

Course Handbook



MENZIES
INSTITUTE OF TECHNOLOGY

HLT55118 DIPLOMA OF DENTAL TECHNOLOGY
DELIVERY MODE: CLASSROOM BLENDED

Table of Contents

1.	Training Package Information	2
2.	Packaging Rules	3
3.	Educational Pathways	4
4.	Learner Characteristics	5
5.	RTO's admission requirements	5
6.	Training/Delivery Arrangements and Strategies	6
7.	Course Duration	7
8.	Delivery Details/Strategies.....	7
10.	Assessment Requirements	10
11.	Assessment Methods Matrix.....	11
12.	Assessment Feedback.....	12
13.	Complaints and Appeals.....	13
14.	Monitoring Course Progress.....	13
15.	Training and Delivery Structure	14
16.	Facilities and Resources.....	17
17.	Access and Equity	19
18.	Reasonable Adjustments and Learner Support.....	19
19.	Recognition of Prior Learning (RPL) and Credit Transfers	20
20.	Certification Issuance and Statement of Attainments	21
	Appendix 1: Timetable sample	22

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	HLT55118 Diploma of Dental Technology
CRICOS Code	0100881
Version (Release) of the qualification	4.0
Date (Release) of the qualification	01/07/2023
AQF Level	Level 5
Qualification Description	<p>This qualification reflects the role of a dental technician responsible for construction and repair of dentures and other dental appliances including crowns, bridges, partial dentures, pre- and post-oral and maxillofacial surgical devices, and orthodontic appliances.</p> <p>Dental technicians work in dental laboratories on their own or in groups, under the prescription of dentists, dental prosthetists or dental specialists.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.</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>25 units of competency are required for award of this qualification including:</p> <ul style="list-style-type: none"> • 21 core units and • 4 elective units, consisting of: <ul style="list-style-type: none"> ○ at least 3 units from the electives listed on https://training.gov.au/training/details/HLT55118/qualdetails ○ 1 unit from the units listed on https://training.gov.au/training/details/HLT55118/qualdetails, any endorsed Training Package or accredited course. Selected units must be relevant to the work outcome. <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/HLT55118/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="379 1070 1445 2087"> <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>BSBADM311</td> <td>Maintain business resources</td> <td>E</td> </tr> <tr> <td>BSBCUS301</td> <td>Deliver and monitor a service to customers</td> <td>E</td> </tr> <tr> <td>BSBRKG403</td> <td>Set up a business or records system for a small business</td> <td>E</td> </tr> <tr> <td>HLTAID011</td> <td>Provide first aid</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>HLTWHS003</td> <td>Maintain work health and safety</td> <td>C</td> </tr> <tr> <td>HLTDET001</td> <td>Construct models</td> <td>C</td> </tr> <tr> <td>HLTDET002</td> <td>Construct custom impression trays</td> <td>C</td> </tr> <tr> <td>HLTDET005</td> <td>Construct thermoformed bases and appliances</td> <td>C</td> </tr> <tr> <td>HLTDET003</td> <td>Construct registration rims</td> <td>C</td> </tr> <tr> <td>HLTDET004</td> <td>Articulate models and transfer records</td> <td>C</td> </tr> <tr> <td>HLTDET013</td> <td>Construct oral splints</td> <td>C</td> </tr> <tr> <td>HLTDET012</td> <td>Construct orthodontic appliances</td> <td>C</td> </tr> </tbody> </table>	Unit Code	Unit Title	Core (C) Elective (E)	CHCCOM005	Communicate and work in health or community services	C	CHCDIV001	Work with diverse people	C	BSBADM311	Maintain business resources	E	BSBCUS301	Deliver and monitor a service to customers	E	BSBRKG403	Set up a business or records system for a small business	E	HLTAID011	Provide first aid	C	HLTINF006	Apply basic principles and practices of infection prevention and control	C	HLTWHS003	Maintain work health and safety	C	HLTDET001	Construct models	C	HLTDET002	Construct custom impression trays	C	HLTDET005	Construct thermoformed bases and appliances	C	HLTDET003	Construct registration rims	C	HLTDET004	Articulate models and transfer records	C	HLTDET013	Construct oral splints	C	HLTDET012	Construct orthodontic appliances	C
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	HLTDET007	Construct removable acrylic partial dentures	C
	HLTDET014	Repair and modify dentures and appliances	C
	HLTDET015	Construct complete removable acrylic dentures and appliances	C
	HLTDET006	Construct immediate dentures	C
	HLTDET008	Construct cast alloy removable partial denture framework	C
	HLTDET010	Join alloy structures	C
	HLTDET009	Construct crown and bridge structures	C
	HLTDET011	Construct ceramic and fixed restorations	C
	HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	C
	HLTDET017	Construct dental restorations and appliances using computer-aided manufacturing (CAM)	E
<p>Note: The packaging rules applied to this qualification have resulted in no requirements for prerequisite or corequisite units.</p>			

3. Educational Pathways

Pathways into the qualification	<p>Individuals may enter into this qualification with limited or no vocational experience and without a lower level qualification. However individuals may have completed one or more of the following and wish to increase their knowledge further:</p> <ul style="list-style-type: none"> • HLT35115 Certificate III in Dental Laboratory Assisting or • HLT35021 Certificate III in Dental Assisting or • other similar qualifications
Pathways from the qualification	<p>Learners who successfully complete this qualification may progress into further studies such as:</p> <ul style="list-style-type: none"> • Higher education in dental technology or • Advanced Diploma of Dental Prosthetics
Employment Pathways	<p>Graduates may find employment as a:</p> <ul style="list-style-type: none"> • Dental technician in dental surgeries, dental laboratories or denture clinics • Dental laboratory owner/operator <p>*It is not, however, intended to indicate that an individual will gain immediate employment on completion of this qualification.</p>

4. Learner Characteristics

Key characteristics of target learner cohort	<p>The key characteristics of target learner cohort are:</p> <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 technology sector and gain a qualification; ○ able to attend regular face-to-face classes ○ 18 years or older
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5. RTO's admission requirements

The HLT55118 Diploma of Dental Technology allows direct entry into this qualification at the time of publication in training.gov.au. However, the RTO requires candidates to meet its admission requirements prior to enrolling into this qualification to ensure that they have the required skills and knowledge to successfully complete the qualification at this AQF level. 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 or above • Satisfactory completion of the equivalent of Australian Year 12 or higher • Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment (i.e. operating dental technician machinery and moving various dental technician materials such as plaster bags) <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. • Complete the Language, Literacy and Numeracy and Digital Literacy Skills (LLND) test <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>																	
International Students	<ul style="list-style-type: none"> • Age of 18 years or above • Satisfactory completion of the equivalent of Australian Year 12 or higher • Have physical attributes suitable for placement in the dental industry that encompasses manual handling of equipment (i.e. operating dental technician machinery and moving various dental technician materials such as plaster bags) • English Language Requirements (meet one of the requirements outlined below) <p>1.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">IELTS (General or Academic)</th> <th style="text-align: center;">PTE Academic</th> <th style="text-align: center;">TOEFL</th> <th style="text-align: center;">Cambridge C1 Advanced Test</th> <th style="text-align: center;">Occupational English Test (OET)</th> <th style="text-align: center;">ELICOS (General English or equivalent)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6.0 overall score</td> <td style="text-align: center;">50 overall score</td> <td style="text-align: center;">64 overall score</td> <td style="text-align: center;">169 overall score</td> <td style="text-align: center;">B each component</td> <td style="text-align: center;">Upper Intermediate level completion</td> </tr> </tbody> </table>						IELTS (General or Academic)	PTE Academic	TOEFL	Cambridge C1 Advanced Test	Occupational English Test (OET)	ELICOS (General English or equivalent)	6.0 overall score	50 overall score	64 overall score	169 overall score	B each component	Upper Intermediate level completion
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	<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 Literacy Skills (LLND) test <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>
Other Conditions	<ul style="list-style-type: none"> • Students required to invest approximately 4 hours per week self-directed learning to complete self-study and assessments during the training weeks and does not include term breaks and work placement.

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 Technology laboratory (Primary site)	453
	This course will only be delivered and assessed in Victoria and not offered for interstate students.	
Delivery Mode	<ul style="list-style-type: none"> • Classroom Blended including classroom sessions, self-study and theory assessments at home and simulated workplace environment. 	
Training support after the classroom training sessions	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • All the learners receive electronic copy of prescribed textbook • 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. 	

	<ul style="list-style-type: none"> • 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	<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 Technology Simulation Laboratory.

7. Course Duration

Course Duration	<p>Full time: over a period of 95 weeks</p> <ul style="list-style-type: none"> • 95 weeks of delivery is inclusive of 15 weeks holiday breaks. • Supervised Classroom sessions 20 hours per week on campus • 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. • 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. <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
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.
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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 Technology Simulation Laboratory 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.
Establish the Assessment Context	<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 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. • 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 report any 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 including role play	Assignment	Workplace Task	Project	Online test
CHCCOM005	Communicate and work in health or community services	√	√	√			
CHCDIV001	Work with diverse people	√	√			√	
BSBADM311	Maintain business resources	√				√	
BSBCUS301	Deliver and monitor a service to customers	√				√	
BSBRKG403	Set up a business or records system for a small business	√				√	
HLTAID011	Provide first aid	√	√				
HLTINF006	Apply basic principles and practices of infection prevention and control	√	√				√
HLTWHS003	Maintain work health and safety	√		√	√		
HLTDET001	Construct models	√	√	√			
HLTDET002	Construct custom impression trays	√	√	√			
HLTDET005	Construct thermoformed bases and appliances	√	√	√			
HLTDET003	Construct registration rims	√	√	√			
HLTDET004	Articulate models and transfer records	√	√	√			
HLTDET013	Construct oral splints	√	√	√			
HLTDET012	Construct orthodontic appliances	√	√	√			
HLTDET007	Construct removable acrylic partial dentures	√	√	√			
HLTDET014	Repair and modify dentures and appliances	√	√	√			

Unit Code	Unit Title	Written Test	Simulated tasks including role play	Assignment	Workplace Task	Project	Online test
HLTDET015	Construct complete removable acrylic dentures and appliances	√	√	√			
HLTDET006	Construct immediate dentures	√	√	√			
HLTDET008	Construct cast alloy removable partial denture framework	√	√	√			
HLTDET010	Join alloy structures	√	√	√			
HLTDET009	Construct crown and bridge structures	√	√	√			
HLTDET011	Construct ceramic and fixed restorations	√	√				
HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	√	√	√			
HLTDET017	Construct dental restorations and appliances using computer-aided manufacturing (CAM)	√	√				

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 <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

Complaints and Appeals	<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.

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:**

1. *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*
2. *Learners undertake the self-directed learning to be able to complete the assessment tasks.*

				SUPERVISED HOURS (AMOUNT OF TRAINING)				UNSUPERVISED HOURS			
	Unit Code	Unit Title	Core (C) Elective (E)	Supervised Classroom Learning and Training Hours	Supervised Simulation Practical Demonstration and Simulation Practical Assessment Hours	Supervised Workplace Assessment Task hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time	TOTAL UNSUPERVISED HOURS	TOTAL VOLUME OF LEARNING HOURS = SUPERVISED HOURS + WORK PLACEMENT HOURS + UNSUPERVISED HOURS
1	CHCCOM005	Communicate and work in health or community services	C	32	8		40	4	4	8	48
2	CHCDIV001	Work with diverse people	C	40	0		40	4	4	8	48
3	HLTWS003	Maintain work health and safety	C	24	14	2	40	4	4	8	48
4	HLTINF006	Apply basic principles and practices of infection prevention and control	C	28	12		40	4	4	8	48
5	HLTAID011	Provide first aid	C	24	16		40	4	4	8	48
6	HLTDET001	Construct models	C	20	20		40	4	4	8	48
7	HLTDET002	Construct custom impression trays	C	30	30		60	6	6	12	72
8	HLTDET005	Construct thermoformed bases and appliances	C	30	30		60	6	6	12	72
9	HLTDET003	Construct registration rims	C	30	30		60	6	6	12	72
10	HLTDET004	Articulate models and transfer records	C	30	30		60	6	6	12	72
11	HLTDET013	Construct oral splints	C	40	40		80	8	8	16	96
12	HLTDET012	Construct orthodontic appliances	C	30	30		60	6	6	12	72
13	HLTDET007	Construct removable acrylic partial dentures	C	46	34		80	8	8	16	96
14	HLTDET014	Repair and modify dentures and appliances	C	50	50		100	8	8	16	116
15	HLTDET015	Construct complete removable acrylic dentures and appliances	C	60	60		120	12	12	24	144

	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	Supervised Workplace Assessment Task hours	TOTAL SUPERVISED HOURS	Individual Learning & Reflection / Self-paced Hours outside of Classroom/Campus	Theory Assessments hours completed outside of classroom and on student's own time		TOTAL UNSUPERVISED HOURS
16	HLTDET006	Construct immediate dentures	C	50	50		100	10	10	20	120
17	HLTDET008	Construct cast alloy removable partial denture framework	C	50	50		100	10	10	20	120
18	HLTDET010	Join alloy structures	C	20	20		40	4	4	8	48
19	HLTDET009	Construct crown and bridge structures	C	60	60		120	12	12	24	144
20	HLTDET011	Construct ceramic and fixed restorations	C	50	50		100	10	10	20	120
21	HLTDET016	Design digital dental restorations and appliances using computer-aided design (CAD)	C	30	30		60	6	6	12	72
22	HLTDET017	Construct dental restorations and appliances using computer-aided manufacturing (CAM)	E	20	20		40	4	4	8	48
23	BSBADM311	Maintain business resources	E	40	0		40	4	4	8	48
24	BSBCUS301	Deliver and monitor a service to customers	E	40	0		40	4	4	8	48
25	BSBRKG403	Set up a business or records system for a small business	E	40	0		40	4	4	8	48
	TOTAL			914	684	2	1600	158	158	316	1916

16. Facilities and Resources

Training Resources	<p><u>Learning & Assessment Resources provided by the Institute to Students</u></p> <p><input checked="" type="checkbox"/> Textbook #1: Basics of Dental Technology, 2nd Edition, Johnson</p> <p><input checked="" type="checkbox"/> Learner Workbook, Learner Guide and Powerpoints</p> <p>Learner guide for each unit provided to the students and is the core learning material for students. Learner workbook has questions that students complete to check their knowledge and form formative assessments to provide underpinning knowledge and skills to all the students prior to summative assessments.</p> <p>Formative assessment may include:</p> <ul style="list-style-type: none">• Quizzes• Short answer questions• Practical demonstration checklists <p><input checked="" type="checkbox"/> Other handouts</p> <p>For each unit of competency, there are additional handouts and supplementary resources available. Refer to the <i>Student Unit Guide</i> and <i>Session Plan</i> of each unit of competency for information.</p> <p><input checked="" type="checkbox"/> Access to Office365 Student Email Accounts and Office Software</p> <p>Each student will be provided with Office365 student account to access Microsoft software (Word, Powerpoint, Excel etc) and also provided with dedicated Menzies Student email account.</p> <p><input checked="" type="checkbox"/> Learning Management System - CANVAS</p> <p>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.</p> <p><input checked="" type="checkbox"/> Dental Technician Tool Kit and Dental Materials</p> <p>Each student will be provided with 1 x Dental Technician tool kit for them to use throughout the course. This tool kit is purchased externally as part of their material fees. All dental materials used during the practical sessions are provided to the student as part of their material fees.</p> <p><input checked="" type="checkbox"/> Dental Technology Practical Uniform</p> <p>Each student will be provided with 2 pieces of dental technology laboratory coat.</p> <p><input checked="" type="checkbox"/> Other relevant PPE provided by the institute:</p> <ul style="list-style-type: none">• Face mask• Gloves• Safety glasses <p><u>Learning & Physical Resources that the students must provide</u></p>
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	<ul style="list-style-type: none"> • Textbook #2: Anatomy of Orofacial Structures, 8th Edition, Brand • Textbook # 3: Introductions to Dental Materials, 4th Edition, van Noort • General stationery for study (e.g. pens, notebooks) • Computer or tablets with stable internet connection • Appropriate clothing (e.g. uniform), presentation and footwear for practical sessions. The guidelines are as follows: <ul style="list-style-type: none"> ○ 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. <p><u>Physical Resources & Equipment for each unit of competency</u></p> <p>The following physical resources will be provided:</p> <ul style="list-style-type: none"> ▪ Theory classrooms ▪ AV Equipment ▪ Whiteboard ▪ Internet access ▪ Simulation Dental Technology Laboratory at 355 Spencer Street Campus ▪ Printer at 355 Spencer Street Campus ▪ Student common areas (lunch, study, recreation) <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>
<p>Development of Training and Assessment Resources</p>	<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>

17. 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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18. 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.○ 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:<ul style="list-style-type: none">○ 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
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	<p>assessment, if required.</p> <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ● 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. <p>Please refer to MITP83 Reasonable Adjustment Policy and Procedure for further information if required.</p>
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19. 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
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	<ul style="list-style-type: none"> • 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>

20. Certification Issuance and Statement of Attainments

<p>Certification Issuance and Statement of Attainments</p>	<ul style="list-style-type: none"> • At the successful completion of the program, the learner will be awarded with the HLT55118 Diploma of Dental Technology qualification along with a transcript of units showing the assessment results. • 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: 10 weeks, Term 2: 10 weeks, Term 3: 10 weeks, Term 4: 10 weeks, Term 5: 10 weeks, Term 6: 10 weeks, Term 7: 10 weeks, Term 8: 10 weeks		
Total Term Break and Completion Activity period: 15 weeks		
Qualification, class and commencement date:	HLT55118 Diploma of Dental Technology	
Week	Subject/unit/module	Assessment schedule
1 ~ 2	CHCCOM005 Communicate and work in health or community services	Learning activity and discussion regarding theory assessment and practical assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Simulation Practical: Student role play on communication skills
3 ~ 4	CHCDIV001 Work with diverse people	Learning activity and discussion regarding theory assessment. Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment Assessment Task 2 – Case Study: Case study on various simulation scenarios and analysis Assessment Task 3 – Unit Project: Project on knowledge evidence assessment
5 ~ 6	HLTWHS003 Maintain work health and safety	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
7 ~ 8	HLTINF006 Apply basic principles and practices of infection prevention and control	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment

		<p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Unit Project: Project on knowledge evidence assessment</p>
9 ~ 10	<p>HLTAID011 Provide first aid</p>	<p>Learning activity, discussion regarding theory assessment, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p>
11 ~ 12	Term Break	
13 ~ 14	<p>HLTDET001 Construct models</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
15 ~ 17	<p>HLTDET002 Construct custom impression trays</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
18 ~ 20	<p>HLTDET005 Construct thermoformed bases and appliances</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>

21 ~ 22	HLTDET003 Construct registration rims	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
23 ~ 24	Term Break	
25	HLTDET003 Construct registration rims	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
26 ~ 28	HLTDET004 Articulate models and transfer records	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
29 ~ 32	HLTDET013 Construct oral splints	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
33 ~ 34	HLTDET012 Construct orthodontic appliances	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment

		<p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
35 ~ 36	Term Break	
37	HLTDET012 Construct orthodontic appliances	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
38 ~ 41	HLTDET007 Construct orthodontic appliances	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
42 ~ 46	HLTDET014 Repair and modify dentures and appliances	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
47 ~ 48	Term Break	
49 ~ 54	HLTDET015 Construct complete removable acrylic dentures and appliances	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and</p>

		<p>observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
55 ~ 58	<p>HLTDET006 Construct immediate dentures</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
59 ~ 60	Term Break	
61	<p>HLTDET006 Construct immediate dentures</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
62 ~ 66	<p>HLTDET008 Construct cast alloy removable partial denture framework</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
67 ~ 68	<p>HLTDET010 Join alloy structures</p>	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>

69 ~ 70	HLTDET009 Construct crown and bridge structures	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
71 ~ 72	Term Break	
73 ~ 76	HLTDET009 Construct crown and bridge structures	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
77 ~ 81	HLTDET011 Construct ceramic and fixed restorations	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment
82	HLTDET016 Design digital dental restorations and appliances using computer-aided design (CAD)	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment Assessment Task 3 – Assignment: Knowledge evidence assessment
83 ~ 84	Term Break	
85 ~ 86	HLTDET016 Design digital dental restorations and appliances using computer-aided design (CAD)	Learning activity and discussion regarding theory assessment Learning activity, simulation demonstration and practical assessment Assessment Task 1 – Written Test: Knowledge evidence assessment

		<p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p> <p>Assessment Task 3 – Assignment: Knowledge evidence assessment</p>
87 ~ 88	HLTDET017 Construct dental restorations and appliances using computer-aided manufacturing (CAM)	<p>Learning activity and discussion regarding theory assessment</p> <p>Learning activity, simulation demonstration and practical assessment</p> <p>Assessment Task 1 – Written Test: Knowledge evidence assessment</p> <p>Assessment Task 2 – Simulation Practical Tasks: Simulation practical tasks and observation on knowledge and performance assessment</p>
89 ~ 90	BSBADM311 Maintain business resources	<p>Learning activity and discussion regarding theory assessment.</p> <p>Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> <p>Assessment Task 2 – Unit Project: Project on knowledge evidence assessment</p>
91 ~ 92	BSBCUS301 Deliver and monitor a service to customers	<p>Learning activity and discussion regarding theory assessment.</p> <p>Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> <p>Assessment Task 2 – Unit Project: Project on knowledge evidence assessment</p>
93 ~ 94	BSBRKG403 Set up a business or records system for a small business	<p>Learning activity and discussion regarding theory assessment.</p> <p>Assessment Task 1 – Written Test/Quiz: Knowledge evidence assessment</p> <p>Assessment Task 2 – Unit Project: Project on knowledge evidence assessment</p>
95	Completion Activity Period	