this industry and are:<ul style="list-style-type: none">○ planning to pursue a career specific to the dental assisting industry and gain a qualification○ able to attend regular face-to-face classes○ 18 years or older
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5. Menzies Institute of Technology'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 Menzies Institute of Technology 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. Please refer to **MITP11 Admissions Policy and Procedure** for further information if required. This consists of:

Domestic Students	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Complete the Genuine Student Test/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 and Digital Literacy Skills (LLND) test If the learner has done the Pre-Training Review and LLND assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment then it is not required.
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	<p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> • 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. 												
<p>International Students</p>	<ul style="list-style-type: none"> • 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 (meet one of the requirements outlined below) <p>1.</p> <table border="1" data-bbox="395 745 1471 1240"> <thead> <tr> <th data-bbox="395 745 563 909">IELTS (General or Academic)</th> <th data-bbox="563 745 730 909">PTE Academic</th> <th data-bbox="730 745 898 909">TOEFL</th> <th data-bbox="898 745 1082 909">Cambridge C1 Advanced Test</th> <th data-bbox="1082 745 1265 909">Occupational English Test (OET)</th> <th data-bbox="1265 745 1471 909">ELICOS (General English or equivalent)</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 909 563 1240">6.0 each band</td> <td data-bbox="563 909 730 1240">50 each component</td> <td data-bbox="730 909 898 1240">12 (Listening), 13 (Reading), 21 (Writing), 18 (Speaking)</td> <td data-bbox="898 909 1082 1240">169 each component</td> <td data-bbox="1082 909 1265 1240">B each component</td> <td data-bbox="1265 909 1471 1240">Upper Intermediate level completion</td> </tr> </tbody> </table> <p>Note: Results older than two years are not acceptable</p> <p>OR</p> <p>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</p> <p>OR</p> <p>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 IV or higher level qualification, from the Australian Qualifications Framework.</p> <p>Additionally, the learner is required to:</p> <ul style="list-style-type: none"> ○ Complete the Genuine Student Test/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 in person or phone call or video call/online with the prospective learner. ○ Complete the Language, Literacy and Numeracy and Digital (LLND) test before commencement of the course. 	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
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	<p>If the learner has done the Pre-Training Review and LLND assessment previously at Menzies Institute of Technology for a previous qualification in the same stream enrolment then it is not required.</p> <p>The learner must also provide prior to commencement of Work Placement allocation for the following:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Learners 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 Dental Assisting Practical Simulation Clinic (Primary site)	453
	This course will only be delivered and assessed in Victoria and not offered for interstate learners.	
Delivery Mode	<ul style="list-style-type: none"> • Classroom Blended including classroom sessions, self-study and simulated workplace environment for practical demonstrations. 	
Training support after the classroom training sessions	<ul style="list-style-type: none"> • Training support is provided following the training session either in classroom or online through CANVAS. The purpose of the Training Support session is for learners to receive additional assistance with learning and/or assessments as they require. • Learners may make individual appointments for training support if required. • Training support can be provided via face-to-face, phone, online or email. 	
Individual Learning & Reflection / Self-paced	<ul style="list-style-type: none"> • All learners receive CANVAS LMS login to access range of videos, links, interactive training materials, e-Books in their own time. • Completion of self-study will be checked by the trainer to guide learner's progress in the unit but not recorded. Trainers will ask learners questions related to their self-study each week to prompt learners on self-paced learning. 	
Assessment	<ul style="list-style-type: none"> • Theory Assessment tasks can be completed by learners outside the classroom environment in their own time. All Practical Assessment tasks must be conducted at the Dental Assisting Practical Simulation Clinic. 	

7. Course Duration

Course Duration	<p>Full time: over a period of 36 weeks</p> <ul style="list-style-type: none">• 36 weeks of delivery is inclusive of 8 weeks of Work Place Professional Experience Placement and 4 weeks of holiday breaks.• Supervised Classroom Sessions of 20 hours per week on campus.• 350 hours of dental assisting work that involves:<ul style="list-style-type: none">○ 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 of supervised classroom sessions)• Additional Training Support hours including any learning assistance provided to learners 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.• 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 learners questions related to their Individual Learning after each week’s class session to ensure and verify that learners have gained the knowledge related to the quizzes. <p>Note: No classes on public holidays. If any class days fall on a public holiday then the session will be allocated to another day in that week so that the amount of training supervised hours are consistent regardless of public holiday</p> <p>Please refer to the Section - Training and Delivery Structure for the breakdown of delivery hours.</p>
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8. Delivery Details/Strategies

Delivery methods	<p>The range of delivery methods may include, but not limited to the following:</p> <ul style="list-style-type: none">• 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
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Delivery Structure	<ul style="list-style-type: none"> • Delivery structure is comprised of classroom training sessions, structured learning such as training support, learning activities, self-paced (to allow the learners to absorb and reflect on their learning). • The unit of competency will be delivered and assessed as stand-alone units.
Units of Competency	<ul style="list-style-type: none"> • All units to be delivered and assessed are listed in the Section - Training and Delivery Structure.

9. Assessment Details and Arrangements

The assessment details and arrangements explain the assessment strategies to be employed. Please refer to **MITP13 Assessment, Reassessment and Reenrolment Policy and Procedure** for further information if required.

Assessments	<ul style="list-style-type: none"> • Theory Assessment Tasks will be completed outside of campus on the learner’s own time as unsupervised hours. All Simulated Practical assessment tasks will be conducted and completed at Menzies Spencer Street – Dental Assisting Practical Simulation Clinic as supervised hours. <p>Note: Please refer the individual Assessment task for the further information.</p> <ul style="list-style-type: none"> • Assessments will address: <ul style="list-style-type: none"> ○ 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 tools for a unit of competency. • Learners are provided with assessment materials 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. • All assessment will be conducted in accordance with the Training Package requirements, Principles of Assessment and Rules of Evidence. • Assessment methods to be used for each unit of competency are outlined in the Section - Assessment Methods Matrix.
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<p>Establish the Assessment Context</p>	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>Submission of Assessments</p>	<ul style="list-style-type: none"> • Schedule of submission of assessments are indicated on the Session Plans and announced to the learners at the beginning of the unit. Adjustments can be made by discretion of the trainer/assessor but within reasonable timeframes. If longer timeframe is required, the trainer/assessor must consult with the Manager/Coordinator. • 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. • Completed Work Placement booklets are submitted to Placement Coordinator • Completed and submitted work will be assessed within two (2) weeks from the date of submission and feedback provided to student.
<p>Marking and Recording of Assessments</p>	<ul style="list-style-type: none"> • The Trainer/Assessor must: <ul style="list-style-type: none"> ○ 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 learner's assessments and outcome records on a Student Unit Competency File to Student Academics Department. ○ For Work Placement booklets, the Workplace Assessor must ensure all items are completed and evidence submitted. The Placement Coordinator will check for completeness and submit to Student Academics Department (logged hours are correct and sufficient, all tasks completed and signed off) • The Student Academics Department must: <ul style="list-style-type: none"> ○ Check the submission for completeness (student record matches the submission and marking assigned and if any, report findings or errors to Manager/Coordinator) ○ Record the results into the Student Management System

- File the original assessments into the Student Unit Competency File

10. Assessment Requirements

<p>Requirements for assessments</p>	<ul style="list-style-type: none"> • 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.
<p>Assessment Tools</p>	<p>Menzies Institute of Technology has assessment tools developed for each unit of competency. An assessment tool includes the following components:</p> <ul style="list-style-type: none"> • Assessment type and assessment task description • The context and conditions for the assessment • Resubmissions and reattempts • Location (where assessment is conducted) • Assessment appeals • 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. <p>Refer to the Section - Assessment Methods Matrix that indicates the available assessment tools for this qualification.</p>

Performance and knowledge evidence	<p>During the course, trainers and assessors will use a variety of methods to gather evidence of performance and knowledge including:</p> <ul style="list-style-type: none"> • Direct <p>This involves the assessor directly observing the learner performing the tasks which facilitate a decision of 'satisfactory' and 'not yet satisfactory' until all assessments for the unit have been completed and then it becomes 'Competent' or 'Not Yet Competent'.</p> <ul style="list-style-type: none"> • Indirect <p>This involves evidence which supports the learner being able to complete a task. For example:</p> <ul style="list-style-type: none"> ○ a written assessment piece responding to specific knowledge questions ○ any documentation prepared as part of this training program
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11. Assessment Methods Matrix

Unit Code	Unit Title	Written Test	Simulated Tasks	Workplace Observation	Workplace Tasks	Case study	Project
CHCCOM005	Communicate and work in health or community services	√	√	√	√		√
CHCDIV001	Work with diverse people	√	√	√	√		√
HLTINF006	Apply basic principles and practices of infection prevention and control	√	√	√	√		√
HLTINF002	Process reusable medical devices and equipment	√	√	√	√		√
HLTWHS001	Participate in workplace health and safety	√	√	√	√		
HLTDEN015	Prepare for and assist with dental procedures	√	√	√	√		√
HLTDEN016	Assist with dental radiography	√	√	√	√		√
HLTDEN017	Assist with administration in dental practice	√	√	√	√		√
HLTDET005	Construct thermoformed bases and appliances	√	√				
HLTAID011	Provide first aid	√	√				

12. Assessment Feedback

Assessment Feedback	<p>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.</p> <p>Feedback from learners</p> <ul style="list-style-type: none"> • To assist with continuous improvement processes, learners are given opportunities to provide feedback during the course of their study
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	<p>Trainer/assessor feedback and comments</p> <ul style="list-style-type: none"> • Feedback from trainers/assessor are formally sought during the scheduled validation activities. <p>Industry consultation including Work Placement Provider (if applicable) feedback</p> <ul style="list-style-type: none"> • Feedback from industry representatives and work placement providers are encouraged and gathered during industry consultation process <p>The obtained feedback will loop with Continuous Improvement approach. Please refer to Section – Continuous Improvement.</p>
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13. Complaints and Appeals

<p>Complaints and Appeals</p>	<p>Complaints</p> <ul style="list-style-type: none"> • Learners are informed of Menzies Institute of Technology’s Complaints and Appeals Policies during pre-training review, letter of offer and acceptance, student orientation and via the Menzies Institute of Technology’s website. • If a learner has a complaint, they are encouraged to speak immediately with the trainer/assessor or student support officer 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. <p>Assessment decision appeal</p> <ul style="list-style-type: none"> • If a Learner was assessed as ‘Not Yet Satisfactory’ in any assessment task, 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. • 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. <p>Please refer to MIPT07 Complaints and Appeal Policy and Procedure for further information if required.</p>
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14. Monitoring Course Progress

Monitoring course progress	<p>Course progress is monitored in order to assist learners to achieve successful completion and course outcomes by:</p> <ul style="list-style-type: none">• 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 or any Menzies Institute of Technology staff (e.g. Student Services and Academics, Finance, Placement Coordinator, Manager/Coordinator) to discuss any difficulties which may be impacting their ability to participate in the course and on how the Menzies Institute of Technology can provide reasonable support that may be relevant to their situation. <p>Please refer to MITP02 Vocational Course Progress Recording, Monitoring and Reporting Policy and Procedure for further information if required.</p>
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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. This totals to 400 hours for the whole course. The number of hours allocated for each Phase of Work Placement Experience Hours are outlined.

Unsupervised Hours explanation

Title	Explanation
Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Learners 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 learner's own time	Learners to complete all theoretical assessments outside of classroom hours and on their own time

***Note:**

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

	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
				Supervised Classroom Learning and Training 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	
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
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
6	HLTDEN015	Prepare for and assist with dental procedures	C	100	120	300	520	11	33	44	564
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
9	HLTDET005	Construct thermoformed bases and appliances	E	32	8		40	2	6	8	48
10	HLTAID011	Provide First Aid	E	12	8		20	1	3	4	24
TOTAL				276	204	300	780	24	72	96	876

16. Workplace Experience Placement

Workplace Experience Placement

As part of this course, learners will also be required to undertake practical placement for a minimum of 300 hours over 8 weeks (37.5 hours per week). During this placement, learners will be involved in day to day operations of a dental clinic from preparation, chair-side assistance, administration and dealing with customers and other professionals as well as to gain community access, and social inclusion. Access to organisational policies and procedures will be arranged by workplace supervisor. The trainer will contact the learner and the workplace supervisor from time to time (as agreed in the work placement agreement) to check progress. Learners cannot progress into the practical work placement of the course until they have successfully completed all assessment requirements for the theoretical component and have demonstrated appropriate skills required for practical work placement.

Menzies Institute of Technology will assist the learner in finding the suitable workplace. Menzies Institute of Technology will liaise with the workplace to ensure that the participant is suitably supervised at the centre. During the practical placement, the learner will be assessed in the practical skills. The work placement will be unpaid (however can be negotiated) and the daily working hours will be negotiated between learners and the centre.

The time spent by the learner in work placement in this course is critical to ensure that the learner participates in regular work over the course duration. This is necessary to allow for a workplace context in the assessment and workplace observation which is a requirement for every unit. All learners are required to maintain a work placement logbook to record their worked hours and record of practical tasks completed.

Learners who are already working in the dental clinic are encouraged to use their existing workplace to complete these practical placement hours providing it meets the requirement's necessary to conduct assessment and approved by Menzies Institute of Technology.

The learner must also provide prior to commencement of Work Placement allocation for the following at their own cost:

- 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.

The following work placement providers are a small sample for provision of the work placement

- Pacific Smiles Dental Clinics
- Bupa HealthCare Dental Clinics
- Dental Care Group

Note: Work placement provider information are subject to change.

Please refer the following documents related to work placement for further information:

- MFA50 Work placement agreement

	<ul style="list-style-type: none"> • MITP78 Work placement agreement policy and procedure • MITP13 Assessment and reassessment policy and procedure • Work Placement Tasks booklets for completion by learner during their Professional Experience Placement • Work Placement Observation booklet for completion by Assessor during Professional Experience Placement <p>Work placement agreement must sign prior to starting the placement by the learner, workplace provider and Menzies Institute of Technology representative.</p> <p>Workplace Supervisor/Assessor will be allocated to rostered group of learners during the placement. Workplace Supervisor/Assessor would provide guided learning and practical demonstrations for learners and observe and assess the learners' performance and provides feedback continuously. The learner required to complete the work placement hours and collect the signature of the Workplace Supervisor/Assessor to confirm the hours completed.</p> <p>Learners required to complete the work placement task booklet during the placement and submit to the Workplace Supervisor/Assessor.</p> <p>The Workplace Supervisor/Assessor will provide the final assessment outcome for the learners and provide feedback accordingly. The completed Placement Tasks Booklets by learners and Observation Booklets by assessor will be submitted to the Work Placement Coordinator.</p> <p>The Head of School – Dental or Course Coordinator will review the submissions and finalise the sign off on completion of the placement for each learner. 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 learners 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 Workplace Supervisor/Assessor, Work Placement Coordinator and Course Coordinator.</p> <p>The ultimate accountability and responsibility for the assessment of learners during the work placement professional experience is Menzies Institute of Technology.</p>
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17. Facilities and Resources

Training Resources	<p><u>Learning & Assessment Resources provided by the Institute to Learners</u></p> <p><input checked="" type="checkbox"/> Learner Workbook, Learner Guide and Powerpoints</p> <p>Learner guide for each unit provided to the learners and is the core learning material for learners. Learner workbook has questions that learners complete to check their knowledge and form formative assessments to make sure MIT provide underpinning knowledge and skills to all the learners prior to summative assessments.</p> <p>Formative assessment may include:</p> <ul style="list-style-type: none"> • Quizzes
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- 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 & Assessment plan* of each unit of competency for information. Session plan available to the trainer for each unit.

Learning Management System - CANVAS

Learners 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 learner 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 learners must provide

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

	<p><u>Consumable Resources and Equipment required for each unit of competency</u></p> <p>The consumable resources and equipment required for each Unit of Competency is outlined in the Session Plan for the unit of competency.</p>
Development of Training and Assessment Resources	<p>The Menzies Institute of Technology 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 Menzies Institute of Technology ensures that there are no copyright limitations to restrict the Menzies Institute of Technology to undertake contextualisation of such resources to meet its training requirements. Third party learner resources reviewed by course coordinators and trainer/assessors through pre-validation process to ensure requirements are met. Trainers/Assessors have flexibility to supplement with additional training materials as they see fit.</p>

18. Access and Equity

Access and Equity	<p>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 Learners' commencing programs. Customised delivery and assessment strategies, including reasonable adjustments, will be designed to meet learner needs.</p> <p>The Menzies Institute of Technology has a range of student support services that Learners are able to access. Support services include student administration services, academic support services to assist Learners who may require further assistance.</p> <p>Please refer to MITP28 Student Support Services and Welfare Policy and Procedure for further information if required.</p>
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19. Reasonable Adjustments and Learner Support

Reasonable Adjustments and Learner Support	<ul style="list-style-type: none"> • The Menzies Institute of Technology identifies any reasonable adjustments required by candidates during the Pre-Training Review that includes LLND test before 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 Menzies Institute of Technology provides reasonable adjustment and support to learners in a number of ways as follows, but not limited to: <ul style="list-style-type: none"> ○ 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.
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- 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 LLND 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.
 - Additional training and tutorials, if required.
 - 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, Menzies Institute of Technology administration staff and management.
 - Assistance is available to learners via telephone, email and/or face-to-face.
 - The Menzies Institute of Technology reserves the right to not provide reasonable adjustments if the costs to be incurred will cause financial hardship to the Menzies Institute of Technology.
- Please refer to **MITP83 Reasonable Adjustment Policy and Procedure** for further information if required.

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

<p>Demonstration of Competence through Recognition of Prior Learning (RPL)</p>	<p>Applicant’s existing skills, knowledge and experience can help to attain a recognised qualification, through an assessment process called Recognition of Prior Learning (RPL).</p> <p>The process could suit the applicant if they have:</p> <ul style="list-style-type: none"> • 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. <p>Evidence you might need to supply</p> <p>The RPL assessor will discuss with the applicant the most appropriate evidence the applicant can provide to support the application, this may include:</p> <ul style="list-style-type: none"> • 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. <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further information if required.</p>
<p>Credit Transfers (CT)</p>	<p>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.</p> <p>Please refer to MITP15 RPL and Credit Transfer Policy and Procedure for further information if required.</p>

21. Certification Issuance and Statement of Attainments

Certification Issuance and Statement of Attainments	<ul style="list-style-type: none">• 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.• If a student has been withdrawn/cancelled from the qualification, the student will be issued with a Statement of Attainment for each unit of competency where he/she has been assessed as Competent.• At any point before the completion of the program, a learner may request an Interim Transcript for record of unit of competency where he/she has been assessed as Competent.
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Appendix 1: Timetable sample

Menzies Institute of Technology provides rolling intake so Learners can enrol at a unit commencement. The intake dates are typically set once per month.

Each week of classes are set as 20 hours of Face to Face classroom delivery.

Please refer to Session plan for detailed information on how hours are distributed between training and assessments.

The table below shows the duration of each Term and Term Break duration. Please note the sequence of units and allocation of term breaks and term break durations will differ slightly based on intake month. A Completion Activity Period at end of learner's timetable is allocated to allow for course completion and finalisation of marking/results. Please note Completion Activity Period is not allocated if learner's enrolment included extended term break due to longer holiday period (e.g. Christmas break period)

Timetable Sample		
Term 1: 12 weeks, Term 2: 12 weeks, Work Placement: 8 weeks Total Term Break and Completion Activity period: 4 weeks		
Qualification, class and commencement date:	HLT35021 Certificate III in Dental Assisting	
Week	Subject/unit/module	Assessment schedule
1	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
2	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
3 ~ 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
5 ~ 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
7	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
8 ~ 12	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
13 ~ 14	Term Break	
15 ~ 20	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
21 ~ 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
23	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
24 ~ 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
26	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
27 ~ 34	Work Place Professional Experience Placement (8 weeks) – 300 hours	
35 ~ 36	Completion Activity Period	