



**RTO NO 90424**

# **TRAINING AND ASSESSMENT STRATEGY**

**(TRAINEESHIP MODEL)**

## **HLT35021 CERTIFICATE III IN DENTAL ASSISTING**

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## HLT35021 Training and Assessment Strategy

RTO	National Provider Number	90424
	Name	Dental Assistants Professional Association Inc (ABN 79 305 206 586)

### The training product being delivered

Training package	Code	HLT	Version	6.1
	Title	Health		
Qualification Requirements	National qualification code	HLT35021	Release	3.0
	Title	Certificate III in Dental Assisting		
	Packaging rules	<p><b>Total number of units: 10</b></p> <ul style="list-style-type: none"> <li>• 8 core</li> <li>• (choice of) 2 electives</li> </ul> <p>All electives chosen must contribute to a valid, industry-supported vocational outcome</p>		
Units of competency	National code	Title	Nominal hours	Core/Elective/etc.
	CHCCOM005	Communicate and work in health or community services	30	Core
	CHCDIV001	Work with diverse people	40	Core
	HLTDEN015	Prepare for an assist with dental procedures	350	Core
	HLTDEN016	Assist with dental radiography	45	Core
	HLTDEN017	Assist with administration in dental practice	40	Core
	HLTINF001	Comply with infection prevention and control policies and procedures	25	Core
	HLTINF002	Process reusable medical devices and equipment	30	Core
	HLTWHS001	Participate in workplace health and safety	20	Core
	BSBTEC201	Use business software applications	60	Elective
	BSBTWK201	Work effectively with others	20	Elective
	HLTAID011*	Provide First Aid	18	Elective



## The target student

<p><b>Students</b></p>	<p>Students wishing to undertake this program must be in paid employment in a Dental Assistant role a dental surgery environment. Students may be responsible for providing chairside assistance to a practicing Dentist, hygienist or oral health therapist.</p> <p>The nationally-accredited qualification, HLT35021 Certificate III in Dental Assisting, provides the skills and knowledge needed to assist a dentist, dental hygienist or dental therapist during all health care procedures and help maintain high standards of infection control and safety in dental clinics. This is a nationally recognised qualification suitable for school leavers wanting to enter the dental profession, mature age workers entering into or currently employed as dental assistants and those who enjoy working with people, have good manual dexterity, empathy and communication skills.</p> <p>The Dental Assistants Professional Association Inc is approved to provide training in HLT35021 Certificate III in Dental Assisting under the NSW Smart and Skilled Traineeship funding program to the following areas in NSW - Capital Region, Central Coast, Central West, Coffs Harbour and Grafton, Far West and Orana, Hunter Valley Newcastle, Illawarra, Mid North Coast, Murray, New England Northwest, Richmond Tweed, Riverina, Southern Highlands, Shoalhaven and Sydney.</p> <p>HLT35021 Certificate III in Dental Assisting is also approved as a school-based traineeship in some states. School students in Years 10, 11 and 12 may enrol in this course and units will contribute towards their HSC. Successful completion of this course means the student will be job ready to enter the workforce as a qualified dental assistant. For more information contact DAPA office on 02 9569 3220.</p>
<p><b>Environment and location</b></p>	<p>Previously operating under the NSW Dental Assistants (Professional) Association, we have revised our constitution and rebranded to become the Dental Assistants Professional Association Inc, (DAPA) we invite membership of dental assistants throughout Australia who want to add their voice to the profession and promote the career of dental assisting in a national forum. Its head office is located in Sydney's Inner West at Stanmore.</p> <p>The Dental Assistants Association was originally formed over 50 years ago to work for the general advancement of our members and further the professional, social and industrial welfare of dental assistants and receptionists. Today, as we extend our coverage to all Australian States and Territories, the Dental Assistants Professional Association offers membership to dental assistants, clinical managers, support staff and practice managers working in private practice, public health, corporations and defence forces throughout Australia. The Association offers training, professional development, conference and events, advice and support for industrial and employment enquiries.</p> <p>DAPA is a <b>Registered Training Organisation</b> (RTO no 90424) accredited with <b>Australian Skills Quality Authority</b> to offer nationally accredited courses. The Dental Assistants Professional Association is the national voice and peak body for Dental Assistants in Australia. Through advocacy, employment advice, education and training, events and professional development we provide a network of opportunity and support for the dental staff.</p> <p>Assessments will be in the form of written, simulated workplace, verbal questioning, observation and workplace demonstration. Students are required to complete written assessments for each unit and holistic practical assessments are conducted by our assessors at the workplace on a minimum of two (2) visits.</p>



## Entry Requirements

**There are no entry requirements for this qualification. Candidates must have successfully completed year 10, be at least 15 years of age and have basic computer competency. A phone interview with the Administration Officer is mandatory.**

- Minimum educational entry level is a School Certificate (Year 10) or equivalent.  
Candidates must have a sound knowledge of English (minimum ESL 5.5) and be able to write and read documents in English and have a basic concept of maths to Year 10 level, otherwise will be requested to complete a LLND skills check.
- Applicants may be required to complete an initial skills assessment / LLND check at their enrolment
- Minimum age entry is 15 years. Proof of identification is required on enrolment
- Students should have immunisation for Tetanus and Hepatitis B in order to work in the Health Industry and other recommended vaccinations (such as COVID-19) by Health Department or as required by employers and State / Territory Health Orders
- It is the policy of the Association to accept entry without discrimination provided the language skills are demonstrated and there is no physical or psychological impediment for the student to be employed as a dental assistant.

***Please note: Students not employed in a dental clinic by week 6, may defer their studies until workplacement or employment has been secured. It is a requirement of DAPA and the National Training Package that students be employed or have regular workplacement in a dental clinic for a minimum of 350 hours to gain on the job experience in dental assisting skills and to undertake assessment and logbook entries.***

*\* The Unit of Competency - HLTAID011 Provide First Aid - is not included in the distance delivery course. Students can attend the First Aid sessions at our Stanmore Training Centre (subject to availability) or may undertake an external course at their own cost. Classroom-based delivery includes this unit delivered by a qualified First Aid Trainer and Assessor with a recognised provider such as ReViva, St Johns or WorkCover. Proof of Statement of Attainment will be required by DAPA administration for you to obtain a Credit Transfer for that unit. The student's First Aid Certificate must also be current at the completion of the full course.*



## Enrolment Process

This qualification is an approved traineeship in NSW. Funding may be available through the Smart and Skilled program administered by the NSW Department of Industry. Employers may be eligible for funding through the Australian Apprenticeships program administered by the Commonwealth Department of Education.

The Dental Assistants Professional Association's (DAPA) representative is to arrange enrolment with the student and employer, which will include selection of units of competency, completion of enrolment documentation and induction into the program.

For a traineeship enrolment, DAPA's representative is to arrange for a representative of an Australian Apprenticeship Centre (AAC) to initiate the traineeship process. The AAC Field Officer will complete enrolment documentation on behalf of the Department of Industry, including a National Training Contract.

The induction and enrolment process will include an outline of the following items as a minimum:

- Introduction to the Dental Assistants Professional Association training staff
- Confirmation of the course and units of competency to be delivered
- Duration of the program
- The training and assessment procedures, including method, format and purpose of assessment
- The requirement of the National Training Contract that the student is provided with a minimum of three (3) hours per week on average to complete traineeship activities (*not required for a non-traineeship enrolment*)
- Regularity and method of contact with and from trainer/assessor
- Learning and assessment resources to be provided
- Assessment methods and due dates
- What is expected of the student during the program
- Qualification to be issued
- Course fees and payment options
- Completion of Enrolment Form, Unit Selection Form and Student Induction Record Form, USI confirmation
- Verification of the Student's Identification (including a photo and their legal name)
- Recognition of Prior Learning (RPL) opportunity and process
- Offer of any assistance for learning disability
- Issuance of *Dental Assistants Professional Association's* Student Handbook, including a brief overview of vital information, such as Privacy, Complaints and Appeals
- Contact details of Dental Assistants Professional Association office and assigned trainer/assessor
- Provision of initial set of resources for student
- A checklist is followed by Administration who conducts initial interview with student

The forms that are to be completed during enrolment and induction for a student are:

- Student Induction Record
- Enrolment Form
- Unit Selection Form

DAPA representatives, will sign and return the Training Plan Proposal prepared by the AAC following the interview with the prospective student.



<p><b>Education and support services</b></p>	<p>Identified candidate needs specific to the target group include:</p> <ul style="list-style-type: none"> <li>• Flexibility of delivery model to accommodate casual, shift and part-time workers</li> <li>• Individualised needs assessments, eg., length of time since last formal study, language and/or literacy issues and social and personal constraints.</li> <li>• A variety of assessment methods to maximise the candidate's ability to demonstrate competence and provide recognition of current competence and experience.</li> </ul> <p>DAPA abides by access and equity principles set out in its Student Handbook and Policy and Procedure manual. These include <i>Student Complaints Handling and Appeals policy and procedure</i>. Learning support services are available to students through their trainer and access to the RTO Manager.</p> <p>DAPA's programs use a holistic model of assessment. Holistic assessment checks the way a range of skills, knowledge and understanding are combined to successfully complete workplace tasks. This model of assessment is ideally suited to work with various persons, as work tasks are not always straightforward, and require the combination of knowledge, understanding, problem solving, practical skills, attitudes and ethics in order to respond to work situations.</p> <p>The Training Provider can provide students with assistance as required in their study program and ensure they proceed with their study plan.</p>
<p><b>Access and equity</b></p>	<p>Learning and assessment materials are written in plain English.</p> <p>Delivery modes are negotiated to meet the needs of a diverse range of candidates. Entry to courses is in accordance with equal opportunity legislation, anti-discrimination legislation and DAPA's Code of Practice.</p>
<p><b>Foundation skills</b></p>	<p>Foundation skills applicable to the outcomes of this course are identified in the Performance Criteria in each of the units of competency.</p>
<p><b>Language, literacy and numeracy/ technology literacy requirements</b></p>	<p>Candidates will be made aware of the delivery method and the requirements of assessment prior to enrolment and commencing the course. This is conducted by a telephone or online interview.</p> <p>If the candidate does not have their HSC or Certificate IV or higher qualification, a Language, Literacy, Numeracy and Digital (LLND) skills check is to be undertaken by candidates prior to enrolment. This will ensure any special needs are identified and addressed to reduce the potential for learning inhibitors.</p> <p>Reasonable adjustments and support will be made and provided where possible. In the case where a candidate is identified with LLND issues beyond DAPA's expertise, a further consultation will occur. A referral to additional support services may be recommended for the candidate.</p> <p>This qualification does require a sound level of communication skills for job performance.</p>
<p><i>How will the LLN skills of students be tested prior to commencement of training?</i></p>	<p>Candidates may vary in their LLN skills; however, the required LLND skills are specified in DAPA's Student Handbook and website. Provision for additional LLND assistance is pre-assessed at enrolment stage with guidance offered as applicable. A LLND check is given at the enrolment stage as assessed by the RTO Manager.</p>



<b>Intervention strategies</b>	<p>An Intervention Strategy is a plan of action that anticipates barriers and resources in relation to achieving a specific objective. DAPA endeavours to anticipate students' needs and implements a range of intervention strategies. Resources and facilities provide students with options to complete each unit of competency. If the student is deemed not yet competent or if they do not show an understanding of the course being taught, the student may be asked to:</p> <ul style="list-style-type: none"> <li>• Discuss an intervention plan with the Head Trainer</li> <li>• Sit for a re-assessment</li> <li>• Attend several supervised studying hours</li> <li>• Repeat the unit / cluster</li> </ul>
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**Course timeframe**

<b>Description of the training modes</b>	<ul style="list-style-type: none"> <li>• Distance Learning / self-paced (supported by trainer contact, webinars)</li> <li>• On-the-job training in a dental practice</li> </ul>
<b>Description of the assessment methods</b>	<ul style="list-style-type: none"> <li>• Workplace observation / on-the-job</li> <li>• Practical / demonstration</li> <li>• Written (Knowledge evidence)</li> <li>• Third Party Reporting</li> </ul>
<b>Amount of training</b>	<p><b>New Students</b> This training program is delivered over a period of minimum <b>twelve (12)</b> months. Traineeship enrolments are generally 12 months for full time workers, 24 months for part time workers.</p> <p>The following is the schedule of delivery dependent for this program. The selected schedule must be acceptable to the student and their employer. Students are provided with a timetable outlining a due date for each written assessment task for each unit. Students can enrol at any time. The program is delivered as distance learning or correspondence. Written assessment tasks are submitted to a designated trainer via a password-protected VETtrak student portal.</p> <p>At least two observation assessment visits to the workplace are scheduled - one mid-way through the course (completion of Units 1-5) and another towards the end of the program, after the student has successfully completed all other required theory assessments (Units 6-9).</p> <p>The distance learning method is self-paced, though regular contact will be maintained with the student and due dates for the assessment scheduled by negotiation. Students can enrol at any time, study in their own time and at their own pace.</p> <p>The amount of training structured and non-structured training and assessment with the minimum hours for all learning to be completed is 708 hours of structured training and 142 hours of non-structured training.</p> <p>Total amount of Training and Assessment – 1200 hours.</p> <p>The training hours are calculated by reviewing the training package and collating the nominal hours suggested for each Unit of Competency as per <b>Victorian Purchasing Guide for HLT Health Training Package</b>. Nominal hours are the value assigned to a structured program of study that <i>nominally</i> represents the anticipated hours of supervised learning and/or training deemed necessary to conduct training/learning and assessment activities associated with the program of study.</p>



The total structured hours are determined by the addition of the nominal hours plus additional mandated self-directed (non-structured) study hours to bring into line the AQF Volume of Learning for Certificate III level.

To achieve the amount of training each student is to complete:

708 hours of structured training expected to be completed over the duration of the course, delivered by distance that includes:

- written assignments;
- PowerPoints and webinars
- mentoring sessions with DAPA trainers
- prescribed reading; and
- follow-up activities.

142 hours of non-structured training, expected to be completed over the duration of the course at approximately 3.5 hrs a week, which can include:

- Private study and follow-up
- Self-initiated learning
- Research

350 hours on-the-job training, which includes:

- 300 hours of dental assisting chairside work and administration
- Up to 50 hours in a simulated dental clinic workplace environment

#### **Existing workers**

Where the student has relevant opportunities for experience, practice and task completion in their workplace, they may be capable of successfully completing this qualification in less than the twelve months.

The adjusted timeframe for existing workers will be determined after assessment of any application for Recognition of Prior Learning

The training timeframe has been developed considering:

- the amount of training as outlined in the accredited training package;
- the students existing skills, knowledge and experience;
- the characteristics of each student.

Where undertaking this program by correspondence, learning and assessment resources are to be provided to students on the VETtrak Student Portal.

Contact with the student is to be maintained at least monthly where a progress report is provided to the student and the supervisor or employer. This contact will monitor the student's progress, provide guidance and feedback.

A student submits their assessment through their password-protected VETtrak student portal. Assessment tasks are identified by student name and a unique student ID number generated by DAPA's student management system VETtrak or by personal scanned signature.

While onsite, all Dental Assistants Professional Association representatives are required to follow site policies and procedures; especially the WHS policy.

*Rationale for Amount of Training (Standards for RTOs 2015, Clause 1.2) identifies the existing skills, knowledge and the experience of the student, the mode of delivery, and where a full qualification is not being delivered, the number of units being delivered as a proportion of the full qualification.*





<p><b>Volume of learning</b></p>	<p><b>The total Volume of Learning required for the achievement of the learning outcomes of this program is 1200 hours (1 academic year).</b></p> <p><b>The volume of learning may be altered to a pre-determined amount of training on a case-by-case basis to each student with regard to existing skills, knowledge and the experience of the student (see RPL).</b></p>
<p><b>Recognition of Prior Learning (RPL) and Credit Transfer</b></p>	<p>The recognition of prior learning procedure will be made known to candidates during pre-enrolment, including the costs thereof.</p> <p>The onus is on the candidate to demonstrate competency and provide sufficient, current, valid and authentic evidence of such things as work experience, life skills, and study or via other evidence supplied for assessment. Assessment outcomes will be based on evidence collected/provided.</p> <p>DAPA's RPL Policy is contained in the Student Handbook which is available on the website.</p> <p>Where a student has previously completed formal training and wishes to apply for credit, the DAPA representative is required either to:</p> <ul style="list-style-type: none"> <li>• access through USI transcript (post 2016), or</li> <li>• sight the original or certified copies of certificates or statements of attainment the student has attained.</li> </ul>
<p><b>Qualification outcome</b></p>	<p>The nationally-accredited qualification, HLT35021 Certificate III in Dental Assisting, provides the skills and knowledge needed to assist a dentist, dental hygienist or dental therapist during all health care procedures and help maintain high standards of infection control and safety in dental clinics. This is a nationally recognised qualification suitable for school leavers wanting to enter into a dental profession, mature age workers entering into or currently employed as dental assistants and those who enjoy working with people, have good manual dexterity, empathy and communication skills.</p> <p>Candidates who enrol in the HLT35021 Certificate III in Dental Assisting and do not competently complete all units will be awarded a Statement of Attainment for units where competency has been met.</p> <p>The full qualification HLT35021 Certificate III in Dental Assisting will only be awarded to candidates who have competently completed all 10 units.</p> <p>Upon successful completion of the training program, students will be issued a Certificate for the qualification including a Transcript of Results. A Statement of Attainment will be issued for those who do not successfully complete the full program but do complete at least one unit of competency.</p> <p>Where a student successfully completes the qualification and a full Certificate is issued, this Certificate is generally posted to the employer, along with a second copy to be placed on the student's personnel file in the workplace. In some instances, DAPA will post the Certificates directly to the trainer/assessor and request that they are forwarded on or handed to the trainee and their supervisor at earliest convenience.</p> <p>Where a student has withdrawn from their program and a Statement of Attainment is issued, this is posted directly to the student's own home address as noted on their enrolment form.</p> <p>If a student loses their Certificate or Statement of Attainment, or requires a re-print for any other reason, there is a charge for this service. Refer to the Staff Handbook for further details.</p>



<b>Training and assessment arrangements – Course Structure and Delivery Plan</b>	<p><b>Duration</b></p> <p>The expected completion time is 12 months (full-time).</p> <p>There is a midway workplace practical assessment (completion of theory for Units 1-5) and a final practical assessment (following theory completion of Units 6-9).</p> <p>As per Training Package requirements all practical performance is assessed within a functioning dental practice.</p>
	<p><b>Organisation</b></p> <p>The program will be delivered through distance learning training delivery and practical workplace assessment.</p> <p>The delivery structure of the course has been guided by stakeholder and industry advice as well as Training Package requirements. As such the course content and learning resources are designed to allow the candidate to review the learning resources and then complete and submit the relevant assessment.</p> <p>Candidates are supported by:</p> <ul style="list-style-type: none"> <li>• Learning materials and assessments are provided using learning resources suitable to the dental assisting sector</li> <li>• Soft copy resources are available in a password-protected environment and where applicable hard copy resources will be made available.</li> </ul> <p>At the commencement of training the candidate will be provided with:</p> <ul style="list-style-type: none"> <li>• HLT35021 Delivery Plan / TPP</li> <li>• Learning and Assessments will be provided progressively as the candidate progresses through their study.</li> </ul> <p>DAPA strives to develop candidates' skills, knowledge and aptitudes in the key areas of best practice in across the health industry sector.</p> <p>The program will be delivered through tasks that will simulate a specific studio/industry environment. A range of teaching and learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>• demonstration, observation</li> <li>• practical tasks</li> <li>• presentations</li> <li>• peer review and feedback</li> <li>• self-reflection</li> <li>• activities in simulated work environments (as per Training Package requirements)</li> </ul> <p>DAPA will ensure students have every reasonable opportunity to complete their training program.</p>
	<p><b>Course structure – delivery plan</b></p> <p>DAPA will integrate the activities, bringing together a number of units that reflect real industry outcomes and processes. Set out below is a series of group and individual activities achieve in a simulated work environment, providing the framework for industry-relevant learning. This course will be delivered through integration with other units of competency, rather than as a stand-alone learning program and includes assessment of employability skills that are embedded in the training package.</p> <p>The units of competency will be delivered as combination of stand-alone and clustered units.</p> <p>Any distinct clustering is shown in the unit cluster document. For course timeframes see <b>HLT35021 Certificate III in Dental Assisting Delivery Plan (TPP)</b>.</p>

<p><b>Training and assessment arrangements – assessment techniques</b></p>	<p><b>Assessment System – Competency Based</b></p> <p>Competency based assessment is used during all assessment activities. Competency is proved by demonstration of knowledge and practical application of skills. Timelines are taken into consideration for practical skills and candidates must meet the criteria as deemed industry competent by the assessor.</p> <p>The ‘assessment activities’ including instrument tools will include, but are not limited to, such things as written/ oral questions, third party feedback, activities, and projects, case studies of knowledge and practical application of skills which meet candidate styles in a training and assessment environment.</p> <p>DAPA uses combination assessment methods and approaches that will involve collecting a range of evidence for ensuring consistency of competency.</p> <p>Our assessors are to use as the basis for awarding of competency on all students: the student being able to <b>apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace</b>.</p> <p>The methods of assessment will allow for the process to meet the training package requirements, the principles of assessment and be valid, reliable, flexible and fair.</p> <p>All evidence that is collected must be valid, sufficient, authentic and current. These requirements have been addressed in the design of the assessment tools that will be provided to candidates.</p> <p>Assessment of the units of competency in HLT35021 Certificate III in Dental Assisting can be undertaken in a simulated workplace environment although workplace assessments will also be undertaken.</p> <p>Where there is any uncertainty that the above criteria have not been met, the assessor should liaise with another assessor or supervisor within DAPA to make a determination.</p> <p>All Assessment Tasks undertaken by students with a Not yet Satisfactory outcome may be re-attempted on two further occasions (maximum three attempts in total).</p> <p><b>Dimensions of Competency:</b> The four dimensions of competency; task skills, task management skills, contingency management skills and job/ role environment skills are addressed by written and practical assessment.</p> <p><b>Trainers/ Assessors ensure the candidates are taken through a series of activities of varying difficulty during delivery.</b></p>
	<p><b>Assessment techniques or tools used to gather evidence</b></p> <p>The following matrix identifies the type of evidence that will be collected towards competency and to enable judgments to be made about students’ competency in each unit. Assessors have flexibility (according to the requirements of the Training Package, including the Assessment Guidelines and units of competency) to accept other forms of evidence from individual students (eg., through RPL).</p> <p>DAPA’s assessments have all been developed and written by our own team. The assessment kits for all units of competency or subjects include more than one method of assessment.</p> <p>The methods of assessment utilised by DAPA include:</p> <ul style="list-style-type: none"> <li>• Written/Oral Short Answer Questions – these are designed to gather information from students about their immediate knowledge of a process, system or requirement</li> <li>• Scenarios – these are designed to determine a student’s capacity to apply their knowledge and understanding to a hypothetical situation</li> <li>• Observations – the tasks outlined in the observation assessments are to be completed on the job while watching the student work. These have been designed to reduce the impact on the student’s workload and workplace environment, allowing them to continue with their required work tasks while also completing assessment. Observations are designed to identify your skills and how the student applies them to work tasks</li> </ul>

	<ul style="list-style-type: none"> <li>Written Reports – while not all of the written report tasks require students to write full reports, these tasks are designed to determine their ability to apply their skills and knowledge to a workplace process over an extended period of time. These tasks also allow us to determine a student’s analysis skills</li> <li>Third Party Supervisor Report – this report from the workplace supervisor allows the employer to inform us of a student’s skills and knowledge as they are demonstrated in the workplace environment over an extended period of time and in a consistent manner</li> </ul>								
	<b>Key to techniques or tools used:</b>		OBS — Observation/demonstration PROD — Final product resulting from activity/project QUES — Questioning and class discussion WP – On-the-job / workplace WRI — Written PRES – Presentation/portfolio REF – Self reflection/peer review						
	<b>Units of competency code</b>	<b>Unit of competency name</b>	<i>Check (X) technique that applies</i>						
			<b>OBS</b>	<b>PROD</b>	<b>QUES</b>	<b>WRI</b>	<b>PRES</b>	<b>REF</b>	<b>WP</b>
	CHCCOM005	Communicate and work in health or community services	X	X	X	X	X		X
	CHCDIV001	Work with diverse people	X		X	X			X
	HLTDEN015	Prepare for and assist with dental procedures	X	X	X	X	X	X	X
	HLTDEN016	Assist with dental radiography	X	X	X	X	X		X
	HLTDEN017	Assist with administration in dental practice	X	X	X	X	X		X
	HLTINF001	Comply with infection prevention and control policies and procedures	X	X	X	X			X
	HLTINF002	Process reusable medical devices and equipment	X	X	X	X	X		X
	HLTWHS001	Participate in workplace health and safety	X	X	X	X	X	X	X
	BSBTEC201	Use business software applications	X	X	X	X	X		X
	BSBTWK201	Work effectively with others	X	X	X				X
HLTAID011	Provide First Aid*								

\*delivered externally and Credit Transfer applied (see reference, page 4)



<p><b>Third Party Supervisor Logbook</b></p>	<p>A workplace supervisor is to be appointed for each student by the employer (it is important to note that a supervisor may be appointed for more than one student). The responsibilities of the workplace supervisor regarding the training program are listed in the Employer Handbook. Further to this, each supervisor is to be provided with the DAPA Trainee Supervisor Responsibilities Letter to ensure they are aware of their role in the program.</p> <p>The workplace supervisor is to be an experienced employee within the company and may be a team leader, supervisor or manager of the individual student. The supervisor should also be qualified at least to the same level as is being delivered to the student.</p> <p>While there is no identified length of time that the supervisor should have been working with the student prior to enrolment, the supervisor will need to have an effective working relationship with the student, as they will be required to provide on-the-job guidance and support to the student.</p> <p>This supervisor is to be determined by the employer and name and contact details provided to DAPA's trainer/assessor at time of enrolment.</p> <p>DAPA's trainer/assessor will provide guidance for the completion of the Supervisor Logbook for assessment of each subject or unit of competency.</p> <p>The workplace supervisor should be contacted as part of the normal monitoring and assessment visit cycle.</p> <p>During a visit to the workplace, the trainer/assessor is required to meet with the student and review any work on assessments that has been completed or attempted since the last workplace visit. (Note: A Student Contact Report (DAPF19) is to be completed for any other workplace visit.)</p> <p><b>Third Party Supervisor Logbook</b></p> <p>As a form of assessment, each student's supervisor is required to complete a Third Party Supervisor Report. This logbook is to record the details of work undertaken throughout the period of the training program. The workplace supervisor is required to review and complete this Logbook and add their signature to the book to confirm that the student has completed activities listed.</p>
<p><b>Workplace Assessment (WPA)</b></p>	<p>Students must be able to demonstrate a minimum of 300 hours of on-the-job experience while undertaking this program, as well as an additional 50 hours of experience which may be on-the-job or in a simulated environment.</p> <p>Where assessment tasks have been attempted, the student's responses are to be reviewed and feedback provided to the student, including whether the response is satisfactory, and any areas of concern or additional information is required.</p> <p>Where assessment kits require observation tasks to be conducted, the trainer/assessor is to ensure that the student is able to perform the task outlined in the assessment kit in their presence, watch the student perform the task, ensuring that they are completing each of the Essential Tasks listed and record notes on their performance as per the Assessor Notes section of the Assessment Kit.</p> <p>Once all assessment activity has been completed for the visit, discuss the next subject/s or unit/s of competency to be attempted. Explain the kinds of work tasks and responsibilities that are relevant to the subject or unit. Provide some introductory training on the subject/tasks and confirm with the trainee whether they are feeling comfortable with the subject and what is required of them.</p> <p>Discuss the amount of work to be undertaken for the subject/s or unit/s of competency discussed and determine (with the student) a reasonable amount of work to aim to have completed for the next workplace visit.</p> <p>At the conclusion of each meeting with the student, meet with their direct supervisor to discuss the activities undertaken during the visit and the outcome of the visit. Seek any feedback from the supervisor that they wish to provide at</p>



	<p>this time. The supervisor is also required to complete the Supervisor Report section of the Assessment Kit.</p> <p>While onsite, all DAPA representatives are required to follow site policies and procedures; especially the WHS policy.</p>
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## Resource strategy

<b>Learning resources</b>	<p>The following learning resources will be available to ensure students are able to obtain and absorb the required skills and knowledge required prior to assessment:</p> <p><b>Training and assessment materials and support</b></p> <p>Candidates learning and assessment workbooks</p> <p>Workplace simulated practice</p> <p>Staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that incorporates reasonable adjustment procedures. (<i>Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else – see Student Handbook.</i>)</p> <p>Resources for specific competencies (but not limited to):</p> <ul style="list-style-type: none"><li>• Policies/ procedures</li><li>• Access to legislation, regulations, codes of practice</li><li>• Weblinks</li><li>• Technology for recording information to be transcribed</li><li>• Student Guides</li></ul> <p>All students are to be provided with a copy of the textbook The Manual of Dental Assisting 4E as developed by the Dental Assistants Association of Australia and published by Elsevier/Mosby Australia.</p> <p>A series of recorded webinars are available through the DAPA Student Portal <a href="https://students.dapa.asn.au/">https://students.dapa.asn.au/</a></p> <p>Additional written resources are supplied in unit sections where updates to the textbook are required.</p> <p>The following resources will be required for the delivery of this training program:</p> <ul style="list-style-type: none"><li>• Personal protective equipment for students, including gloves, masks, aprons, eyewear</li><li>• Access to a registered Dentist and patients</li><li>• Dental unit and equipment</li><li>• Dental Materials and instruments</li><li>• Communications equipment</li><li>• Computer hardware and software programs</li></ul> <p><b>IT Equipment</b></p> <p>DAPA – IT infrastructure</p>
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<p><b>Assessment resources</b></p>	<p>The following assessment resources will be available to ensure students are able to obtain and absorb the required skills and knowledge required at time of assessment:</p> <p>Resources for specific competencies (but not limited to):</p> <ul style="list-style-type: none"> <li>• The Manual of Dental Assisting 4e (main resource)</li> <li>• Work Health and Safety Manual</li> <li>• Policies/ procedures</li> <li>• Access to legislation, regulations, codes of practice</li> </ul> <p>Legislation that may have an impact on the content and delivery of this program includes:</p> <p><b>Commonwealth</b>  <i>Radiation Protection Act 2006</i>  <i>Work Health and Safety Act 2011</i>  <i>Health Practitioners Act 2010</i>  <i>Therapeutic Goods Act 1989</i>  <i>Commonwealth Privacy Act 1988</i></p> <p><b>State</b>  <i>Health Regulations and Information Privacy Act 2002 (NSW)</i>  <i>Health Practitioner Regulation National Law (NSW) No 86a</i>  <i>Health Practitioner Regulation National Law (ACT) Act 2010</i>  <i>Health Practitioner Regulation (National Uniform Legislation) Act 2010</i>  <i>Health Practitioner Regulation National Law (Tasmania) Act 2010</i>  <i>Health Practitioner Regulation National Law (South Australia) Act 2010</i>  <i>Health Practitioner Regulation National Law (WA) Act 2010</i></p> <p>This legislation can be downloaded from <a href="http://www.austlii.edu.au">www.austlii.edu.au</a></p> <p>In completing assessment tasks, students must abide by and apply the requirements of relevant legislation.</p>
<p><b>Staff / Trainers and assessors</b></p>	<p>All staff involved in the delivery and assessment of this qualification have:</p> <ul style="list-style-type: none"> <li>✓ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes</li> <li>✓ Access to appropriate support materials relevant to their areas of delivery and assessment</li> <li>✓ Access to the latest copy of assessment tools used for this program</li> <li>✓ Access to training and assessment resources to meet the requirements of students with special needs including procedures for making reasonable adjustments to the assessment process</li> <li>✓ Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below).</li> </ul> <p>The requirements of clauses 1.1-1.16 of the <i>Standards for RTOs 2015</i> are summarised below. DAPA ensures all trainers and assessors comply with these requirements and copies of qualifications are stored together with the PD evidence with the trainer/assessor profile in the following location: google docs / DAPA Server / HLT35021 Master File</p> <p>Documentation is kept for each trainer/assessor to demonstrate their competence and currency in line with the relevant directive described above. These documents are held on file and stored in the following location:</p> <p>Google docs / DAPA shared file / HLT35021 Master File</p>



	<p>The resources required for this qualification are:</p> <p><b>Staff</b></p> <p>Training/ tutorial support – trainer/assessors with relevant vocational competencies and minimum HLT35021 Certificate III in Dental Assisting or equivalent.</p> <p>Overall co-ordination, management of delivery, student support – Administration Officer</p> <p>Administration of student enrolments, tracking and monitoring – Administration Officer</p> <p>Resource development and review – RTO Manager/ Trainers</p> <p>In order to be able to deliver this program, a trainer/assessor must have:</p> <ul style="list-style-type: none"> <li>• A TAE40116 Certificate IV in Training and Assessment (or TAE40110 Certificate IV in Training and Assessment and one of the following – TAELLN401A/TAELLN411 Address adult language, literacy and numeracy skills (or its successor) PLUS one of the following TAEASS502A/TAEASS502B/ TAEASS502 Design and develop assessment tools (or its successor)) or TAA50104 Diploma of Training and Assessment</li> <li>• A qualification equivalent to this program or higher</li> <li>• Minimum 5 years working in a dental practice</li> </ul> <p>Copies of all qualifications and a current resume are to be provided to DAPA management for review and record keeping. DAPA management are responsible for reviewing the qualifications, experience, and appropriateness of a trainer/assessor to deliver this program. DAPA management must provide approval for a trainer/assessor to be able to deliver this program.</p> <p>Trainer/assessors must undertake professional development activities as per the Professional Development section of the Staff Handbook. A trainer/assessor must remain current in their skills and knowledge, including always having actual work experience in a job role relevant to this qualification within the last five years.</p> <p>This training program will be delivered and assessed by the following trainer/assessors:</p> <p><b><i>Dr Emily Nadwie</i></b>  <b><i>Ms Natalie Katers</i></b>  <b><i>Mrs Catherine Shakespeare</i></b>  <b><i>Ms Cathy Schafer</i></b></p> <p><b>Training/ Assessment Staff – refer to HR file (staff matrix)</b></p> <p>DAPA management establishes and verifies that trainers and assessors meet nationally agreed competency requirements and continue to develop their competencies.</p>
<p><b>Equipment and Facilities</b></p>	<p>The following physical resources are available for the delivery and assessment of the units of competency selected for this qualification (if required as additional training resources).</p> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• A training room with audio-visual equipment</li> <li>• A fully equipped simulated dental chair with chairside equipment</li> <li>• A comprehensive reference library</li> </ul>





**Evaluation strategy / Continuous improvement**

<p><b>Collecting feedback from students</b></p>	<p>Feedback and input from students and other stakeholders will be sought, analysed and acted upon on a regular basis. Information gained will form part of any continuous improvement review of materials and in the validation processes.</p> <p><b>Student Engagement Feedback</b></p> <p>To assist with continuous improvement processes, students are given opportunities to provide informal feedback at any stage through their course, either via email or by phone. The formal avenues for feedback include the Enrolment Survey and Course completion survey.</p> <p>Feedback will be sought through the following course milestones:</p> <ul style="list-style-type: none"> <li>• <b>Post-enrolment Survey</b> - issued in week 6 of a student commencing their program</li> <li>• <b>Midway survey</b> - issued at time of midway practical workplace assessment to capture midway student satisfaction data</li> <li>• <b>Final Course Evaluation survey</b> - issued upon completion of the program to measure overall satisfaction with their student journey and anticipated outcome.</li> </ul> <p>In addition is the completion of the Learner and Employer questionnaires to compile the annual DAPA's Quality Indicator report.</p> <p><b>All student feedback is collected, analysed, improvements implemented and documented in the Continuous Improvement Register. (Refer to Continuous Improvement procedure.)</b></p>
<p><b>Collecting feedback from trainers and assessors</b></p>	<p>Feedback and input from trainers is collected anecdotally and reported as applicable to the RTO Manager and Trainers. This is reported to the RTO Manager if resource related or on DAPA's VETtrak database if it requires follow up and reporting.</p>
<p><b>Industry consultation and stakeholder engagement (informing TAS)</b></p>	<p>This program (and Training Program Outline) was initially developed by DAPA as a result of consultation with or information from the following organisations:</p> <ul style="list-style-type: none"> <li>• Dental Practices across NSW</li> <li>• DAPA Board members</li> <li>• NSW Community Services and Health Industry Training Advisory Board</li> <li>• NSW Department of Education and Communities</li> </ul> <p>Ongoing, regular consultation will be undertaken with the following organisations or individuals:</p> <ul style="list-style-type: none"> <li>• All DAPA students and client employers who have enrolled students into this qualification</li> <li>• Skills IQ</li> <li>• NSW Community Services and Health Industry Training Advisory Board</li> <li>• NSW Department of Education and Communities</li> <li>• DAPA Trainer/Assessors</li> <li>• DAPA Board members</li> </ul>



	<p><b>Industry Consultation</b></p> <p>Validation and moderation confirm appropriate consultation with industry representatives on an ongoing basis. DAPA structures validation meetings with appropriate industry representatives on a regular basis. The validation and moderation schedule provides an overview of the validation and moderation activities for the year to come.</p> <p>The meetings are structured to include discussions and reviews of:</p> <ol style="list-style-type: none"> <li>1. Current Training Packages</li> <li>2. Current industry issues</li> <li>3. Training and assessment strategies</li> <li>4. Assessment</li> <li>5. Compliance</li> <li>6. Professional development</li> <li>7. Business development</li> <li>8. Internal policies and procedures</li> </ol> <p><b>The feedback is documented and is an important part of the annual compliance review.</b></p> <p>Industry representatives were consulted with regards to:</p> <ul style="list-style-type: none"> <li>• developing the training and assessment strategy</li> <li>• monitoring of the training and assessment strategy</li> <li>• developing and monitoring the assessment tasks.</li> </ul> <p><b>Record of industry engagement</b></p> <p>DAPA employs a model for industry engagement modified on the ISO Quality Improvement Cycle ISO 9001:2000 – Act-Plan-Check-Do. Industry representatives are current in the dental industry and consultation provides a clear impact on the strategy for training and assessment. Formal records of industry consultations are saved on DAPA’s server (google docs).</p>
<p><b>Assessment validation</b></p>	<p><b>Ongoing Monitoring and Evaluation</b></p> <p>Through ongoing monitoring and evaluation, DAPA will ensure that the course content and outcomes remain current and relevant throughout the period of endorsement.</p> <p>DAPA’s validation and moderation process outlines the responsibilities in monitoring and evaluation of the outcomes of this course and industry and candidate requirements.</p> <p>Training and assessment strategies are developed in consultation with industry, and assessment items are reviewed annually by industry personnel as well as other trainers and assessors and comments for continual improvement are documented.</p> <p>Trainers and assessors of each qualification will meet to review, compare and evaluate the assessment process, tools and evidence contributing to their judgments before internal review meetings. All relevant information will be presented to the internal review team and will be reported at the conclusion of the internal review meeting.</p> <ul style="list-style-type: none"> <li>• Assessment validation meetings are held initially with the RTO Manager, on the development of new assessment tools to confirm tools, assessment methods and processes, meet the requirements of the HLT Health Training Package (v6.1) and VET Quality Framework.</li> <li>• Assessment validation proformas will be completed to record all processes, comments and continual improvement activities including timelines and assessor’s responsibilities (validation proformas)</li> <li>• At the completion of validation, assessment tools will be reviewed every 12 months and no longer than 12 months from the previous validation date and informally reviewed with each application.</li> </ul>




	<ul style="list-style-type: none"> <li>• All issues that arise from the assessment tools will be documented and tabled at the next monthly operations meeting. For more urgent concerns a meeting will be called to raise and address the issues of concern to prevent further issues from arising which will affect currently enrolled and potential new candidates.</li> <li>• Moderation is conducted to review samples of past/ current assessments; including RPL to confirm that the VET Quality Framework and the training package standards of competency is being met, including the consistency of benchmark outcomes by assessors.</li> <li>• All changes to the assessment tools, RPL documents and processes will be documented and minuted for presentation at monthly meetings. New assessment tools and RPL documents will be drafted and reviewed by the relevant training staff. Any revised assessment tools and RPL documents will be subject to DAPA version control policy. (See Version control policy)</li> <li>• All minutes of all trainers and assessor validation/ moderation review meetings must be documented and will be kept on file (validation meeting form)</li> </ul> <p>Training Package Assessment Guidelines will be utilised, as are the learning materials and the assessment materials, other materials may include completed assessment and feedback forms from stakeholders.</p>
<p><b>Transition Arrangements</b></p>	<p>DAPA's RTO Manager is subscribed to the following electronic and hard copy updates to ensure the RTO is advised of any changes to the Training Package:</p> <ul style="list-style-type: none"> <li>✓ ASQA</li> <li>✓ Training.gov.au</li> <li>✓ Other - Industry periodicals</li> <li>✓ SkillsIQ Training Product development emails</li> <li>✓ Bite and Dentist Magazines</li> </ul> <p>When there is a change to the Training Package that impact on this TAS, the RTO Manager will notify all staff affected as soon as possible.</p> <p>DAPA complies with clauses 1.26 &amp; 1.27 of the <i>Standards for RTOs 2015</i>. When there are major changes to the Training Package, the RTO Manager will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. DAPA's RTO Manager and the management team will monitor the progress of the transition.</p> <p>Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products.</p> <p>Where a change is made to this qualification or any individual unit of competency, DAPA's RTO Manager will investigate the changes and determine appropriate changes that are required to be made to the structure of this training program, including assessments.</p>
<p><b>AVETMISS reporting</b></p>	<p>Trainers and assessors provide student progress information to DAPA's Administration Officer (AVETMISS operator) and verify that accurate and up-to-date information is recorded on the Provider's compliant VETtrak database. All uploaded marked assessments uploaded by the assessors are Quality Assured.</p>



**Review of Training and Assessment Strategy (TAS)**

This TAS will be reviewed as required by changes to the Training Package, organisational resources and in meeting individual client needs. A systematic approach will also be used to review the TAS and any recommended changes will be discussed by trainers, assessors, DAPA Management Team. These changes will be implemented when/if approved.

**Approved by:**

<b>RTO Manager Name:</b>	Mark Tippett BA DipQA CEM M-AVETPA
<b>RTO Manager Signature:</b>	
<b>Date:</b>	08/12/2021

**Annexures and associated documents:**

- HLT35021 Certificate III in Dental Assisting Delivery Plan (TPP signed by each student)
- Unit Cluster document
- Staff Trainer Matrix
- Student Handbook
- Industry Engagement Register

**Version Control**

Version 1.1 – adjustment to correct hours for HLTDEN015

Version 1.2 – change of elective from HLTSTE003 to BSBTWK201 in line with Version 3 release (7 Dec 2021)