

# **Companion Volume User Guide: Equine Dentistry**

**ACM Animal Care and Management  
Training Package**

**Version 1.0**

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## Disclaimer

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## User Guide: Equine Dentistry modification history

| Release number | Release date | Author        | Comments   |
|----------------|--------------|---------------|--|
| 1.0            | July 2017    | Skills Impact | User Guide created to accompany AMC Animal Care and Management Training Package V1.0 |

### Acknowledgements

Skills Impact wishes to thank the many RTOs, organisations and individuals who contributed advice and feedback.

# Introduction

## About this Guide

This Companion Volume User Guide: Equine Dentistry (User Guide) supports the delivery and assessment of the *Certificate IV in Equine Dentistry* in the *Animal Care and Management Training Package, Release 1.0*. It includes information about:

- how to interpret the units of competency in the revised templates
- the specific knowledge requirements that apply to units of competency
- work placement requirements that apply to units of competency.

This User Guide has been developed to direct and support good practice implementation of the equine dentistry qualification and units. In time, it can provide opportunities to showcase best practice from RTOs and act as a forum for sharing information and resources. If you have any ideas, resources, case studies or feedback to contribute to this guide, please provide your feedback via the Skills Impact Continuous Improvement Feedback Register available at <http://www.skillsimpact.com.au/contact>.

This User Guide should be read in conjunction with the Companion Volume Implementation Guide (Implementation Guide) for the *ACM Animal Care and Management Training Package, Volume 1.0*. The Implementation Guide provides information about the entire Training Package, including a list of all units of competency, skills sets and qualifications. It also includes key implementation advice for use by RTOs, including:

- unit and qualification coding
- mapping between previous and current versions of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry
- legislation requirements for all animal care sectors
- resources and equipment requirements
- access and equity considerations
- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications.

The Implementation Guide is available at:  
[vetnet.education.gov.au/Pages/TrainingPackages.aspx](http://vetnet.education.gov.au/Pages/TrainingPackages.aspx)

## Structure of this Guide

This User Guide contains key information about:

- the Certificate IV in Equine Dentistry
- working with units of competency and their assessment requirements
- delivery of equine dentistry units of competency, including knowledge requirements
- work placements
- assessment of equine dentistry units of competency.

## Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed in consultation with industry representatives, trainers and assessors, and representatives of Industry Reference Committees (IRCs) and

Technical Advisory Committees (TACs). These key stakeholder representatives provide and review content to ensure that information is relevant and useful.

The Companion Volumes undergo continuous improvement in response to feedback lodged on the Skills Impact website <http://www.skillsimpact.com.au/contact>.

## Certificate IV in Equine Dentistry

The *Certificate IV in Equine Dentistry* covers work activities undertaken by an equine dental service provider (sometimes called an equine dental technician) who is engaged or employed to provide day-to-day dental care and treatment services for routine dental correction and oral care of equines.

Equine dental service providers perform a number of duties including:

- smoothing or contouring teeth (often called 'floating')
- removing tartar
- assisting veterinarians with tooth extractions and other surgical procedures
- determining the age of a horse by the condition of its teeth
- providing advice on bit and tack for equines
- keeping accurate dental charts to record patient history and methods of treatment
- referring cases to registered veterinarians for work outside of their professional scope of practice.

### Equine dental service providers - scope of practice and controls

It is important to note that the scope of practice for equine dental service providers is determined by state and territory legislative requirements. State and territory jurisdictions are responsible for animal welfare and the prevention of cruelty to animals, the regulation of veterinary practitioners, stock diseases, poisons and therapeutic goods, and companion animal management legislation.

In some states/territories, the scope of practice of an equine dental service provider is regulated by the 'restricted acts of veterinary science' described in relevant state/territory veterinary legislation. For example, the *Veterinary Practice Regulation 2013* (NSW)<sup>1</sup> describes certain equine dentistry acts (for example, administering scheduled drugs including anaesthetic agents) which can be performed only by registered veterinary surgeons.

RTOs delivering the *Certificate IV in Equine Dentistry* **must** refer to the relevant state/territory legislation and regulations in the development of their training and assessment strategies.

Please refer to *Appendix 1: Current legislation governing veterinary practitioners* for details of the legislation applicable to each state/territory.

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<sup>1</sup> *Veterinary Practice Regulation 2013* (NSW) s. 4 (Austli) provides details of restricted acts of veterinary science that apply in New South Wales for the purposes of the Act. Veterinary Practice Regulations were viewed 11 September 2017 <at [http://www.austlii.edu.au/cgi-bin/viewdoc/au/legis/nsw/consol\\_reg/vpr2013306/s4.html#1](http://www.austlii.edu.au/cgi-bin/viewdoc/au/legis/nsw/consol_reg/vpr2013306/s4.html#1)>

## Qualification packaging rules

To achieve the *Certificate IV in Equine Dentistry* an individual must demonstrate competency in:

- 18 units of competency:
- 13 core units plus
- 5 elective units.

Five EQD coded units are included in the core units. Four of the EQD units have a prerequisite unit, *ACMEQU202 Handle horses safely*. This unit has also has a prerequisite unit, *ACMEQU205 Apply knowledge of horse behaviour* creating a chain of prerequisites.

RTOs may select five units from the bank of listed elective units or units from any currently endorsed Training Package or accredited course. Elective units selected must be relevant to:

- the work outcome
- local industry requirements, and
- the qualification level.

RTOs should note ASQA (or applicable regulator) requirements for selecting units from non-host training packages. Refer to the ASQA website:

<https://www.asqa.gov.au/news-publications/publications/fact-sheets/delivering-elective-units>.

### Note:

The 'prerequisite' units are new to the *ACM40517 Certificate IV in Equine Dentistry*. They were introduced to address safety issues involved with interacting with horses. Please refer to the Companion Volume User Guide: Safety in Equine Training for further information. The User Guide: Safety in Equine Training is available at [vetnet.education.gov.au/Pages/TrainingPackages.aspx](http://vetnet.education.gov.au/Pages/TrainingPackages.aspx).

## Working with the units of competency and assessment requirements

The units of competency in the ACM Animal Care and Management Training Package are presented in the template from the *Standards for Training Packages 2012*. The information is contained in two documents:

- unit of competency
- assessment requirements.

The following examples show an equine<sup>2</sup> dentistry unit of competency and its associated assessment requirements and explain the information in each part of the document.

### Units of competency

| <b>ACMEQD402</b>               | <b>Determine equine oral function efficiency</b>   |  |                          |                                |  |   |
|--------------------------------|--|--|--------------------------|--------------------------------|--|---|
| <b>APPLICATION</b>             | <p>This unit of competency describes the skills and knowledge required to determine equine oral function efficiency. It includes knowledge of the anatomy and physiology of the equine head including oral structures and dentition, and how they relate to general health and in particular, to dental conditions and disease.</p> <p>The unit applies to individuals who use practical skills and knowledge to provide equine dental care and treatments across various equine industry sectors for horses or other equines including ponies, donkeys and mules.</p> <p>Legislative and regulatory requirements apply to the scope of work of equine dental service providers, and vary according to state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.</p> <p>Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.</p> | <p>Identifies the work context and who the unit applies to.</p> <p>Prerequisite units must be assessed before the main unit is assessed.</p> |                          |                                |  |   |
| <b>PREREQUISITE UNITS</b>      | <p>Prerequisite units of competency for this unit are:</p> <ul style="list-style-type: none"> <li>• ACMEQU202 Handle horses safely</li> </ul> <p>Note the following chain of prerequisites that also apply to this unit.</p> <table border="1"> <thead> <tr> <th>Unit of competency</th> <th>Prerequisite requirement</th> </tr> </thead> <tbody> <tr> <td>ACMEQU202 Handle horses safely</td> <td>ACMEQU205 Apply knowledge of horse behaviour</td> </tr> </tbody> </table>   | Unit of competency   | Prerequisite requirement | ACMEQU202 Handle horses safely | ACMEQU205 Apply knowledge of horse behaviour | <p>A statement in the application field identifies important licensing/regulatory requirements.</p> |
| Unit of competency             | Prerequisite requirement   |  |                          |                                |  |   |
| ACMEQU202 Handle horses safely | ACMEQU205 Apply knowledge of horse behaviour   |  |                          |                                |  |   |
| <b>UNIT SECTOR</b>             | Equine Dentistry (EQD)   |  |                          |                                |  |   |

<sup>2</sup> Please note that the term **equine** refers to a horse or horse-like animal, for example, mules, donkeys, ponies and zebras

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i>                                       | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Identify the structures and determine the function of the equine oral cavity        | 1.1 Define structures within the oral cavity by name and location from neonate and immature to mature equine<br>1.2 Describe the functions of oral cavity structures<br>1.3 Analyse and define structures and body systems that affect growth and health of oral structures and their functions<br>1.4 Describe and relate the process of prehension and mastication of food to normal oral function including the influence of different food types   |
| 2. Relate the prehensile and masticatory function to teeth types                       | 2.1 Identify and classify equine teeth by name and location using established equine dental formulae and terminology<br>2.2 Identify structures of equine teeth and periodontium by name and location<br>2.3 Identify and define stages of development and eruption of equine teeth<br>2.4 Identify normal development and eruption<br>2.5 Identify abnormalities of development and eruption<br>2.6 Define the function of individual equine teeth  |
| 3. Age the horse by interpreting tooth eruption, dental wear patterns and tooth angles | 3.1 Identify and define stages of equine dental eruption and age indicators<br>3.2 Determine incisor angles in relation to age and define the variables that affect this assessment<br>3.3 Identify and define occlusal wear and shape of teeth throughout horse life<br>3.4 Estimate the age of the horse based on presence or absence of deciduous and permanent teeth, wear patterns, tooth form and tooth angles<br>3.5 Document tooth status and oral conditions using accepted industry notation methods |

Elements define the essential outcome of the job task covered in the unit.

Performance criteria specify the performance needed to demonstrate achievement of the element.

| FOUNDATION SKILLS  |  |
|--|--|
| <i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i> |  |
| Skill  | Description  |
| Reading  | <ul style="list-style-type: none"> <li>Interpret dental information in equine treatment records and veterinary advice</li> </ul>   |
| Writing  | <ul style="list-style-type: none"> <li>Record equine dental conditions and treatments accurately using accepted dental encoded systems</li> </ul>  |
| Navigate the world of work   | <ul style="list-style-type: none"> <li>Take responsibility for complying with and keeping up to date with regulatory requirements, codes of practice, standards and workplace procedures relating to safety, patient microbiological risk, biosecurity and animal welfare</li> </ul> |
| Get the work done  | <ul style="list-style-type: none"> <li>Plan, sequence and prioritise equine dental activities to achieve outcomes</li> </ul>   |

Foundation skills highlight the skills that are not explicit in the performance criteria, but essential to the job task described in the unit

## Assessment requirements

The assessment requirements include:

- performance evidence – what individuals must do to show that they can competently perform the requirements of the unit of competency, including information about the frequency and/or volume of the tasks to be performed
- knowledge evidence – what individuals need to know to be able to perform the task effectively
- assessment conditions, that specify physical conditions, resources, specifications, and relationships that must be in place for the assessment to take place.

| TITLE  | Assessment requirements for ACMEQD402 Determine equine oral function efficiency |
|--|---|
| <b>PERFORMANCE EVIDENCE</b>  |   |
| <p>An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. Evidence of the following is required.</p> <ul style="list-style-type: none"> <li>• determining oral function efficiency for at least six different horses on a variety of diets and of different ages, including:               <ul style="list-style-type: none"> <li>• locating and describing oral cavity features by name, location and function</li> <li>• identifying lateral excursion, rostro-caudal movement and occlusion function</li> <li>• determining the age of horses based on tooth development, wear, shape and incisor angulation</li> <li>• using dental formulae and established terminology to describe and document tooth status and oral conditions</li> <li>• <u>performing</u> the activities outlined in the performance criteria of this unit during and contributing to an overall period of at least 240 hours of work supervised by a qualified equine dental service provider or registered veterinarian.</li> </ul> </li> </ul>   |   |
| <b>KNOWLEDGE EVIDENCE</b>  |   |
| <p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• principles and practices for determining equine oral function efficiency</li> <li>• anatomy and physiology of the equine head and oral structures including:               <ul style="list-style-type: none"> <li>• detailed features and functions of the equine head, mouth and teeth including:                   <ul style="list-style-type: none"> <li>• soft tissues - lips, tongue, gums and cheeks</li> <li>• hard palate and palatine artery</li> <li>• periodontal structures</li> <li>• bone structures of the head</li> <li>• normal and abnormal functions</li> </ul> </li> <li>• equine teeth and tooth types including:                   <ul style="list-style-type: none"> <li>• incisors</li> <li>• canines</li> <li>• premolars (including wolf teeth)</li> <li>• molars</li> <li>• stages of tooth development, growth, wear and ageing</li> </ul> </li> </ul> </li> <li>• classification of equine tooth types:               <ul style="list-style-type: none"> <li>• Triadan system nomenclature</li> <li>• anatomical nomenclature:                   <ul style="list-style-type: none"> <li>• type and timing of eruption:                       <ul style="list-style-type: none"> <li>• deciduous</li> <li>• permanent</li> </ul> </li> </ul> </li> </ul> </li> <li>• structures of equine teeth and periodontal structures               <ul style="list-style-type: none"> <li>• apical foramen</li> <li>• alveolus (socket) periodontal ligament</li> <li>• cementum, dentine and enamel</li> <li>• root and crown, infundibulum</li> <li>• pulp canals (or chamber) nerves, vessels and structures within</li> </ul> </li> <li>• stages of development and eruption-of teeth including:               <ul style="list-style-type: none"> <li>• bud, cap and bell stages</li> <li>• apposition and calcification of enamel and dentine</li> <li>• eruption patterns and exfoliation of deciduous teeth</li> <li>• attrition (wear)</li> </ul> </li> <li>• abnormalities of development and eruption               <ul style="list-style-type: none"> <li>• absence of teeth (oligodontia)</li> </ul> </li> </ul> |   |

Performance evidence describes the practical tasks that must be demonstrated for assessment.

Describes the volume of the assessment, i.e. 'six different horses

Knowledge evidence is what candidates need to know to be able to perform the job task effectively.

## ASSESSMENT CONDITIONS

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or simulated environment that accurately reflects performance in a real workplace setting
- resources, equipment and materials:
  - various equines of different ages on different diets assessed as suitable for the skill level of the candidate
  - PPE correctly fitted and applicable to activity for the candidate
  - appropriate tack, materials and equipment to provide dental care and treatment for horses
- specifications:
  - legislation, regulations, codes of practice and standards relevant to equine dentistry or technology to access them.

Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessment conditions specify the mandatory conditions under which the evidence must be gathered, and the mandatory assessor requirements

## Assessment methods

Units of competency and assessment requirements do not specify the method of assessment to be used to collect evidence – assessment methods are determined by the registered training organisation (RTO) and assessor when designing the assessment strategy.

RTOs must select the most appropriate method for collecting performance evidence, which may include direct observation, supplementary evidence from supervisors and/or challenge tests.

Knowledge evidence can be assessed in several ways, including through oral questioning (with an appropriate sheet to record the evidence provided), or through written assessment, which could be online or paper-based.

## Training and assessment strategies

All RTOs must have a training and assessment strategy documented for the *Certificate IV in Equine Dentistry*. As there are significant safety issues relating to interacting with horses and other equines, RTOs must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

## Assessment conditions

Assessment of all EQD coded units of competency requires assessment to be carried out in a workplace, or an environment that actually reflects a real workplace, such as specialised facilities and stables in an RTO. Many of the units require access to a range of real, live equines. This is to ensure that learners have real interactions throughout their training.

The workplace environment used for assessment must include resources, equipment and materials that would typically be available for equine dental service provision.

## Resources and equipment required for assessment of EQD units

Please refer to *Appendix 2. Resources and equipment for equine dentistry units* for details of requirements for each equine dentistry unit of competency. Delivery of equine dentistry units of competency.

All RTOs must have a training and assessment strategy (TAS) documented for the *Certificate IV in Equine Dentistry*. When preparing the TAS for the *Certificate IV in Equine Dentistry* it is recommended that RTOs note the following points.

### **Ensure safety when interacting with equines**

As there are significant safety issues relating to interacting with horses and other equines, RTOs must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

### **Prerequisite units**

The following prerequisite units **must** be assessed before the unit in which they appear is assessed:

- ACMEQU205 Apply knowledge of horse behaviour
- ACMEQU202 Handle horses safely.

The units above address safety issues relevant to interacting with horses (and other equines). They are listed as prerequisites in units which include practical interactions with equines, namely:

- ACMEQD402 Determine equine oral functional efficiency
- ACMEQD403 Identify potential health impacts of equine oral conditions
- ACMEQD404 Conduct equine oral inspection and assessment and plan equine dental treatment
- ACMEQD405 Perform routine dental correction and oral care using manual instruments.

**Note:** Assessment of the prerequisite unit **must** be completed before the assessment of the unit containing the prerequisites occurs. However, it is recommended that training in the prerequisite units is completed before commencing training of the unit containing the prerequisites.

### **Specific knowledge covered in the EQD units**

The EQD units involve detailed knowledge requirements. Content, previously specified in the range statements of previous units of competency, has been updated and included in *Appendix 3 Equine dentistry knowledge – EQD units*. This information may assist RTOs to interpret the knowledge requirements for each of the revised EQD units.

### **Co-delivery**

An industry working group recommended that the following four EQD units be co-delivered.

- ACMEQD401 Work within an equine dental service provider framework
- ACMEQD402 Determine equine oral functional efficiency
- ACMEQD403 Identify potential health impacts of equine oral conditions
- ACMEQD404 Conduct equine oral inspection and assessment and plan equine dental treatment.

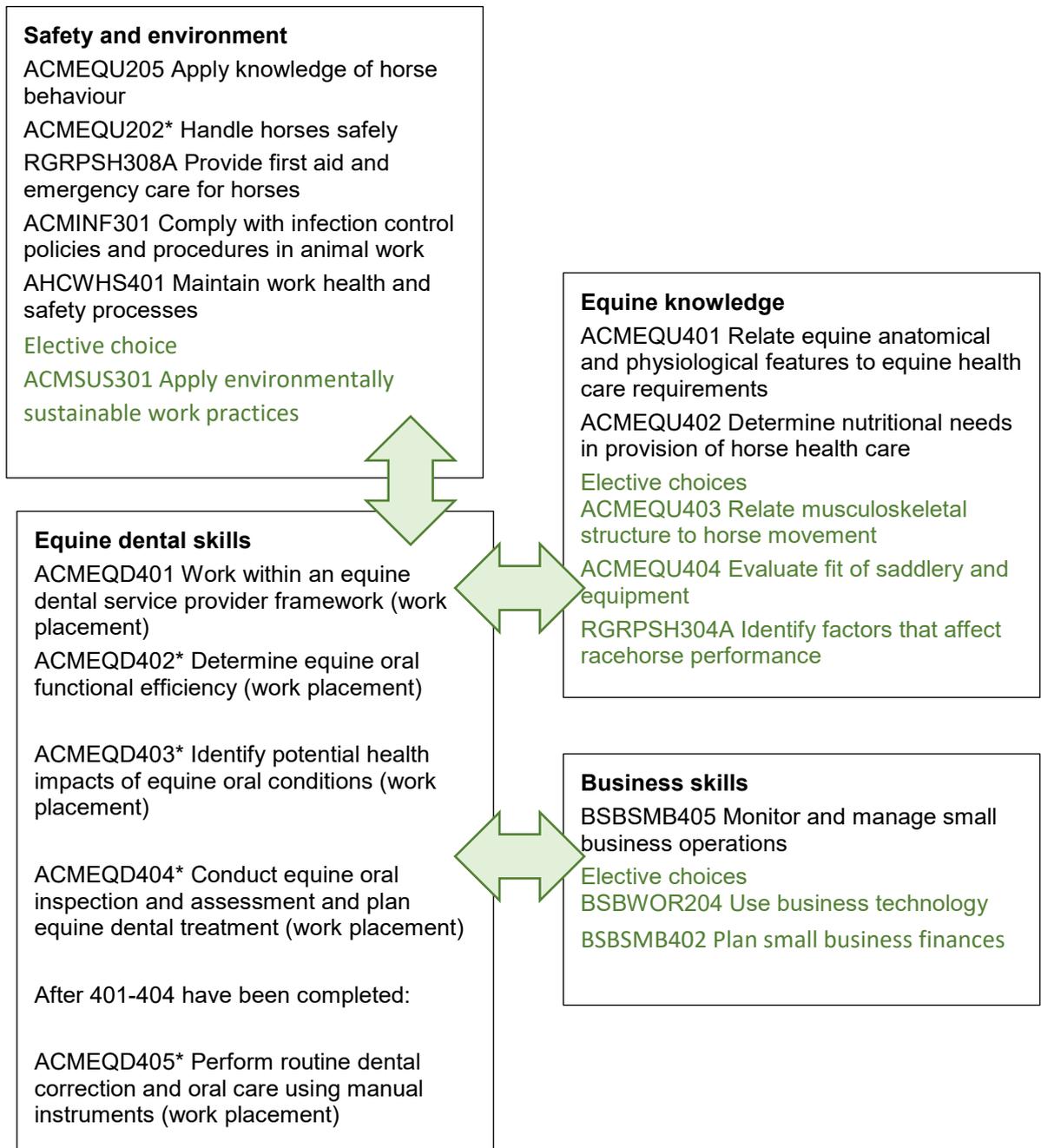
These units should be delivered and assessed prior to the delivery of:

- ACMEQD405 Perform routine dental correction and oral care using manual instruments.

## Suggested clusters for delivery of the Certificate IV in Equine Dentist

Possible approach to clustering units for co-delivery.

13 core units + 5 elective units = 18 units to achieve the Certificate IV in Equine Dentist



## Work placement

The five EQD units of competency in the *Certificate IV in Equine Dentistry* include mandatory work requirements. The initiative to include minimum hours of work placement during the completion of the equine dentistry qualification, responds to industry concerns, including:

- the need for practical experience
- varying levels of workplace exposure provided by RTOs
- improving consistency in training and assessment methods and outcomes.

### What is work placement?

For the purpose of this guide, the term work placement is used to describe any type of placement or experience in the workplace that formally contributes to the assessment process. This includes the need to collect and use information from the work placement as part of the candidate's overall assessment.

### Work placement requirements in Training Packages

In the *ACM Animal Care and Management Training Package* requirements for specified hours of work have been documented in two places:

- in qualification descriptions
- in assessment requirements of units of competency.

### Qualification descriptions

The need to complete specified hours of work is noted in the qualification descriptions so that anyone accessing the qualification can be immediately aware of this requirement. However, strictly speaking, the requirement itself is part of the assessment requirements of individual units of competency. Below is the qualification description with the 'hours of work' requirement highlighted.

|  |   |
|--|---|
| <b>ACM40517</b>  | <b>Certificate IV in Equine Dentistry</b> |
| <b>Qualification Description</b><br>This qualification covers work activities undertaken by an equine dental service provider who is engaged or employed to provide day-to-day dental care and treatment services for routine dental correction and oral care for equines. Equine dental service providers must make referrals to registered veterinarians for work outside of their professional scope of practice. |   |
| To achieve this qualification, the candidate must have completed at least 240 hours of work as detailed in the Assessment Requirements of the units of competency.   |   |
| The scope of practice for equine dental service providers is determined by state and territory legislative and regulatory requirements. Users of this qualification must refer to the relevant legislation and regulations in the development of training and assessment strategies.   |   |

## Work placement details in assessment requirements

The requirement to undertake a particular number of hours of work is specified in the assessment requirements of units of competency. Not every unit contains the requirement. In the *Certificate IV in Equine Dentistry* the five EQD coded units include the work placement requirement.

The wording of the assessment requirement for workplace evidence was carefully considered to emphasise that the performance evidence collected over the specified hours applies to the five EQD units. The number of hours is just one of the pieces of performance evidence required in each unit.

The performance evidence begins with the following statement:

*An individual demonstrating competency must satisfy all of the elements and performance criteria of this unit. There must be evidence that ...*

This statement is followed by a list specific to the unit.

Where a work requirement is included, the following words appear:

*... performing the activities outlined in the performance criteria of this unit during and contributing to an overall period of at least 240 hours of work supervised by a qualified equine dental service provider or registered veterinarian*

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The 240 hours specified in the units is a **total** number of hours for the **qualification**. It is **not** 240 hours per unit.

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An example of the wording in the performance evidence of assessment requirements is shown below.

### PERFORMANCE EVIDENCE

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. Evidence of the following is required.

- determining oral function efficiency for at least six different horses on a variety of diets and of different ages, including:
  - locating and describing oral cavity features by name, location and function
  - identifying lateral excursion, rostro-caudal movement and occlusion function
  - determining the age of horses based on tooth development, wear, shape and incisor angulation
  - using dental formulae and established terminology to describe and document tooth status and oral conditions
  - performing the activities outlined in the performance criteria of this unit during and contributing to an overall period of at least 240 hours of work supervised by a qualified equine dental service provider or registered veterinarian.

The following table notes the units that include work placement hours. Again, the number of hours is for the work placement across the qualification, **not** 240 hours per unit.

| <b>Certificate IV in Equine Dentistry units with a work placement requirement of 240 hours</b> |
|--|
| ACMEQD401 Work within an equine dental service provision                                       |
| ACMEQD402 Determine equine oral function efficiency  |
| ACMEQD403 Identify potential health impacts of equine oral condition                           |
| ACMEQD404 Conduct equine oral inspection and assessment and plan equine dental treatment       |
| ACMEQD405 Perform routine dental correction and oral care using manual instruments             |

## **Work placement - opportunities and challenges**

### **Opportunities**

For learners, work placements (practical placements, placements) are an opportunity to:

- learn in a workplace relevant to their future career
- talk, listen and learn from experienced workers who will help learners put theoretical learning into practice, and answer questions about wider areas of work and future opportunities in the industry
- practise skills over a period of time in real life situations, in different contexts and with different individual clients
- have access to real work technologies, equipment, clients and procedures
- have exposure to both normal operating procedures and unplanned contingencies.

For RTOs, work placements enable individual trainers and assessors to:

- keep up to date and tailor training and assessments to current industry practices
- develop networks and professional relationships with industry staff which increases the value and quality of the education provided to learners
- engage industry and work with them to interpret and translate EQD assessment requirements

For 'host employers' or individual organisations there are opportunities to:

- have more control over the quality of training and assessment outcomes
- provide the opportunity to make a positive contribution to the education and development of individuals
- improve consistency of learning outcome and skills of new entrants to the industry
- develop skills in management – supervision, mentoring, training and assessment
- create opportunities for building employer/RTO partnerships for training purposes
- promotion of the sector and influencing career choices – dispelling unwarranted stereotypical views
- support good training and development outcomes – increased completion rates and productivity improvements.

## Challenges

Partnership arrangements rely on a clear understanding of each party's role and responsibilities. The lack of a coordinated and planned approach between the employer and the RTO assessor may lead to learners having difficulty in being assessed as competent. Problems can emerge when:

Employers:

- do not understand that competency based assessment processes are evidence based and relate to the requirements of a unit of competency
- do not provide adequate time or opportunities for learners to practise their skills in the workplace
- are unclear about their role in the assessment process

RTOs:

- do not organise enough opportunities or time in work placement for employers to make confident reports about the skills of the learners
- do not have assessors with current vocational competency
- do not maintain the relationship with the employer to check and monitor the learner's progress
- do not sufficiently plan for on-site assessment and cause disruption to work procedures.

## Organising work placements

Depending on the size of the RTO, the number of learners who require placements and the number of available host organisations it may be advisable for the RTO to create a Placement Coordinator role within the RTO. Even if no one holds this role in a formal sense, someone needs to be delegated the following responsibilities:

- identifying potential employers and specific worksites for placements relevant to the requirements of the training package (this means going beyond just identifying an employer that is close to the RTO and willing to take learners – the employer must have the resources and equipment in place that will allow the learner the full range of opportunities to develop the skills outlined in the performance criteria in the specified units of competency)
- negotiating times, dates and outcomes for each placement with the host employer and match these with learners
- set up initial meetings between the host employer, learner and coordinator (or RTO trainer/assessor)
- providing initial and ongoing support to the host employer.

## Work placement agreements

Work placement agreements should be signed by the RTO, host employer and learner for each placement. There is a list of resources at the end of this guide that provide sample documents.

### **Health and safety requirements in the workplace**

Health and safety requirements in relation to work placements, and the agreements between training providers and work placement providers, vary across jurisdictions. The RTO will need to make sure that the workplace provides a safe environment for its learners, that relevant workplace health and safety training has taken place before the work placement and that the worksite provides a safety induction for the learner and appropriate supervision during the entire placement. RTOs should ensure they meet the insurance obligations of their registration against the RTO standards and seek advice from their RTO regulator and/or their work cover insurance provider.

### **Work placements and payment**

FairWork Australia has a factsheet available referring to 'Vocational Placement' which makes it clear that under the *Fair Work Act 2009* there are conditions which must be met for a person to be recognised as on a vocational placement. These conditions can be summarised as:

- must be a placement, arranged by the training provider or learner as a course requirement
- must be no entitlement to pay
- placement must be done as a requirement of an education or training course
- placement must be approved (all RTOs that are implementing the requirements of units of competency will meet this as they are 'approved' by their regulator to deliver the program).

See [www.fairwork.gov.au/about-us/policies-and-guides/fact-sheets/unpaid-work/student-placements](http://www.fairwork.gov.au/about-us/policies-and-guides/fact-sheets/unpaid-work/student-placements) for more information.

## **Insurances**

Legal and insurance requirements vary between organisations, states and territories. RTOs must undertake their own research to ensure local requirements are met. Typical roles and responsibilities in work placement include:

### **Work Placement Coordinator at the RTO**

- Organises placement with learners and employers
- Works with the employer to plan a work program for the learner
- Keeps in contact with learners and employers during the placement
- De-briefs learner and employer at the end of the placement
- Takes responsibility for documentation required by the training organisation including signed work placement agreement with an employer and learner
- Follows the procedural requirements of the training organisation in relation to insurance and legal considerations
- Ensure all necessary learner work placement checks have been obtained by learners and workplace employers have confirmed the learner will be allowed admission into the workplace

### **Employer/Workplace Supervisor**

- Gives the learner an introduction and induction on workplace policies and procedures
- Takes responsibility for the direction of the learner during the placement
- Provides a safe workplace, free from bullying and verbal, physical, racial and sexual abuse
- Provides opportunities to develop knowledge and skills
- Fills in relevant sections of the learner's workbook, including a learner evaluation
- De-briefs the learner at the end of the placement
- Follows legal and insurance requirements during the placement

### **Learner**

- Obtains consent for work placement from a parent or guardian, if under 18 years of age
- Acts in a professional and courteous way and respects the rights of other people in the workplace
- Follows the policies and procedures of the host workplace
- Keeps information about the host business confidential unless agreed to by the employer
- Pro-actively seeks to develop skills and knowledge during the placement to ensure readiness for workplace assessments
- Completes learner workbook or other documentation required by the RTO
- Participates in a de-brief with the employer and work placement coordinator

## **RTO responsibilities**

A robust placement program is one mark of a quality training organisation. Good work placement can be used as a very effective marketing tool both with industry and prospective learners.

### **Establishing the program**

A first step in establishing and maintaining a successful work placement program is to develop clear systems, procedures and documentation to support it. Each RTO needs to consider:

- program objectives and priorities
- roles and responsibilities in the RTO
- step-by-step process of managing work placement
- documentation and recording systems to support the program.

For more detailed advice, see *Appendix 4.1 Sample Checklist: Developing a Work Placement Program*.

### **Organising placements**

Once systems and procedures are in place, organising placements can begin. Probably, the most important factor that will impact your success in finding learner placements is the quality of your industry networks. RTOs build these networks in many ways – some are personal, others are more systematic. Relationships with industry across all areas of the RTO operation will affect industry willingness to host your learners. For more information, see *Appendix 4.2 Sample Checklist: Building and Maintaining Industry Networks*.

### **Getting the timing right**

To make sure your learners are providing the best possible value to employers, it makes sense for practical placements to happen towards the end of a course rather than at the beginning. At a minimum, you should be confident that learners going on work placement are able to:

- interact positively with others, both colleagues and clients
- work safely
- show an understanding of the sector of work
- behave in a professional manner.

Timing also needs to be considered from the employer perspective. It is important to be aware of the seasonal factors that impact host organisations. And it cuts two ways – busy periods may mean it is impossible for some organisations to host learners, but for some businesses peak times may mean they have lots of work that learners can assist with.

### **Matching workplaces and learners**

Not all learners are suited to all workplaces. Here are a few things to consider when placing individual learners:

- What does the employer need?
- What are the employer's expectations?
- What is the level of risk involved in the proposed work activities?
- How ready is the individual learner to undertake the activities?
- How much preparation is needed for the learner and the employer prior to the placement?

- What are the practical issues to consider, for example, travelling times and hours of work?

### Planning learner work programs

It is the RTO's job to work with the employer to agree what the learner will do. The closer the work activities mirror the competencies being developed in the learner's course the better. But of course, this is not always possible and will vary from sector to sector. Knowing the skills profile of individual learners will allow you to confidently work with employers to tailor programs to meet specific needs.

Each learner should have a workbook where they can record the types of work they've done, where the employer is able to make comments and complete an evaluation at the end of the placement.

### Communicating with learners and employers

It is the RTO's role to manage all communication with learners and employers. In essence, this involves specific activities before, during and at the end of the placement. Some key activities are outlined below.

| Before   | During   | At the end  |
|--|--|---|
| <ul style="list-style-type: none"> <li>▪ Find the placement</li> <li>▪ Prepare learners and employers for what to expect</li> <li>▪ Provide any necessary paperwork</li> </ul> | <ul style="list-style-type: none"> <li>▪ Visit the workplace (may not always be possible), but use email or phone to keep in contact</li> <li>▪ Keep lines of communication open</li> <li>▪ Provide support and advice, as required</li> </ul> | <ul style="list-style-type: none"> <li>▪ Organise a de-briefing with the learner and the employer</li> <li>▪ Maintain required records</li> </ul> |

# Assessment of equine dentistry units of competency

## Assessment requirements

All units covered by this User Guide are in the template required to meet the *Standards for Training Packages 2012*. The template clearly specifies required **performance evidence** and **knowledge evidence**. Typical wording to specify volume and/or frequency requirements in the performance evidence for EQD units is:

- ... undertaking (x activity) on at least six different horses or other equines
- performing the activities outlined in the performance criteria of this unit during and contributing to an overall period of at least 240 hours of work supervised by a qualified equine dental service provider or registered veterinarian.

As stated previously the work placement hours specified in the performance evidence are only one form of evidence required for the assessment. Where the number of horses/equines and/or occasions is clearly specified, RTO assessors must ensure they have the required documented evidence for each.

In all units the horse or other equine used for assessment purposes **must** be assessed as suitable for the experience and skills of the candidate and the relevant activity (refer to **User Guide: Safety in Equine Training**). This requirement is clearly stated in the assessment conditions of the EQD coded units.

The **assessment conditions** section of the unit specifies the conditions under which the assessment must take place and generally covers:

- physical conditions
- resources, equipment and materials
- specifications
- relationships (internal/external)
- timeframes.

## Assessment in the workplace

Trainers and assessors in this sector often need to be very flexible in response to workplace demands and the day-to-day demands of a busy work environment can make it hard for employers to find time to contribute to supervising learners on placement, or by contributing to assessment processes. However, trainers and assessors should involve employers by:

- making sure that they are clear about their role
- explaining the assessment process, the assessment tasks and the timeframes in the assessment plan, including when the assessor will be at the workplace to carry out any direct observations
- requesting feedback in the form of written or oral third party reports.

## Partnership arrangements

Assessment arrangements in this sector may involve a partnership arrangement. For example:

- the employer might take responsibility for skill development through learning on the job, and the RTO might provide assessment-only services
- employers might enter into agreements with RTOs to provide coordinated approaches to assessment
- there might be an auspicing arrangement, where the employer delivers training and assessment and the RTO signs off and awards the qualifications and statements of attainment (see <[www.asqa.gov.au/news/2080/partnering-and-auspicing-arrangements-reminder.html](http://www.asqa.gov.au/news/2080/partnering-and-auspicing-arrangements-reminder.html)> for further details)
- learners might be enrolled in full-time study programs with work placements that require the employer to provide third party reports.

A project conducted by the National Quality Council (NQC) in 2008, *Investigation into industry expectations of VET assessment*<sup>3</sup> identified a growing requirement from industry for training providers to reflect a closer client focused approach in the design and contextualisation of training programs and assessment to reflect enterprise needs. Tools which can assist the collaboration between RTOs and industry can be found in the resource *Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups*<sup>4</sup>.

The project report highlighted that satisfaction with assessment processes and outcomes were highest when there was a strong partnership between the enterprise and the RTO, and when training and assessment was directly linked to the workplace.

## Gathering evidence

An RTO trainer or assessor cannot be present the whole time a learner is on a work placement. They need to know what the learner has learned, as well as what they have done. This will contribute to better learning outcomes for the learner and also provide evidence for formal assessment. They must rely on the evidence gathered by those in the workplace. One way to do this is through the use of a placement log book.

Essential features of a log book should include:

- details of the learner, their supervisor, the location, time and length of practical placement
- ability to record day to day activities on specific days
- work activities broken into specific steps
- space for sign off and comments/feedback from the supervisor or employer observing the workplace activities.

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<sup>3</sup> National Quality Council (NQC), 2008, Investigation into industry expectations of VET assessment is available at: <http://www.voced.edu.au/content/ngv%3A49630>.

<sup>4</sup> National Quality Council (NQC), 2010, Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups is available at <http://www.voced.edu.au/content/ngv%3A42306>.

The practical log book can be used to capture three types of evidence: direct, indirect and supplementary.

- **Direct evidence** refers to the activities (demonstration of skills and knowledge) the assessor witnesses the learner completing e.g. the assessor visits the workplace and directly observes the candidate undertaking the tasks.
- **Indirect evidence** refers to the activities completed by the learner that are witnessed by a third-party e.g. the log books is completed by the learner's direct supervisor or employer, describes the actions learners have undertaken in the workplace and the competencies they have been able to demonstrate under changing circumstances.
- **Supplementary evidence** refers to the evidence of competency found in written assessments, audio/video recordings, questioning and documented past performances e.g. the log book may have room for the candidate to reflect their specific feelings and experiences of the workplace and activities they've completed – what do they feel confident about; what do they think they could improve; what interests them?

**A log book is not by itself an assessment tool.** It may contribute to the collection of evidence for assessment but the RTO will need to develop assessment tools for single units and/or clusters of units of competency. As the hours requirement is written in the form of:

*performing the activities outlined in the performance criteria of this unit during and contributing to an overall period of at least 240 hours of work supervised by a qualified equine dental service provider or registered veterinarian*

It will be necessary to document the performance criteria for those units of competency and relate it to the hours of work.

## **Recognition of Prior Learning (RPL)**

Where an individual has the required skills and experience to undertake an RPL assessment the RTO must ensure that the candidate provides sufficient, valid, current and authentic evidence to address requirements specified in the performance and knowledge evidence.

For most EQD coded units this means that individuals will need to provide evidence of:

- work experience/placement for the required number of hours
- demonstration of skills performed on the required number of equines and/or occasions.

RTOs will need to undertake verification processes to ensure the evidence provided by the candidate is authentic and current. Challenge tests and knowledge assessments are recommended to support and confirm evidence supplied by the candidate.

## Useful information

### Other companion volumes

- Implementation Guide: ACM Animal Care and Management Training Package, Volume 1.0
- User Guide: Safety in Equine Training

Both of these companion volumes are available from VETNet

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103>

### Work placements

Vocational Placements – A guide to vocational placements for Queensland RTOs

<http://education.qld.gov.au/students/placement/work/vocation.html>

Student Placements – Fair Work Ombudsman

[www.fairwork.gov.au/pay/unpaid-work/student-placements](http://www.fairwork.gov.au/pay/unpaid-work/student-placements)

Student Work Placements – A health and safety guide

[www.safeworkaustralia.gov.au/doc/student-work-placement-guide](http://www.safeworkaustralia.gov.au/doc/student-work-placement-guide)

## Appendix 1: Legislation relevant to veterinary practice

| State or Territory | Primary governing legislation | Current version & when last amended   | Regulations                          | Current version & when last amended      | Website   |
|--------------------|-------------------------------|---|--------------------------------------|--|---|
| ACT                | Veterinary Surgeons Act 2015  | Version: R3<br>15th June 2016   | Veterinary Surgeons Regulation 2015  | Version: R2<br>from 27th April 2016      | <a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>   |
| NSW                | Veterinary Practice Act 2003  | Current version from<br>15th July 2015                                      | Veterinary Practice Regulation 2013  | Current version from<br>8th January 2015 | <a href="https://www.legislation.nsw.gov.au">https://www.legislation.nsw.gov.au</a>   |
| NT                 | Veterinarians Act             | As in force at<br>1 May 2016  | Veterinarians Regulations            | As in force at<br>1 May 2016             | <a href="https://legislation.nt.gov.au">https://legislation.nt.gov.au</a>   |
| QLD                | Veterinary Surgeons Act 1936  | Current as at<br>23 September 2013  | Veterinary Surgeons Regulation 2002  | Current as at<br>1 July 2015             | <a href="http://www.legislation.qld.gov.au">http://www.legislation.qld.gov.au</a>   |
| SA                 | Veterinary Practice Act 2003  | Version:<br>1.1.2015  | Veterinary Practice Regulations 2005 | Version:<br>1.1.2015                     | <a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>   |
| TAS                | Veterinary Surgeons Act 1987  | Consolidated<br>as at 11 Feb 2015   | Veterinary Surgeons Regulations 2012 | Consolidated<br>as at 11 Feb 2015        | <a href="https://www.legislation.tas.gov.au">https://www.legislation.tas.gov.au</a>   |
| VIC                | Veterinary Practice Act 1997  | Version: No<br>040<br>incorporating<br>amendments<br>as at 1 August<br>2015 | Veterinary Practice Regulations 2008 | Version: 002<br>as at 1 May<br>2013      | <a href="http://www.legislation.vic.gov.au">http://www.legislation.vic.gov.au</a>   |
| WA                 | Veterinary Surgeons Act 1960  | Effective 10th<br>December<br>2010  | Veterinary Surgeons Regulations 1979 | Effective<br>30th May<br>2012            | <a href="https://www.slp.wa.gov.au/legislation/statutes.nsf/default.html">https://www.slp.wa.gov.au/legislation/statutes.nsf/default.html</a> |

Source: Dr D Neutze, *Veterinary Practice Act Review, 2016 Edition II*, prepared for the Australian Veterinary Association

Note: Information provided was accurate on 1 July 2017. Users of this Guide are advised to check the applicable website for changes to legislation before using any of the above information.

## Appendix 2: Resources and equipment for equine dentistry units

The workplace environment used for assessment must include resources, equipment and materials that would typically be available for equine dental service provision.

The following resources are required for delivery and assessment of the equine dentistry EQD units:

### Hand-held instruments:

- full mouth speculums
  - wedge gags
  - speculum accessories
  - different types of hand floats and blades
  - manual file (float) types:
    - incisor
    - pre-molar
    - molar
    - buccal
    - lingual
  - manual file (float) design:
    - straight shaft
    - curved shaft
    - angled shaft
    - flat shaft
    - round shaft
    - file (float) blade:
      - milled tungsten carbide
      - bonded carbide chip
- hands-free headlamps for improvement of visibility
- mirrored tools
- scalers, curettes and dental forceps
- rubber polishing cups and polish
- canine tooth buffer
- cap extractors
- syringe for mouth wash

### Personal protective equipment

- eyewear
- gloves
- protective clothing / apron / gown
- masks

### Other equipment:

- antiseptics and disinfectants
- buckets and bucket brush
- head stand
- head lamps and lights
- head stall and lead rope
- appropriate tack
- suitable restraints
- lubrication oil
- worktable.

## Appendix 3: Equine dentistry knowledge – EQD units

### ACMEQD401 - Work within an equine dental service provision framework

| Term in performance criteria  | Description   |
|---|---|
| <p><b>Principles</b> of equine dental service practice may include:</p>   | <ul style="list-style-type: none"> <li>▪ accepted preventative practices adopted by the provider or peers to minimise safety hazards and risks</li> <li>▪ maintaining provider, assistant and patient health and hygiene</li> <li>▪ adherence to principles of client confidentiality</li> <li>▪ conducting referral of horses who require treatment outside the provider's professional and personal scope</li> <li>▪ adherence to relevant code of ethics or code of conduct documents/policies</li> <li>▪ adherence to relevant national, state and territory regulations and guidelines</li> </ul>  |
| <p><b>Techniques and procedures</b> used in the provision of equine dentistry including all levels of service may include:<br/>NOTE: Some techniques and procedures can only be performed by registered veterinarians. Refer to the section <i>Equine dental service providers - scope of practice and controls</i> in this Guide, for details.</p> | <ul style="list-style-type: none"> <li>▪ techniques: <ul style="list-style-type: none"> <li>○ horse handling</li> <li>○ horse inspection</li> <li>○ horse restraint which may include sedation (undertaken by a registered veterinarian)</li> <li>○ oral examination</li> <li>○ speculum types and their use</li> <li>○ manual file (float) use</li> <li>○ motorised equipment use</li> </ul> </li> <li>▪ procedures: <ul style="list-style-type: none"> <li>○ performing manual or motorised equipment filing (floating)</li> <li>○ extraction: <ul style="list-style-type: none"> <li>▪ cap</li> <li>▪ wolf tooth</li> <li>▪ intra-oral</li> <li>▪ supernumerary</li> <li>▪ surgical</li> </ul> </li> </ul> </li> </ul> |
| <p><b>Records and charts</b> should include:</p>  | <ul style="list-style-type: none"> <li>▪ client details</li> <li>▪ animal health records including history of prior treatment</li> <li>▪ written description of dental charts of conditions found and treatment using recognised industry standards for example: <ul style="list-style-type: none"> <li>○ anatomical nomenclature system</li> <li>○ modified Triadan number system</li> </ul> </li> <li>▪ infection control records</li> <li>▪ recommended treatments, and treatments provided if different</li> <li>▪ recommendations given including diet, care and revisit requirements</li> </ul>   |
| <p><b>Environmentally sustainable work practices</b> may include:</p>   | <ul style="list-style-type: none"> <li>▪ environmentally friendly waste management</li> <li>▪ processes to support environment and resource efficiencies</li> </ul>   |
| <p><b>Equine industry health service providers</b> may include:</p>   | <ul style="list-style-type: none"> <li>▪ veterinarians</li> <li>▪ advanced equine dental service providers</li> <li>▪ certified equine dental service providers</li> </ul>  |

| Term in performance criteria                                      | Description   |
|---|---|
|   | <ul style="list-style-type: none"> <li>▪ bit makers</li> <li>▪ equine nutritionists</li> <li>▪ farriers and hoof care providers</li> <li>▪ saddle fitters</li> </ul>  |
| <p><b>Equine dental conditions found</b> may include:</p>         | <ul style="list-style-type: none"> <li>▪ congenital and genetic abnormalities</li> <li>▪ dental fractures</li> <li>▪ eruption, abnormal versus normal</li> <li>▪ evidence of infection of soft or hard tissues</li> <li>▪ excessively sharp buccal and lingual edges involving enamel, dentine or cementum</li> <li>▪ feed impaction</li> <li>▪ hard or soft tissue masses</li> <li>▪ malocclusions (acquired and congenital)</li> <li>▪ periodontal disease</li> <li>▪ endodontic disease</li> <li>▪ shedding of deciduous teeth (caps)</li> <li>▪ loose teeth (incisors, canines, premolars or molars)</li> <li>▪ soft tissue injury</li> </ul> |
| <p><b>Treatment options <u>at all levels</u></b> may include:</p> | <ul style="list-style-type: none"> <li>▪ calculus ("tartar") removal</li> <li>▪ dental correction and management with manual or motorised equipment</li> <li>▪ extractions</li> <li>▪ referral to veterinarian or other appropriate service providers</li> </ul>  |

## ACMEQD402 - Determine equine oral function efficiency

| Term in performance criteria  | Description   |
|---|---|
| <b>Structures within the equine head and oral cavity may include:</b> | <ul style="list-style-type: none"> <li>▪ lips</li> <li>▪ cheeks</li> <li>▪ gums</li> <li>▪ tongue and hyoid apparatus</li> <li>▪ hard palate</li> <li>▪ palatine artery</li> <li>▪ palatine raphe and ridges</li> <li>▪ dental papillae</li> <li>▪ soft palate</li> <li>▪ teeth including:               <ul style="list-style-type: none"> <li>○ incisors</li> <li>○ canines</li> <li>○ premolars (including wolf teeth)</li> <li>○ molars</li> <li>○ supernumerary</li> </ul> </li> <li>▪ vestigial teeth such as wolf teeth</li> <li>▪ periodontal structures and function</li> <li>▪ bone structure of the maxilla and mandible</li> <li>▪ pharynx</li> <li>▪ salivary glands and ducts</li> <li>▪ sinuses</li> </ul> |
| <b>Process of mastication of food may include:</b>                    | <ul style="list-style-type: none"> <li>▪ biomechanics of:               <ul style="list-style-type: none"> <li>○ mandible and maxilla</li> <li>○ temporomandibular joint (TMJ)</li> </ul> </li> <li>▪ feed mastication and formation of food bolus</li> <li>▪ role of:               <ul style="list-style-type: none"> <li>○ masticatory muscles</li> <li>○ rugae</li> <li>○ teeth: incisors, premolars and molars</li> <li>○ curve of spee</li> <li>○ occlusal angles</li> <li>○ occlusal ridges</li> <li>○ saliva</li> <li>○ tongue</li> </ul> </li> </ul>   |
| <b>Equine dental classification may include:</b>                      | <ul style="list-style-type: none"> <li>▪ functional nomenclature:               <ul style="list-style-type: none"> <li>○ incisor</li> <li>○ canine</li> <li>○ premolar</li> <li>○ molar</li> </ul> </li> <li>▪ functional status:               <ul style="list-style-type: none"> <li>○ incisor function</li> <li>○ canine function</li> <li>○ premolar and molar function</li> </ul> </li> <li>▪ numerical nomenclature:               <ul style="list-style-type: none"> <li>○ Triadan system</li> </ul> </li> <li>▪ anatomical nomenclature:               <ul style="list-style-type: none"> <li>○ universal system</li> </ul> </li> </ul>   |

| Term in performance criteria  | Description   |
|---|---|
|   | <ul style="list-style-type: none"> <li>▪ type and timing of eruption:               <ul style="list-style-type: none"> <li>○ deciduous</li> <li>○ permanent</li> </ul> </li> </ul>  |
| <b>Structures of equine teeth and periodontal structures may include:</b> | <ul style="list-style-type: none"> <li>▪ apical foramen</li> <li>▪ alveolus (socket)</li> <li>▪ cementum</li> <li>▪ cusp and zone terms</li> <li>▪ dental cavity</li> <li>▪ dentine</li> <li>▪ enamel</li> <li>▪ infundibulum</li> <li>▪ nerves</li> <li>▪ pulp canals or chamber</li> <li>▪ periodontal ligament</li> <li>▪ root and crown</li> </ul>  |
| <b>Stages of development and eruption of teeth may include:</b>           | <ul style="list-style-type: none"> <li>▪ bud stage</li> <li>▪ cap stage</li> <li>▪ bell stage</li> <li>▪ apposition and calcification of enamel and dentine</li> <li>▪ eruption</li> <li>▪ attrition (wear)</li> <li>▪ exfoliation</li> <li>▪ eruption and shedding ages for all deciduous teeth</li> </ul>   |
| <b>Abnormalities of development and eruption may include:</b>             | <ul style="list-style-type: none"> <li>▪ absence of teeth (oligodontia)</li> <li>▪ underdevelopment of cementum or enamel (hypoplasia)</li> <li>▪ overdevelopment of cementum or enamel (hyperplasia)</li> <li>▪ dentigerous cysts</li> <li>▪ super-eruption (e.g. of unopposed teeth)</li> <li>▪ impaction (failure of tooth to erupt)</li> <li>▪ lack of wear</li> <li>▪ mandibular distocclusion (parrot mouth, overbite, overjet, brachygnathism)</li> <li>▪ mandibular mesiocclusion (sow mouth, monkey mouth, maxillary brachygnathism)</li> <li>▪ wry mouth (campylorrhinus lateralis)</li> <li>▪ supernumerary teeth</li> </ul> |
| <b>Function of individual teeth may include:</b>                          | <ul style="list-style-type: none"> <li>▪ food prehension</li> <li>▪ food mastication</li> <li>▪ relationship to effective digestion</li> <li>▪ relationship to behaviour and performance</li> </ul>   |
| <b>Stages of equine dental eruption and age indicators may include:</b>   | <ul style="list-style-type: none"> <li>▪ presence or absence of deciduous teeth</li> <li>▪ presence or absence of permanent teeth</li> <li>▪ presence or absence of infundibula</li> <li>▪ observation of teeth in wear.</li> </ul>   |

## ACMEQD403 - Identify potential health impacts of equine oral conditions

| Term in performance criteria   | Description  |
|--|--|
| <b>Structures of the head include:</b>   | <ul style="list-style-type: none"> <li>▪ teeth:               <ul style="list-style-type: none"> <li>○ incisors</li> <li>○ canines</li> <li>○ premolars and molars</li> </ul> </li> <li>▪ salivary glands</li> <li>▪ cavities, including sinuses</li> <li>▪ lymph nodes</li> <li>▪ bones</li> <li>▪ major muscles of the head</li> <li>▪ major arteries and veins</li> <li>▪ sensory and motor nerves</li> </ul> |
| <b>Functions of head and oral structures may include:</b>                              | <ul style="list-style-type: none"> <li>▪ prehension of food</li> <li>▪ mastication of food bolus</li> <li>▪ ingestion of food bolus</li> <li>▪ production and effects of saliva</li> </ul>   |
| <b>Consequences of poor dental and oral health on nutrient absorption may include:</b> | <ul style="list-style-type: none"> <li>▪ weight loss</li> <li>▪ decreased resistance to illness</li> <li>▪ diarrhoea</li> <li>▪ passage of undigested food</li> <li>▪ failure to thrive including:               <ul style="list-style-type: none"> <li>○ poor coat condition / poor body score / poor hoof health</li> </ul> </li> </ul>  |
| <b>Dental and oral trauma may include:</b>   | <ul style="list-style-type: none"> <li>▪ loose, fractured or damaged teeth, fractured tooth roots, dental alveoli and cranial bones</li> </ul>   |
| <b>Dental and oral related conditions may include:</b>                                 | <ul style="list-style-type: none"> <li>▪ calculus (tartar)</li> <li>▪ caries</li> <li>▪ cementum, dentine and enamel defects</li> <li>▪ retained deciduous teeth or tooth fragments</li> <li>▪ endodontic disease</li> <li>▪ periodontal disease</li> <li>▪ nasal discharge</li> <li>▪ sinus infections</li> </ul>   |
| <b>Dental congenital and genetic abnormalities may include:</b>                        | <ul style="list-style-type: none"> <li>▪ abnormal tooth eruption angle or position</li> <li>▪ absence of teeth (oligodontia)</li> <li>▪ cementum or enamel hypoplasia</li> <li>▪ diastemata</li> <li>▪ parrot mouth (brachygnathia)</li> <li>▪ sow/monkey mouth (prognathia)</li> <li>▪ supernumerary teeth</li> <li>▪ wry nose (campylorrhinus lateralis)</li> </ul>  |
| <b>Other abnormal conditions may include:</b>  | <ul style="list-style-type: none"> <li>▪ fractured maxilla or mandible</li> <li>▪ fractured pre maxilla or rostral mandible</li> <li>▪ osteopathies such as bighead</li> <li>▪ restricted lateral excursion of mandible</li> <li>▪ restricted rostro-caudal movement</li> <li>▪ tumours</li> </ul>   |

| Term in performance criteria   | Description   |
|--|---|
| <b>Potential impact on general health of dental injuries, diseases, dental abnormalities and other conditions may include:</b> | <ul style="list-style-type: none"> <li>▪ abnormal temperature</li> <li>▪ choke, quidding or other masticatory anomalies</li> <li>▪ colic</li> <li>▪ epistaxis</li> <li>▪ facial distortion and deformity</li> <li>▪ head shaking syndrome (excessive shaking of the head)</li> <li>▪ inability to masticate effectively</li> <li>▪ metastatic transmission of organisms</li> <li>▪ reluctance to accept a bit, bridle or head collar</li> <li>▪ stomach ulcers</li> <li>▪ supereruption of teeth</li> </ul>   |
| <b>Potential consequences related to no dental care may include:</b>   | <ul style="list-style-type: none"> <li>▪ behavioural problems</li> <li>▪ choke</li> <li>▪ gastrointestinal tract impaction and/or colic</li> <li>▪ death</li> <li>▪ decreased resistance to illness</li> <li>▪ diarrhoea</li> <li>▪ failure to thrive</li> <li>▪ inability to achieve soft lateral or vertical flexion of the horse</li> <li>▪ lacerated oral tissue</li> <li>▪ quidding</li> <li>▪ resisting bit, tack or riding aids</li> <li>▪ starvation</li> <li>▪ shortened life and use</li> <li>▪ supereruption of teeth</li> <li>▪ weight loss and other bodily signs of ill thrift</li> </ul>   |
| <b>Consequences of unskilled or inappropriate dental techniques may include:</b>   | <ul style="list-style-type: none"> <li>▪ absence of appropriate referral</li> <li>▪ bony fractures</li> <li>▪ choke</li> <li>▪ colic</li> <li>▪ inability to masticate effectively after dental procedure</li> <li>▪ inability to graze</li> <li>▪ infection</li> <li>▪ neglect due to absence of appropriate care by owner or carer</li> <li>▪ nerve damage</li> <li>▪ psychological trauma</li> <li>▪ pulp inflammation or pulp necrosis (tooth death) due to pulp exposure or thermal or mechanical damage</li> <li>▪ retained tooth or root fragments post extraction</li> <li>▪ retention of sharp enamel buccal and lingual points</li> <li>▪ severing of nerves or blood vessels, such as palatine artery</li> <li>▪ soft tissue damage</li> <li>▪ tooth fracture from speculum use</li> <li>▪ fracture of the pre maxilla or rostral mandible from incorrect speculum use</li> <li>▪ treatment of the incorrect teeth</li> <li>▪ untreated pathology including periodontal disease</li> </ul> |

**ACMEQD404 - Conduct equine oral inspection and assessment and plan equine dental treatment**

| Term in performance criteria                                 | Description  |
|--|--|
| <p><b>Horse history information may include:</b></p>         | <ul style="list-style-type: none"> <li>▪ age, breed and sex</li> <li>▪ behavioural issues in relation to:               <ul style="list-style-type: none"> <li>○ handling</li> <li>○ head position and movement</li> <li>○ past dental treatment</li> <li>○ rider or driver control</li> </ul> </li> <li>▪ diet</li> <li>▪ exercise routine</li> <li>▪ horse use</li> <li>▪ vital signs</li> <li>▪ observations and/or injuries</li> <li>▪ known allergies</li> <li>▪ known dental and health problems</li> <li>▪ previous dental treatments</li> <li>▪ reason for consultation or inquiry</li> <li>▪ vaccination status</li> <li>▪ competition status</li> <li>▪ current veterinary or complementary treatment</li> </ul> |
| <p><b>Features of head and neck anatomy may include:</b></p> | <ul style="list-style-type: none"> <li>▪ symmetry of head:</li> <li>▪ ears</li> <li>▪ eye orbits</li> <li>▪ facial crests</li> <li>▪ nasal bones</li> <li>▪ nostrils</li> <li>▪ rami</li> <li>▪ temporomandibular joints (TMJ)</li> <li>▪ symmetry and tone of head and neck muscles:</li> <li>▪ head muscles: masseter and temporalis</li> <li>▪ facial muscles including: levator nasolabialis, facial cutaneous muscle</li> <li>▪ neck muscles including: semispinalis capitus, caudal oblique, longus capitus, omohyoid sternohyoid muscles</li> <li>▪ other neck muscles including: brachiocephalic, rhomboid, splenius and trapezius muscles</li> </ul>  |
| <p><b>Horse behaviour may include:</b></p>                   | <ul style="list-style-type: none"> <li>▪ nervous or defensive behaviours:               <ul style="list-style-type: none"> <li>○ striking</li> <li>○ kicking</li> <li>○ biting</li> <li>○ holding body in tension</li> <li>○ laying ears back</li> <li>○ shaking</li> <li>○ pawing</li> <li>○ pushing or barging</li> <li>○ sweating</li> <li>○ attempting to run away</li> </ul> </li> <li>▪ behavioural problems:               <ul style="list-style-type: none"> <li>○ weaving</li> </ul> </li> </ul>  |

| Term in performance criteria   | Description   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ attempting to sit down or lean on operator</li> <li>○ refusing to allow head to be handled</li> <li>▪ behaviour may be a reflection of: <ul style="list-style-type: none"> <li>○ eating disorders</li> <li>○ environmental conditions</li> <li>○ herd behaviour</li> <li>○ inability to maintain concentration</li> <li>○ resistance to working in a collected frame</li> <li>○ level of exercise</li> <li>○ pain, discomfort or fear</li> <li>○ temperament</li> </ul> </li> </ul>  |
| <p><b>Safety considerations when working with horses include:</b></p>  | <ul style="list-style-type: none"> <li>▪ being prepared to say no to handling an uneducated, stressed or difficult horse</li> <li>▪ identifying a safe working environment</li> <li>▪ following safe work method statements for: <ul style="list-style-type: none"> <li>○ completing dental tasks</li> <li>○ infection control (biosecurity) precautions</li> <li>○ horse catching, handling, controlling and restraining methods using safe manual handling procedures</li> <li>○ using personal protective equipment (PPE) <ul style="list-style-type: none"> <li>▪ clothing of a protective nature including disposables</li> <li>▪ eye and ear protection</li> <li>▪ masks for the protection of the respiratory system</li> <li>▪ gloves</li> <li>▪ items for sun and other protection</li> </ul> </li> </ul> </li> <li>▪ safety footwear and leg protection</li> <li>▪ recognising possible symptoms of and risks of zoonotic diseases such as Hendra virus and required reporting procedures</li> </ul>  |
| <p><b>Conditions within the parameters of routine dental correction and oral procedures may include:</b></p> | <ul style="list-style-type: none"> <li>▪ conditions that may be recognised include: <ul style="list-style-type: none"> <li>○ impacted feed above the gum line</li> <li>○ soft tissue lacerations from sharp teeth</li> </ul> </li> <li>▪ conditions that may be treated via routine dental correction with manual instruments only, include: <ul style="list-style-type: none"> <li>○ supragingival calculus ("tartar") removal</li> <li>○ creation of appropriate bit seats taking into consideration the risk of pulp exposure</li> <li>○ removal of sharp points consisting of dentine, cementum and enamel on upper and lower buccal and lingual edges under close scrutiny to avoid proximity or exposure of any pulp canals</li> <li>○ removal of retained deciduous teeth (caps) ready to be shed and without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate</li> <li>○ removal of digitally loose permanent teeth without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate followed by referral to a registered veterinarian for appropriate investigation as to the cause</li> </ul> </li> </ul> |

| Term in performance criteria                                 | Description  |
|--|--|
|  | <ul style="list-style-type: none"> <li>○ addressing causes predisposing to gingivitis</li> <li>▪ conditions that are recognised where referral must be recommended, according to industry protocols, include: <ul style="list-style-type: none"> <li>○ evidence of: <ul style="list-style-type: none"> <li>▪ endodontic disease</li> <li>▪ periodontal disease</li> <li>▪ orthodontic problems (malocclusion)</li> </ul> </li> <li>○ absent teeth</li> <li>○ loose teeth with periodontal attachment</li> <li>○ supernumerary teeth</li> <li>○ displaced teeth</li> <li>○ fractured teeth</li> <li>○ abnormal deciduous or permanent teeth</li> </ul> </li> <li>▪ conditions which will require referral include: <ul style="list-style-type: none"> <li>○ fractures involving bone</li> <li>○ retained deciduous teeth (caps) with significant periodontal attachments</li> <li>○ presence of pungent odour or discharge from mouth or nose</li> <li>○ incisor reduction of more than the recommended safe margin measurement of 1mm reduction)</li> <li>○ check teeth reduction of more than the recommended safe margin measurement of 3mm reduction</li> </ul> </li> </ul> |
| <p><b>Referral procedures may include:</b></p>               | <ul style="list-style-type: none"> <li>▪ direct contact by phone or in person with relevant specialist or allied equine health provider after gaining owner permission</li> <li>▪ verbal advice to owner regarding suggested referral requirements</li> <li>▪ written advice to owner regarding suggested referral procedures</li> </ul>   |
| <p><b>Persons to whom referrals may be made include:</b></p> | <ul style="list-style-type: none"> <li>▪ veterinarians and veterinary specialists</li> <li>▪ appropriately qualified equine dental service provider</li> <li>▪ equine nutritionists</li> <li>▪ other appropriate service providers</li> </ul>  |
| <p><b>Treatment options may include:</b></p>                 | <ul style="list-style-type: none"> <li>▪ assessing the need for sedation based on: <ul style="list-style-type: none"> <li>○ the animal's problems</li> <li>○ the investigation and treatment required</li> <li>○ the animal's behaviour and/or stress level</li> <li>○ the ability to manage the animal by the operator and handlers</li> <li>○ the environment and OHS risk assessment</li> </ul> </li> <li>▪ accessing sedation according to relevant State/Territory legislation</li> <li>▪ routine dental correction including: <ul style="list-style-type: none"> <li>○ supragingival calculus ("tartar") removal</li> <li>○ creation of appropriate bit seats</li> <li>○ removal of sharp enamel points on upper and lower buccal and lingual edges (note 1mm / 3mm safe margins above)</li> <li>○ removal of sharp points consisting of dentine, cementum and enamel on upper and lower buccal and lingual edges</li> </ul> </li> </ul>   |

| Term in performance criteria                          | Description   |
|---|---|
|   | <p>under close scrutiny to avoid proximity or exposure of any pulp canals</p> <ul style="list-style-type: none"> <li>○ removal of retained deciduous teeth (caps) ready to be shed and without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate</li> <li>○ removal of digitally loose molars without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate followed by referral to registered veterinarian for appropriate investigation as to the cause</li> <li>○ addressing causes predisposing to periodontal disease</li> <li>○</li> <li>▪ referral for: <ul style="list-style-type: none"> <li>○ advanced or staged corrective treatment</li> <li>○ periodontal disease</li> <li>○ fragments for extraction or further investigation</li> <li>○ teeth extractions</li> <li>○ endodontic disease</li> <li>○ orthodontic (malocclusion) problems</li> <li>○ other health problems</li> </ul> </li> </ul> |
| <b>Other relevant considerations may include:</b>     | <ul style="list-style-type: none"> <li>▪ appropriate sedation in relation to horse's age, breed, temperament and physical condition</li> <li>▪ age of the horse</li> <li>▪ work or activity the horse is engaged in</li> <li>▪ temperament of the horse</li> <li>▪ owner or carer wishes</li> </ul>   |
| <b>Significance of dental conditions may include:</b> | <ul style="list-style-type: none"> <li>▪ behavioural problems</li> <li>▪ discomfort or pain</li> <li>▪ impact on digestion and health</li> <li>▪ impact on performance or reproduction</li> </ul>   |
| <b>Post treatment care may include:</b>               | <ul style="list-style-type: none"> <li>▪ horse management recommendations to the owner or carer including: <ul style="list-style-type: none"> <li>○ change of feed or husbandry recommendations</li> <li>○ modification of work and bit use</li> <li>○ exercise or training modifications or considerations</li> <li>○ mouth rinses</li> </ul> </li> <li>▪ re-education of the horse</li> <li>▪ referral to veterinarian or other appropriate service provider</li> </ul>   |

## ACMEQD405 - Perform routine dental correction and oral care using manual instruments

| Term in performance criteria                                    | Description   |
|---|---|
| <b>Materials used in manual dental instruments may include:</b> | <ul style="list-style-type: none"> <li>▪ aluminium</li> <li>▪ carbide chip</li> <li>▪ diamond</li> <li>▪ stainless steel</li> <li>▪ tungsten carbide</li> <li>▪ various synthetic handle materials</li> </ul>   |
| <b>Speculum types and fittings may include:</b>                 | <ul style="list-style-type: none"> <li>▪ full mouth speculums</li> <li>▪ wedge gags:               <ul style="list-style-type: none"> <li>○ bilateral wedge</li> <li>○ unilateral wedge</li> <li>○ unsuitable gags such as spool, which are TO BE AVOIDED</li> </ul> </li> <li>▪ speculum accessories:               <ul style="list-style-type: none"> <li>○ gum bars</li> <li>○ extended gum bars</li> <li>○ tooth plates</li> <li>○ extended tooth plates</li> </ul> </li> </ul>   |
| <b>Speculum fitting techniques may include:</b>                 | <ul style="list-style-type: none"> <li>▪ adjustment for size</li> <li>▪ consideration for the younger horse</li> <li>▪ care, so as not to cause iatrogenic damage to soft or hard tissues</li> <li>▪ modifications to accommodate incisor malocclusions</li> <li>▪ incremental opening and shutting of the mouth to accustom the horse</li> <li>▪ slow and confident handling to reassure the horse</li> </ul>  |
| <b>OHS considerations when working with horses may include:</b> | <ul style="list-style-type: none"> <li>▪ applying appropriate manual handling techniques when packaging and handling loads, including horses and equipment</li> <li>▪ being prepared to say no to handling an uneducated, stressed, difficult or sick horse</li> <li>▪ following safe work method statements for:               <ul style="list-style-type: none"> <li>○ cleaning, disinfecting and maintaining instruments</li> <li>○ completing dental related tasks</li> <li>○ electrical safety procedures when using water in close vicinity of electrical equipment</li> <li>○ following personal and workplace hygiene procedures</li> <li>○ hazard identification and risk minimisation:</li> <li>○ handling, use, storage, transport and disposal of chemicals</li> <li>○ handling and disposal of biological wastes</li> </ul> </li> <li>▪ safe horse catching, handling, controlling and restraining methods</li> <li>▪ safe proximity and position of carer in charge of the horse</li> <li>▪ using machinery and equipment in accordance with manufacturers' instructions</li> <li>▪ using infection control procedures to minimise risks associated with:               <ul style="list-style-type: none"> <li>○ zoonotic diseases</li> </ul> </li> </ul> |

| Term in performance criteria   | Description   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ release of infective agents (both animal and human)</li> <li>○ chemical spillage</li> <li>▪ using personal protective equipment (PPE) <ul style="list-style-type: none"> <li>○ clothing of a protective nature including disposable</li> <li>○ eye and ear protection</li> <li>○ masks for the protection of the respiratory system</li> <li>○ gloves</li> <li>○ items for sun and other protection</li> <li>○ safety footwear and leg protection</li> </ul> </li> </ul>   |
| <p><b>Animal welfare considerations may include:</b></p>                             | <ul style="list-style-type: none"> <li>▪ complying with relevant: <ul style="list-style-type: none"> <li>○ industry codes of practice</li> <li>○ industry standards and protocols</li> <li>○ legislation and regulations concerned with: <ul style="list-style-type: none"> <li>▪ animal welfare</li> <li>▪ the prevention of cruelty to animals</li> <li>▪ equine dentistry</li> </ul> </li> </ul> </li> </ul>   |
| <p><b>Manual files (floats) and file (float) blade types may include:</b></p>        | <ul style="list-style-type: none"> <li>▪ manual file (float) types: <ul style="list-style-type: none"> <li>○ incisor</li> <li>○ pre-molar</li> <li>○ molar</li> <li>○ buccal</li> <li>○ lingual</li> </ul> </li> <li>▪ manual file (float) design: <ul style="list-style-type: none"> <li>○ straight shaft</li> <li>○ curved shaft</li> <li>○ angled shaft</li> <li>○ flat shaft</li> <li>○ round shaft</li> </ul> </li> <li>▪ file (float) blade: <ul style="list-style-type: none"> <li>○ milled tungsten carbide</li> <li>○ bonded carbide chip</li> </ul> </li> </ul> |
| <p><b>Other equipment used in the provision of a dental service may include:</b></p> | <ul style="list-style-type: none"> <li>▪ antiseptics and disinfectants</li> <li>▪ aprons</li> <li>▪ buckets and bucket brush</li> <li>▪ canine tooth buffer</li> <li>▪ cap extractors</li> <li>▪ head stand</li> <li>▪ head lamps and lights</li> <li>▪ head stall and lead rope</li> <li>▪ lubrication oil</li> <li>▪ personal protective equipment and clothing</li> <li>▪ picks</li> <li>▪ syringe for mouth wash</li> <li>▪ various appropriate forceps</li> <li>▪ worktable</li> </ul>   |
| <p><b>Infection control standard procedures may include:</b></p>                     | <ul style="list-style-type: none"> <li>▪ appropriate reprocessing of reusable equipment</li> <li>▪ antiseptic technique</li> </ul>  |

| Term in performance criteria  | Description  |
|---|--|
|   | <ul style="list-style-type: none"> <li>▪ environmental controls (e.g. design and maintenance of premises and cleaning)</li> <li>▪ personal hygiene practices especially washing and drying hands (e.g. before and after animal contact)</li> <li>▪ safe handling and disposal of sharps and other clinical, related and general waste</li> <li>▪ surface cleaning and management of blood and bodily fluid spills</li> <li>▪ techniques to limit contamination</li> <li>▪ use of personal protective equipment</li> </ul>  |
| <b>Horse may be restrained for dental treatment by:</b>               | <ul style="list-style-type: none"> <li>▪ experienced and capable horse handler</li> <li>▪ established restraint techniques utilised in accordance with relevant State and Territory animal welfare legislation and codes of practice, which may include: <ul style="list-style-type: none"> <li>▪ fixed stall ('crush') designed for examination of the horse</li> <li>▪ mobile stall 'crush' designed for the examination of the horse</li> <li>▪ halter and lead</li> </ul> </li> <li>▪ sedation, if required, must be legally accessed and administered</li> </ul>      |
| <b>Retained deciduous teeth treatment may include:</b>                | <ul style="list-style-type: none"> <li>▪ assessing presentation of deciduous teeth with periodontal attachment and requirement for referral</li> <li>▪ removing deciduous teeth (caps) ready to be shed and without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate</li> <li>▪ conducting examination for presence of deciduous tooth fragments post-removal</li> <li>▪ referral if required</li> <li>▪ discussing post-treatment follow-up with the owner or carer if required</li> </ul> |
| <b>Digitally loose molar treatment may include:</b>                   | <ul style="list-style-type: none"> <li>▪ assessing digitally loose permanent cheek teeth for indicators of periodontal disease and requirement for referral</li> <li>▪ removing digitally loose permanent cheek teeth without significant periodontal attachment (able to be moved considerably with a finger) using the hand or an instrument as appropriate</li> <li>▪ discussing post-treatment referral for investigation as to the cause and follow-up with the owner or carer</li> </ul>   |
| <b>Features of the required 'bit seat' may include:</b>               | <ul style="list-style-type: none"> <li>▪ appropriate-for-function rostral, buccal and/or lingual rounding and smoothing of the parts of the upper and lower 2nd premolars</li> <li>▪ features <b>MUST</b> give consideration to tooth physiological structures and avoid approaching or exposing the pulp canals</li> <li>▪ features <b>MUST</b> maintain optimal occlusion while addressing any pre-existing pathology, mastication and performance requirements</li> </ul>   |
| <b>Evidence of injury caused during dental treatment may include:</b> | <ul style="list-style-type: none"> <li>▪ fractures of teeth from incorrect instrument or speculum use</li> <li>▪ haemorrhage</li> <li>▪ iatrogenic injury to soft tissues such as the tongue or oral mucosa</li> <li>▪ iatrogenic injury to hard tissues, such as bone or teeth, TMJ</li> </ul>  |

| Term in performance criteria   | Description  |
|--|--|
|  | <ul style="list-style-type: none"> <li>▪ pulp exposure</li> </ul>  |
| <b>Equipment and instruments maintenance or repair procedures may include:</b> | <ul style="list-style-type: none"> <li>▪ cleaning, storing and maintaining in accordance with manufacturer's instructions, such as: <ul style="list-style-type: none"> <li>○ lubricating joints on forceps</li> <li>○ lubrication of dose syringe with silicone spray</li> </ul> </li> <li>▪ recharging or replacing batteries</li> <li>▪ replacing file (float) handles and covers as appropriate</li> <li>▪ replacing blunt blades</li> <li>▪ re-sharpening blades if appropriate</li> <li>▪ routine cleaning and disinfection of equipment</li> <li>▪ safe and secure storage of equipment for transport</li> </ul> |
| <b>Post treatment care may include:</b>  | <ul style="list-style-type: none"> <li>▪ horse management recommendations to the owner or carer including: <ul style="list-style-type: none"> <li>○ change of feed or husbandry recommendations</li> <li>○ modification of work and bit use</li> <li>○ exercise or training modifications or considerations</li> <li>○ mouth rinses</li> </ul> </li> <li>▪ nil by mouth post sedation</li> <li>▪ pain management</li> <li>▪ re-education of the horse</li> <li>▪ referral to veterinarian or other appropriate service provider</li> </ul>   |

## Appendix 4: Sample work placement checklists and documentation

This section includes a number of sample checklists and other documentation that may be used and tailored by an RTO to support work placement.

- Sample checklist: developing a work placement program
- Sample checklist: building and maintaining industry networks
- Sample checklist: pre-placement
- Sample information sheet for employers
- Sample employer checklist: introducing a learner to the workplace

## Appendix 4.1: Sample checklist: Developing a work placement program

The checklist below is presented as a possible table of contents for work placement policy and procedures manual.

| Key areas   | Action required |
|---|-----------------|
| Vision and objectives: <ul style="list-style-type: none"> <li>• Overall goals</li> <li>• Which courses?</li> <li>• Which sectors?</li> <li>• Which skills?</li> <li>• Duration of placements?</li> </ul>  |                 |
| Roles and responsibilities: <ul style="list-style-type: none"> <li>• Work placement coordinator</li> <li>• Individual trainers</li> <li>• RTO administration</li> <li>• Marketing staff</li> </ul>  |                 |
| Step-by step process: <ul style="list-style-type: none"> <li>• Organising placements</li> <li>• Preparing learners:               <ul style="list-style-type: none"> <li>• developing work programs</li> <li>• managing expectations</li> </ul> </li> <li>• Preparing employers:               <ul style="list-style-type: none"> <li>• developing work programs</li> <li>• managing expectations</li> </ul> </li> <li>• Coordinating documentation</li> <li>• Ongoing contact during placement with:               <ul style="list-style-type: none"> <li>• learners</li> <li>• employers</li> </ul> </li> <li>• De-briefing processes:               <ul style="list-style-type: none"> <li>• learners</li> <li>• employers</li> </ul> </li> <li>• Management of learner workbooks:               <ul style="list-style-type: none"> <li>• evaluation and competency mapping</li> <li>• integration into overall course assessments</li> </ul> </li> <li>• Contingency measures:               <ul style="list-style-type: none"> <li>• learner illness</li> <li>• cancellation by employers</li> </ul> </li> <li>• Continuous improvement actions</li> </ul> |                 |

## Appendix 4.2: Sample checklist: Building and maintaining industry networks

| Does my RTO/Do I....?   | Yes/No  | Action |
|---|---|--------|
| Use industry people to help guide our course development and operations?    | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Make regular contact with my industry networks?                             | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Let my industry networks know about the way we train our learners?          | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Have industry people as guest speakers in our courses?                      | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Have ongoing conversations with industry as a matter of course?             | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Ask industry what they need?  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Have trainers and assessors with current industry experience?               | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Have trainers and assessors that actively participate in industry networks? | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Keep contact with graduates once they are out there working in industry?    | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Use our graduate pool as a source of work placements?                       | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |
| Promote the benefits of work placement to our industry networks?            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |        |

## Appendix 4.3: Sample checklist: Pre-placement

| Have we (the RTO):   |   | Action required |
|--|---|-----------------|
| <ul style="list-style-type: none"> <li>• Prepared the employer:               <ul style="list-style-type: none"> <li>• Provided customised employer information</li> <li>• Developed the work program</li> <li>• Managed expectations</li> </ul> </li> </ul>   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                 |
| <ul style="list-style-type: none"> <li>• Prepared the learner:               <ul style="list-style-type: none"> <li>• Provided customised learner workbook</li> <li>• Developed the work program</li> <li>• Managed expectations</li> <li>• Obtained required mandatory checks</li> </ul> </li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                 |
| <ul style="list-style-type: none"> <li>• Completed and checked relevant documentation               <ul style="list-style-type: none"> <li>• Agreement to be signed by employer, RTO &amp; learner</li> <li>• Confirmed insurance details</li> <li>• Confirmed and acted on any legal requirements</li> </ul> </li> </ul>  | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                 |
| <ul style="list-style-type: none"> <li>• Put in place procedures or schedule for:               <ul style="list-style-type: none"> <li>• Monitoring and contact during placement</li> <li>• De-briefing at end with learner and employer</li> <li>• Collecting and integrating information from placement into overall learner assessment</li> </ul> </li> </ul> | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                 |

## Appendix 4.4: Sample: Information sheet for employers

Thank you for becoming involved in our Work Placement Program. Your involvement will provide learners with great exposure to the real world of industry and help them develop the practical skills that industry needs – by putting theory into practice.

For host employers, work placement:

- provides access, without obligation, to potential trained employees
- enhances productivity in your industry by making training programs more relevant
- positions your organisation as one which cares about the industry's future by helping learners improve their skills and increase their employment opportunities.

### How does it work?

Usually a registered training organisation has a work placement coordinator whose job it is to match learners and employers in terms of skills to be acquired and opportunities for learning in the workplace.

The coordinator will contact you to discuss details of the proposed placement, including:

- any special requirements you have before the learners starts at your workplace
- the timing of the placement, including starting and finishing times
- the type of work the learner will be doing while at your workplace
- who will act as the learner's workplace supervisor

You may also wish to interview the learner before the placement starts to make sure that he/she is appropriate for your organisation.

### What sort of work can the learner do?

This varies greatly depending on the industry sector and your business. What the learner does in your organisation really depends on how your business works and what you need. The RTO work placement coordinator will work with you to come up with a work program. Each learner will also have a workbook, where they can record the types of work they've done. The learner will ask you to confirm these activities by completing relevant sections of their workbook.

By the time the learner begins a work placement, he or she should be able to:

- *[insert information according to placement]*
- *[insert information according to placement]*
- *[insert information according to placement]*

Of course, they may have only used these skills in a simulated environment, and not in the workplace, so they will need some supervision in the workplace.

## Appendix 4.5: Sample employer checklist: Introducing a learner to the workplace

Treat a learner in your workplace as you would a new employee. An induction session will be of great benefit to both you and the learner. You may need to point out things that you and/or other staff members take for granted. Take some time to think about this before the learner arrives in your workplace.

### Learner Induction Checklist

|   |  |  |
|---|--|--|
| Times for starting, finishing and breaks  |  |  |
| Names and roles of key personnel  |  |  |
| Location of facilities  |  |  |
| Work health and safety practices used in your workplace: <ul style="list-style-type: none"> <li>• Any risks or hazards</li> <li>• Emergency procedures</li> </ul> |  |  |
| Knowledge of equine behaviour and safe handling skills  |  |  |
| Treatment of confidential information   |  |  |
| Other information about the organisation  |  |  |
| Overview of what the learner will be doing  |  |  |

## Appendix 4.6: Sample work placement log

| Learner Name: _____ Learner No: _____                      |            |          |              |                       |                              |                     |                   |
|--|------------|----------|--------------|-----------------------|------------------------------|---------------------|-------------------|
| Qualification: _____                                       |            |          |              |                       |                              |                     |                   |
| Total hours required: _____ Work Placement Location: _____ |            |          |              |                       |                              |                     |                   |
| Date   | Start time | End time | Hours worked | Details of work tasks | Linked to which unit/element | Workplace signature | Learner signature |
|  |            |          |              |                       |                              |                     |                   |
|  |            |          |              |                       |                              |                     |                   |
|  |            |          |              |                       |                              |                     |                   |
|  |            |          |              |                       |                              |                     |                   |
| Total hours worked   |            |          |              |                       |                              |                     |                   |

This is a layout for a very simple work placement log. It allows the learner to keep the hours, and requires a signature from the workplace and the learner to agree that the work was done and the hours were as indicated. In this example, the learner is cross referencing what they do to particular elements and related performance criteria within the unit of competency. This could only happen if there was a plan at the start of the placement that the learner and the workplace supervisor were going to concentrate on the areas covered by specific units of competency.

Alternative approaches include:

- a more detailed mapping of all units of competency, elements and performance criteria provided so the learner can log those covered in the workplace
- typical workplace tasks described and mapped to relevant units and performance criteria so the learner can record the types of activities completed in the workplace.