



**Companion Volume  
User Guide:  
Equine Allied Health**

**Diploma of Equine  
Allied Health**

**ACM Animal Care and Management  
Training Package**

**Version 5.0**

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**Disclaimer**

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## User Guide: Modification history

Release number	Release date	Author	Comments
2.0	October 2021	Skills Impact	User Guide updated to accompany ACM Animal Care and Management Training Package V5.0 Title and content updated to reflect Diploma of Equine Allied Health
1.1	November 2020	Skills Impact	Minor edit to the required hours of work
1.0	July 2017	Skills Impact	User Guide created to accompany ACM 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 Allied Health (User Guide) supports the delivery and assessment of the *Diploma of Equine Allied Health* in the *Animal Care and Management Training Package, Release 5.0*.

Equine dental technicians and equine massage therapists are the two 'vocational specialisations'<sup>1</sup> covered within the Diploma of Equine Allied Health. Learners undertaking the Diploma of Equine Allied Health must undertake all core units, the electives specified for their vocational area, and general electives that meet the qualification packaging rules. On successful achievement of all qualification requirements the learner is issued with a qualification that indicates their vocational area; for example Diploma of Equine Allied Health (Equine Dental Technician) or Diploma of Equine Allied Health (Equine Massage Therapist).

This User Guide includes information about:

- key changes to the previous Certificate IV in Equine Dentistry
- key changes to the updated units of competency for equine dentistry (coded EQD)
- new units of competency for equine massage therapy added to the qualification
- delivery and assessment requirements
- equine dental industry guidelines on current techniques and procedures to promote good practice and equine welfare
- advice on work placements.

It should be read in conjunction with the Companion Volume Implementation Guide (Implementation Guide) for the *ACM Animal Care and Management Training Package, Volume 5.0*. 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 registered training organisations (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:

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

This User Guide can be updated 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>.

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<sup>1</sup> See note on 'specialisations' on page 9.

## Structure of this Guide

This User Guide contains key information about:

- the Diploma of Equine Allied Health
- the equine dental group of electives
- the equine massage therapy group of electives
- interpreting units of competency and their assessment requirements
- assessing units of competency
- guidelines supporting the delivery of equine dentistry units of competency
- work placements and practical experience.

## 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 Subject Matter Experts (SMEs). 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>.

## Section 1 - Diploma of Equine Allied Health

The *Diploma of Equine Allied Health* covers work activities undertaken by an equine service provider who is engaged or employed to provide allied health services for horses and other equines.

Equine service providers typically work autonomously as sole traders or small business operators or may work as part of an organisational team. The job roles covered in this qualification are:

- equine dental technician
- equine massage therapist.

Additional elective groupings covering relevant equine allied health job roles may be added in the future.

The qualification is structured as follows:

- core units – which all learners must undertake
- electives – specific groups (known as vocational specialisations\*) and a general group, which are to be selected according to the job role.

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*\*Note: The term specialisation in vocational education and training (VET) refers to a vocational specialisation achieved by selecting specific electives within a qualification. Its use within this document should not be confused with veterinary terminology relating to veterinary specialisations or specialist skills.*

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### Qualification requirements

#### Occupational licensing, legislative or certification requirements

There are no licensing or certification requirements for the job roles covered in this qualification. However, there are state/territory legislative and regulatory requirements that limit a practitioner's scope of professional practice in some allied health care areas, namely equine dentistry and massage therapy.

These requirements vary according to jurisdiction and generally relate to veterinary practice legislation, restricted acts of veterinary science, and pharmacy, controlled drugs and prohibited substance legislation.

It is important that RTOs deliver relevant units of competency within the context of their state/territory jurisdictional legislative requirements and reference other state/territory requirements accepting that graduates may travel interstate to work throughout their careers. Equine allied health providers must make referrals to appropriate practitioners for work outside of their professional scope of practice.

#### Entry requirements

Due to safety concerns working around and in close proximity to horses, industry representatives have requested that entry requirements, covering skills relating to safe horse handling, general safety and care of horses, be included in the Diploma of Equine Allied Health Care. Individuals who do not meet the entry requirements would be unlikely to succeed in the qualification or have sufficient practical equine experience and expertise to be employed in the technical roles the qualification targets.

Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
  - ACMEQU212 Handle horses safely
  - ACMEQU213 Follow safe work practices in equine industries
  - ACMEQU306 Provide routine care for horses

OR

- have relevant equivalent skills and knowledge acquired through participation in the equine industry

The following descriptions of essential skills and knowledge (competencies) are provided as guidance to RTOs that need to undertake an RPL mapping of an individual's participation in the industry to meet the entry requirements. Note, that this is general guidance only and RTOs must undertake their own mapping to meet the relevant regulator's requirements.

#### **ACMEQU212 Handle horses safely**

- interact with and safely handle a range of horses of different classes, life stages and temperaments

The following units are not equivalent to ACMEQU212 but cover similar content. RTOs may need to provide a recognition of prior learning (RPL) process for individuals who hold these units.

- ACMEQU202 Handle horses safely
- SISOEQU001 Handle horses
- RGRPSH201 Handle racehorses in stables and at trackwork.

#### **ACMEQU213 Follow safe work practices in equine industries**

- follow workplace health and safety policies and procedures in industries that use horses, including hazard identification, and risk assessment and control

#### **ACMEQU306 Provide routine care for horses**

- provide routine care for horses, including grooming, basic trimming, rugging, feeding, basic turnout and monitoring of horse welfare

### **Qualification packaging rules**

To achieve the *Diploma of Equine Allied Health* an individual must demonstrate competency in:

- 13 units of competency:
  - 7 core units plus
  - 6 elective units.

### **Core units**

The following nine units comprise the core units of the qualification to be completed by all learners.

- ACMEQU412 Interpret and address horse behaviour and welfare
- ACMEQU507 Work within an equine allied health provider framework
- ACMEQU508 Relate equine anatomical and physiological features to equine health care requirements
- ACMEQU413 Work safely in providing equine services as a contractor
- AHCWRK509 Provide specialist advice to clients
- BSBESB407 Manage finances for new business ventures
- RGRPSH308 Provide first aid and emergency care for horses or other equines.

### **Elective units**

The elective units are categorised as *vocational specialisation* electives (Groups A and B) and *general* electives (Group C).

#### **Vocational specialisations/elective groups (Groups A to E)**

There are two groups of electives covering specific skill areas, one for each of the job roles covered by the qualification. Learners must complete one of the two elective groups according to the packaging rules for the group. The area of vocational specialisation is listed on the qualification award or testamur to certify attainment of an AQF qualification. For example:

- Diploma of Equine Allied Health (Equine Dental Technician)
- Diploma of Equine Allied Health (Equine Massage Therapist)

An example of how this information is displayed on a testamur is shown below.

This is to certify that  
*Joanne Smith*  
 has fulfilled the requirements for  
*ACM50521 Diploma of Equine Allied Health (Equine Dental Technician)*

### General electives

The remaining electives can be selected from the general electives (Group C) or other groups according to the packaging rules. It is important that RTOs and learners check the qualification packaging rules carefully to ensure they meet the qualification requirements.

The 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>.

### Equine dental elective group

The equine dentistry elective group within the *Diploma of Equine Allied Health* covers work activities undertaken by an equine dental technician who is engaged or employed to provide day-to-day oral care and dental treatment services across a range of industry sectors involving horses and other equines.

Equine dental technicians perform a number of duties including:

- assessing the equine masticatory system and oral function
- planning treatments based on comprehensive oral assessment
- performing treatments, including:
  - maintaining and/or equilibration and rehabilitation of dentition within their scope of practice
  - removing tartar
  - treating loose, retained deciduous and geriatric teeth or tooth fragments
- assisting veterinarians with tooth extractions and other surgical or diagnostic procedures
- providing advice on:
  - oral care
  - nutrition and feed
  - bits and bridles
  - general husbandry
- keeping accurate dental charts to record equine history, oral condition and treatments
- providing referrals to appropriate practitioners for work outside of their professional scope of practice.

To be awarded the *Diploma of Equine Allied Health (Equine Dental Technician)* all 4 units from the electives in Group A must be chosen.

Group A Equine dentistry

- ACMEQD501 Relate equine masticatory system to oral function, conditions and their health impacts
- ACMEQD502 Conduct assessment of equine masticatory system and plan dental treatment
- ACMEQD503 Perform dental treatment and oral care using appropriate instrumentation
- ACMEQU417 Advise on horse nutritional needs.

The remaining electives can include:

- up to 2 units from the electives listed in Group C or from this or any currently endorsed Training Package or accredited course.

### Equine dental technician - 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 and may vary between jurisdictions. State and territory jurisdictions are responsible for animal welfare and the prevention of cruelty to animals; the regulation of veterinary practitioner; stock diseases; pharmacy dispensing, controlled drugs and use of prohibited substances; and companion animal management legislation. In some states/territories, the scope of practice of an equine dental technician is regulated by the 'restricted acts of veterinary science' described in relevant state/territory veterinary legislation.

RTOs delivering the equine dentistry units (coded EQD) in the *Diploma of Equine Allied Health* must refer to and meet the requirements of the relevant state/territory legislation and regulations in the development of their training and assessment strategies. Each of the three EQD coded units make reference to working according to state/territory legislative requirements - this is especially important when sedation is required for work undertaken with equines. In addition, some equine dental procedures and use of specific instrumentation may not be permitted other than by a registered veterinarian in some states/territories.

Please refer to *Table 1*: Current legislation governing veterinary practice and prescribing of restricted substances for details of the legislation applicable to each state/territory.

Table 1: Legislation relevant to veterinary practice and prescribing of restricted substances

State or Territory	Primary governing legislation	Regulations	Website
ACT	Veterinary Practice Act 2018 ACT Medicines, Poisons and Therapeutic Goods Act 2008	Veterinary Surgeons Regulation 2018 ACT Medicines, Poisons and Therapeutic Goods Regulation 2008	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
NSW	Veterinary Practice Act 2003 NSW Poisons and Therapeutic Goods Act 1966 NSW Stock Medicines Act 1989 NSW Agricultural and Veterinary Chemicals (New South Wales) Act 1994 NSW Drugs Misuse & Trafficking Act 1985	Veterinary Practice Regulation 2013 NSW Poisons and Therapeutic Goods Regulation 2008 NSW Stock Medicines regulation 2010 NSW Agricultural and Veterinary Chemicals (New South Wales) regulation 2015 NSW Drugs Misuse & Trafficking Regulation 2011	<a href="https://www.legislation.nsw.gov.au">https://www.legislation.nsw.gov.au</a>
NT	Veterinarians Act NT Medicines, Poisons and Therapeutic Goods Act NT Agricultural and Veterinary Chemicals (Control of Use) Act	Veterinarians Regulations NT Medicines, Poisons and Therapeutic Goods Regulations NT Agricultural and Veterinary Chemicals (Control of Use) Regulations	<a href="https://legislation.nt.gov.au">https://legislation.nt.gov.au</a>
QLD	Veterinary Surgeons Act 1936 QLD Health Act 1937 QLD Chemical Usage (Agricultural and Veterinary) Control Act 1988.	Veterinary Surgeons Regulation 2016 QLD Health (Drugs and Poisons) Regulation 1996 QLD Chemical Usage (Agricultural and Veterinary) Control Regulation 1999	<a href="http://www.legislation.qld.gov.au">http://www.legislation.qld.gov.au</a>
SA	Veterinary Practice Act 2003 SA Controlled Substances Act 1984 SA Agriculture and Veterinary Chemicals (SA) Act 1994	Veterinary Practice Regulations 2017 SA Controlled Substances (Controlled Drugs, Precursors and Plants) Regulations 2014	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>

TAS	Veterinary Surgeons Act 1987 TAS Poisons Act 1971 TAS Agricultural and Veterinary Chemicals (Tasmania) Act 1994	Veterinary Surgeons Regulations 2012 TAS Poisons Regulations 2008 TAS Agricultural and Veterinary Chemicals (Tasmania) Regulations 2014	<a href="https://www.legislation.tas.gov.au">https://www.legislation.tas.gov.au</a>
VIC	Veterinary Practice Act 1997 VIC Drugs Poisons and Controlled Substances Act 1981 VIC Agricultural and Veterinary Chemicals (Control of Use) Act 1992	Veterinary Practice Regulations 2008 VIC Drugs Poisons and Controlled Substances Regulations 2017 VIC Agricultural and Veterinary Chemicals (Control of Use) Regulations 2007	<a href="http://www.legislation.vic.gov.au">http://www.legislation.vic.gov.au</a>
WA	Veterinary Surgeons Act 1960 WA Medicines and Poisons Act 2014 WA Veterinary Chemical Control and Feeding Stuffs Act 1976	Veterinary Surgeons Regulations 1979 WA Medicines and Poisons Regulations 2016 Veterinary Chemical Control Regulations 2006	<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: Legislation | Australian Veterinary Association (ava.com.au) accessed 9 March 2021. <https://www.ava.com.au/library-resources/other-resources/legislation-for-veterinary-professionals/>

This website also provides links to legislation relating to Biosecurity and Animal Welfare.

Note: Users of this Guide are advised to check the applicable website for changes to legislation before using any of the above information.

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## Equine massage therapy elective group

The equine massage elective group within the *Diploma of Equine Allied Health* covers work activities undertaken by an equine massage therapist who is engaged or employed to provide day-to-day massage services across a range of industry sectors involving horses and other equines.

Equine massage therapists perform a number of duties including:

- assessing equine condition and musculoskeletal function
- planning therapy based on comprehensive assessment
- performing therapeutic massage to:
  - promote circulation
  - relieve tension
  - improve muscle tone
  - relax muscle spasms
  - alleviate injuries
- providing advice on:
  - exercise and fitness
  - rehabilitation
  - saddle and gear fit
- keeping accurate charts to record equine history, condition and therapies
- referring cases to appropriate practitioners for work outside of their professional scope of practice.

To be awarded of the *Diploma of Equine Allied Health (Equine Massage Therapist)* all 4 units from the electives in Group B must be chosen.

Group B Equine massage therapist

- ACMEQU415 Relate equine musculoskeletal system to conformation and movement
- ACMEQU509 Conduct assessment for equine massage therapy
- ACMEQU510 Provide equine massage therapy services
- ACMEQU511 Develop and implement an equine rehabilitation program.

The remaining electives can include:

- up to 2 units from the electives listed in Group C or from this or any currently endorsed Training Package or accredited course.

### Equine massage therapist - scope of practice

State and territory jurisdictions are responsible for animal welfare and the prevention of cruelty to animals; the regulation of veterinary practitioner; stock diseases; pharmacy dispensing, controlled drugs and use of prohibited substances; and companion animal management legislation. It is important to note that the scope of practice for equine massage therapists may also be restricted by state and territory legislative requirements, which vary between jurisdictions. In some states/territories, the scope of practice of an equine massage therapist may be impacted by the 'restricted acts of veterinary science' described in relevant state/territory veterinary legislation.

RTOs delivering the equine massage therapy units in the *Diploma of Equine Allied Health* **must** refer to and meet the requirements of the relevant state/territory legislation and regulations in the development of their training and assessment strategies. This is especially important when considering services that may be considered invasive or diagnostic or involve the use of sedation when assessing and/or working with equines.

Please refer to *Table 1: Current legislation governing veterinary practice and prescribing of restricted substances* for details of the legislation applicable to each state/territory.

## Working with EQU and EQD units

The units of competency are presented according to the template from the *Standards for Training Packages 2012*. The information is contained in two documents:

- unit of competency
- assessment requirements.

The following example shows one of the core units of competency and its associated assessment requirements *ACMEQU507 Work within an equine allied health provider framework* and explains the information in each part of the document.

### Units of competency

#### Modification history

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 5.0.

Version control  
1st release  
ACM TP  
V5.0

<b>ACMEQU507</b>	<b>Work within an equine allied health provider framework</b>
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to work professionally as an equine allied health service provider. It covers knowledge of relevant state/territory regulations and scope of practice requirements, developing industry networks, providing and promoting services to clients, establishing and maintaining accurate records and maintaining industry knowledge and currency.</p> <p>The unit applies to practitioners who provide an allied health service for horses and other equines. They work autonomously and apply in-depth technical knowledge and skills to provide and communicate solutions for predictable and unpredictable problems within their scope of professional practice.</p> <p>Commonwealth and state/territory health and safety and animal welfare legislation, regulations and codes of practice relevant to interacting with horses apply to workers in this industry. Requirements vary between industry sectors and jurisdictions.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Prerequisite Unit</b>	Nil
<b>Unit Sector</b>	Equine (EQU)

Identifies the work context and who the unit applies to.

If specified - prerequisite units must be assessed before the main unit is assessed.

Unit sector  
EQU = Equine

#### Prerequisite units

Prerequisite units have been removed from most EQU and EQD coded units at Australian Qualifications Framework (AQF) level 4 and 5 that are used in the Diploma of Equine Allied Health. Most prerequisite requirements in previous versions of units related to safety when interacting with horses. This information has been embedded in the updated units to provide reinforcement of skills and knowledge and to remove unintended barriers when selecting units.

If listed in a unit of competency, a prerequisite unit **must** be assessed before the unit in which it is included is assessed. It is recommended that training in the prerequisite unit/s is completed before commencing training of the unit containing the prerequisites, where relevant.

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Investigate compliance requirements relating to equine allied health service provision	1.1 Identify requirements relating to equine allied health service practitioner scope of practice, including relevant veterinary practice, and pharmacy, poisons/restricted and controlled substances legislation 1.2 Identify and comply with legislative and code of practice requirements relating to animal welfare, health and safety and environmental sustainability relevant to conducting equine services 1.3 Investigate and establish legal, insurance and business requirements relevant to equine allied health service provision
2. Develop an industry network	2.1 Identify equine industry health service providers and evaluate options for equine health care 2.2 Establish a network of registered veterinarians and other appropriate equine service providers for referrals, sharing of information, <u>collaboration</u> and consultation
3. Provide and promote equine allied health service	3.1 Promote importance of regular equine health care and services available to equine clients 3.2 Explain services in area of expertise, including scope of practice, <u>qualifications</u> and experience, to equine clients 3.3 Establish client base and record information 3.4 Determine client expectations and monitor and evaluate service provision against client expectations and satisfaction
4. Establish and maintain client and equine records	4.1 Devise and implement record-keeping system for managing client information 4.2 Select charts and accurately record and interpret equine information relevant to service provision 4.3 Maintain administration and financial records for business management purposes
5. Maintain equine allied health industry knowledge and currency	5.1 Investigate and maintain knowledge of current industry trends, <u>techniques</u> and technologies relevant to area of equine allied health expertise 5.2 Identify opportunities to further develop own skills and knowledge in area of equine allied health expertise

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
Learning	<ul style="list-style-type: none"> <li>Undertake independent research to inform development of own skills and knowledge</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Interpret information in technical texts relating to legal, insurance and business requirements</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Use objective language and current industry terminology in written records</li> <li>Complete workplace documentation using print-based and/or digital formats</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>Use questioning and active listening to elicit and convey information appropriate for audience</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.

**Note:** Within the EQU and EQD units in this qualification, the term 'equine' refers to a horse or other members of the domesticated horse family, for example, mules, donkeys, and hinnies.  
Sample unit for illustrative purpose only.

## 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.

<b>TITLE</b>	<b>Assessment requirements for ACMEQU507 Work within an equine allied health provider framework</b>
<b>Performance Evidence</b>	
<p>An individual demonstrating competency must satisfy <u>all</u> of the elements and performance criteria in the unit.</p> <p>There must be evidence that the individual has established professional practices in equine service provision, including:</p> <ul style="list-style-type: none"> <li>• documented compliance requirements relevant to own area of equine allied health service, based on analysis of: <ul style="list-style-type: none"> <li>• current state/territory veterinary practice legislation relating to scope of practice, where applicable</li> <li>• current state/territory health and safety legislation and codes of conduct</li> <li>• current state/territory animal welfare legislation and guidelines</li> <li>• legal, insurance and/or business requirements</li> </ul> </li> <li>• explained equine allied health services to at least two clients (owners/carers), covering: <ul style="list-style-type: none"> <li>• importance of equine health care in general</li> <li>• services provided in own area of equine allied health</li> </ul> </li> <li>• documented a register of equine health professionals, registered <u>veterinarians</u> and industry associations relevant to own service provision</li> <li>• customised template/s or format/s to meet record-keeping needs of own service provision, covering: <ul style="list-style-type: none"> <li>• client information and details</li> <li>• equine information.</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>• range of options available in the management of equine allied health services and therapies</li> <li>• current evidence-based approaches to equine allied health service provision relevant to area of expertise</li> <li>• appropriate industry and anatomical terminology related to equine allied health care</li> <li>• principles of equine allied health service provision, including: <ul style="list-style-type: none"> <li>• preventative practices to minimise safety hazards and risks</li> <li>• adherence to principles of client confidentiality</li> <li>• referring equines requiring treatment outside the provider's professional and personal scope</li> <li>• adherence to relevant code of conduct or industry guidelines</li> <li>• adherence to relevant state/territory regulations and requirements</li> </ul> </li> <li>• role and responsibilities of equine allied health service providers, including: <ul style="list-style-type: none"> <li>• relevant veterinary practice and restricted acts of veterinary science</li> <li>• relevant state/territory legislation relating to poisons and supply, possession and use of restricted and controlled substances</li> <li>• qualifications and services provided by equine allied health practitioners and registered veterinarians</li> <li>• professional indemnity and public liability insurance requirements</li> <li>• working with children checks</li> </ul> </li> <li>• key industry trends and advancements in area of expertise</li> <li>• industry networks and associations and training providers relevant to area of expertise</li> <li>• key compliance requirements of health and safety regulations and codes of practice</li> <li>• key requirements of animal welfare legislation relevant to the safe and ethical care of equines.</li> </ul>	

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

Describes the volume of the assessment, i.e. 10 equines 4 checklists

Knowledge evidence is what learners need to know to be able to perform the job

## Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
  - an equine workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - templates and formats for records and charts
- specifications:
  - legislation, regulations, codes of practice and standards relevant to equine allied health service provision in area of expertise
- relationships:
  - clients (owners/carers) as specified in the performance evidence.

Two Companion Volumes are available:

- *Companion Volume: User Guide: Equine Allied Health* provides delivery and assessment information, tailored for equine allied health practitioners
- *Companion Volume: User Guide: Safety in Equine Training* provides advice and sample templates to assist assessors with the risk assessments that should be undertaken to help ensure the safety of all involved in the assessment.

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 mandatory assessor requirements.

## Links

Companion Volumes, including Implementation Guides, are available at [VETNet: https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103](https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103)

The assessment requirements for do not define the assessment method and are not assessment tools. The performance and knowledge evidence requirements should be analysed to identify logical/practical groupings that will help in designing assessment methods and assessment tools.

## 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 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. Evidence of knowledge may be collected concurrently with performance evidence or through an independent process.

## Training and assessment strategies

All RTOs must have a training and assessment strategy documented for the *Diploma of Equine Allied Health*. As there are significant safety issues relating to interacting with equines, the *Companion Volume: User Guide: Safety in Equine Training* was developed, and has been updated, to provide guidance and practical tools for RTOs in delivering and assessing units of competency within all horse care and equine related qualifications in the ACM Animal Care and Management Training Package.

The User Guide: Safety in Equine Training is available at <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103>

## Assessment conditions

Assessment of all EQU and 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 live equines. This is to ensure

that learners have real interactions throughout their training. RTOs must ensure that appropriate ethics approvals are obtained according to institutional and/or relevant legislative requirements.

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

Resources and equipment required for assessment of EQD units are listed on page 32.

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## Updates to ACMEQD units of competency

### Key changes

Significant changes have been made to the EQD coded units in the Diploma of Equine Allied Health Services. These changes include:

- ACMEQD401 redesigned to be applicable across a broader range of equine services
- ACMEQD402 and ACMEQD403 - two units merged
- units of competency:
  - changes to titles changes to codes to reflect AQF level
  - prerequisite units removed and equine safety content embedded in units
  - elements and performance criteria updated for clarity and industry currency
  - terminology updated to reflect current industry use
  - foundation skills table updated – Core Skills for Work (CSfW) indicators no longer used – focus is on the Australian Core Skills Framework (ACSF) indicators
- assessment requirements:
  - performance evidence updated:
    - work placement requirement of 120 hours removed and replaced with more specific tasks added and volume and frequency increased
  - knowledge evidence updated for clarity and industry currency
  - assessment conditions – added:
    - references to live equines or use of cadavers/anatomical models or visual aids as required
    - added links to the two Companion Volume: *User Guides*:
      - *Equine Allied Health*
      - *Safety in Equine Training*.

**Note:** All units are considered *not equivalent* to the previous unit. RTOs will need to ensure all training and assessment strategies, resources and learner materials are updated to reflect the current units of competency and associated assessment requirements.

The major changes are summarised in Table 2.

### Sedation and motorised instrumentation

Knowledge relating to sedation, analgesics (i.e. local anesthetics) and motorised instrumentation has been added to the units.

#### *Sedation*

References to sedating equines for technician and equine safety, and for the welfare of equines are included in two of the EQD coded units (ACMEQD502 and 503). Sedation may be required to perform some equine dental assessments/examinations and/or services.

Training and assessment must ensure that current state/territory legislation is complied with relating to sedation of equines. RTOs will need to check current requirements for their jurisdiction, including:

- veterinary practice legislation and restricted acts of veterinary science
- pharmacy dispensing, controlled drugs/poisons and prohibited substances legislation.

The registered veterinarian has overall responsibility for the sedation of equines. When conducting assessments, the treatments or service covered in the performance evidence points may require that the equine is sedated. In these situations, sedation must be administered by, or under the sponsorship of, a registered veterinarian according to relevant state/territory legislation.

In all jurisdictions it is the responsibility of the owner or responsible agent to request the dispensing of appropriate sedative from their veterinarian. It is the owner or responsible agent's responsibility to handle and hold the equine if the veterinarian is sedating directly or for procedures such as radiographs.

Knowledge of sedation, as specified in the knowledge evidence section is to be assessed for all learners.

### Motorised instrumentation

The use of motorised instrumentation in equine dentistry practice is increasingly common and is addressed in *ACMEQD503 Perform equine dental treatment and oral care using appropriate instrumentation*. Learners need to be aware of and be proficient in the use of the range of instrumentation, and understand their safe use, correct application and associated risks as listed in the knowledge evidence.

### Work placement

Specific work placement hours have been removed from the EQD units of competency. Practical experience through work placement is strongly recommended by industry. Refer to section: *Assessment of equine dentistry units* (page 25) for further information.

### Prerequisite units

The prerequisite units that were attached to previous units (ACMEQD402, 403, 404, 405) related to handling horses safely. Content and tasks relating to safe handling and interaction with horses and knowledge of horse behaviour have been added to the updated units. The prerequisites are no longer required and have been removed.

**Table 2 Changes made to EQD coded units of competency**

Previous version code and title	Current version ACM5.0 code and title	Extent of change	Changes made	Equivalence
<b>ACMEQD401</b> <b>Work within an equine dental service provision framework</b>	ACMEQU507 Work within an equine allied health provider framework	Major Change	Changed title and sector code (EQU) Redesigned unit with changes to elements and performance criteria to reflect broader intent of redesigned unit	N
<b>ACMEQD402</b> <b>Determine equine oral function efficiency</b>	ACMEQD501 Relate equine masticatory system to oral function, conditions and their health impacts	Merged	Redesigned unit merging content from two units ACMEQD402 Determine equine oral functional efficiency and ACMEQD403 Identify potential impacts of oral conditions	N
<b>ACMEQD403</b> <b>Identify potential health impacts of equine oral conditions</b>	ACMEQD501 Relate equine masticatory system to oral function, conditions and health impacts	Merged	Redesigned unit merging content from two units ACMEQD402 Determine equine oral functional efficiency and ACMEQD403 Identify potential impacts of oral conditions	N
<b>ACMEQD404</b> <b>Conduct equine oral inspection and assessment and plan equine dental treatment</b>	ACMEQD502 Conduct assessment of equine masticatory system and plan dental treatment	Major Change	Title changed Prerequisite removed, and horse safety embedded in unit Elements and performance criteria updated for clarity and industry currency Foundation skills table and assessment requirements updated	N
<b>ACMEQD405</b> <b>Perform routine dental correction and oral care using manual instruments</b>	ACMEQD503 Perform equine dental treatment and oral care using appropriate instrumentation	Major Change	Title changed Prerequisite removed, and horse safety embedded in unit Elements and performance criteria updated for clarity and industry currency Performance criteria updated for clarity Foundation skills table and assessment	N

Previous version code and title	Current version ACM5.0 code and title	Extent of change	Changes made	Equivalence
			requirements updated	

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## Delivery advice

An industry working group has recommended the following sequence for delivering the EQU and EQD units.

### Equine dental technicians

Unit of competency	Delivery advice
<b>ACMEQU507 Work within an equine allied health provider framework</b>	<p>This is a core unit within the qualification and should be contextualised to reflect requirements of equine dentistry relating to:</p> <ul style="list-style-type: none"> <li>• compliance, scope of practice and legislative requirements</li> <li>• industry and allied health networks</li> <li>• promoting services</li> <li>• record keeping</li> <li>• maintaining industry currency</li> </ul> <p>Note ACMEQU507 and ACMEQU413 could be co-delivered</p>
<b>ACMEQU413 Work safely in providing equine services as a contractor</b>	<p>This is a core unit within the qualification and should be contextualised to reflect requirements of equine dentistry relating to:</p> <ul style="list-style-type: none"> <li>• compliance requirements as a contractor</li> <li>• safe work practices</li> <li>• safe interactions working in close proximity to equines</li> <li>• infection control and biosecurity</li> <li>• personal fitness, manual handling and environmental hazards</li> <li>• record keeping</li> </ul> <p>Note ACMEQU507 and ACMEQU413 could be co-delivered</p>
<b>ACMEQD501 Identify equine masticatory and oral function, conditions and health impacts</b>	ACMEQD501 and ACMEQD502 may be co-delivered. They should be delivered and assessed prior to the delivery of ACMEQD503
<b>ACMEQD502 Conduct assessment of equine masticatory system and plan dental treatment</b>	As above
<b>ACMEQD503 Perform equine dental treatment and oral care using manual and/or motorised instrumentation</b>	Delivered and assessed after ACMEQD501 and ACMEQD502
<b>ACMEQU417 Advise on horse nutritional needs</b>	This unit could be delivered with ACMEQD501 and ACMEQD502

### Choosing general electives

The remaining electives (not covered in Group A Equine dental technician) can be selected from the general electives (Group C) or from other ACM units, or units from other Training Packages or accredited courses. It is important that RTOs and learners check the qualification packaging rules carefully to ensure they meet the qualification requirements.

The elective units selected must be relevant to:

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

Suggested elective units for equine dental technicians, include:

- Equine related units
  - ACMEQU420 Fit and adjust bits and bridles
  - ACMEQU424 Evaluate equine service or therapy provision
- Business related units
  - BSBESB404 Market new business ventures
  - BSBESB407 Manage finances for new business ventures
  - BSBINS410 Implement records systems for small business
  - BSBTEC201 Use business software applications
  - FSKDIG003 Use digital technology for non-routine workplace tasks
- First aid units
  - HLTAID011 Provide First Aid
  - HLTAID013 Provide First Aid in remote or isolated site.

## Equine massage therapy

Unit of competency	Delivery advice
<b>ACMEQU507 Work within an equine allied health provider framework</b>	<p>This is a core unit within the qualification and should be contextualised to reflect requirements of equine massage therapy relating to:</p> <ul style="list-style-type: none"> <li>• compliance, scope of practice and legislative requirements</li> <li>• industry and allied health networks</li> <li>• promoting services</li> <li>• record keeping</li> <li>• maintaining industry currency</li> </ul> <p>Note ACMEQU507 and ACMEQU413 could be co-delivered</p>
<b>ACMEQU413 Work safely in providing equine services as a contractor</b>	<p>This is a core unit within the qualification and should be contextualised to reflect requirements of equine massage relating to:</p> <ul style="list-style-type: none"> <li>• compliance requirements as a contractor</li> <li>• safe work practices</li> <li>• safe interactions working in close proximity to equines</li> <li>• infection control and biosecurity</li> <li>• personal fitness, manual handling and environmental hazards</li> <li>• record keeping</li> </ul> <p>Note ACMEQU507 and ACMEQU413 could be co-delivered</p>
<b>ACMEQU508 Relate equine anatomical and physiological features to equine health care requirements</b>	ACMEQU508 and ACMEQU415 could be co-delivered.
<b>ACMEQU415 Relate equine musculoskeletal system to conformation and movement</b>	ACMEQU415 and ACMEQU508 may be co-delivered. They should be delivered and assessed prior to the delivery of ACMEQU509. AHCWRK509 Provide specialist advice to clients (core unit) could also be clustered with these units.
<b>ACMEQU509 Conduct assessment for equine massage therapy</b>	As above
<b>ACMEQU510 Provide equine massage therapy services</b>	Delivered and assessed after ACMEQU415 and ACMEQU509

## Choosing general electives

The remaining electives (not covered in Group B Equine massage therapist) can be selected from the general electives (Group C) or from other ACM units, or units from

other Training Packages or accredited courses. It is important that RTOs and learners check the qualification packaging rules carefully to ensure they meet the qualification requirements.

The elective units selected must be relevant to:

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

Suggested elective units for equine massage therapists, include:

- Equine related units
  - ACMEQU419 Evaluate saddlery and gear fit for horse and rider combination
  - ACMEQU424 Evaluate equine service or therapy provision
- Business related units
  - BSBESB404 Market new business ventures
  - BSBESB407 Manage finances for new business ventures
  - BSBINS410 Implement records systems for small business
  - BSBTEC201 Use business software applications
  - FSKDIG003 Use digital technology for non-routine workplace tasks
- First aid units
  - HLTAID011 Provide First Aid
  - HLTAID013 Provide First Aid in remote or isolated site.

### **Work placement and learning on the job**

Industry advice is that significant practical, work placement is a requirement to develop the skills and knowledge needed as an equine allied health care practitioner.

As an example, for equine dental technicians a program covering at least 230 days rotating through eight different equine dental technicians as mentors has run successfully in the past.

RTOs will need to organise practical work placements for learners to practice and develop skills in real workplace settings on a range of equines of different classes, life stages, diets, temperaments and education levels.

Where state/territory requirements allow, industry recommends that a traineeship/apprenticeship pathway is the preferred delivery method.

## Assessment of units of competency

The Assessment Requirements clearly specify required *performance evidence*, *knowledge evidence* and *assessment conditions*.

The performance and knowledge evidence collected by the RTO is the evidence required for the final or summative assessment. RTO trainers and assessors should allow sufficient time for individuals to practice their skills before making a final assessment decision.

### Performance evidence

Activities or tasks listed in the performance evidence aim to provide practical, realistic and holistic tasks reflecting work depicted in the unit of competency.

Volume and/or frequency is specified in the performance evidence and may include references to:

- the number and/or type of equines required
- number of occasions to undertake an activity
- number of clients to work with
- types of treatments etc.

An example of typical wording to specify volume and/or frequency requirements in the performance evidence for EQU and EQD units is:

- ... undertaking (*x activity*) on at least ten different equines.

The performance evidence may be collected over time. It is important to record the range of evidence used for assessment. Evidence may be written (e.g. dental/treatment charts, checklists, logbooks), visual (videos and photographs) and/or oral (interviews/questioning).

Detailed performance evidence with volume and frequency specified, removes the need for including work placement hours. This approach focuses on ensuring the performance evidence is robust and not time related.

### Knowledge evidence

The knowledge evidence requirements are directly related to the elements and performance criteria. RTOs may use a range of evidence gathering methods to assess the knowledge evidence including questioning (oral and/or written) or tasks such as assignments or projects.

### Assessment conditions

This 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.

In all units, safety relating to interactions with equines used for assessment purposes **must** be addressed. Refer to the *User Guide: Safety in Equine Training* for practical advice and templates to assist with this requirement.

RTOs must check requirements and seek approval of the institute's ethics committee and comply with relevant animal welfare legislation for use of live animals for teaching/assessment purposes. Use of cadaver specimens must also be notified to the institute's ethics committee as being sourced as a by-product of normal abattoir processes and not euthanased for teaching/assessment purposes

### Assessment tools

When developing assessment tools and conducting assessments RTOs must ensure that:

- all elements and performance criteria are covered for the relevant unit/s
- all performance evidence and knowledge evidence is addressed
- the conditions specified for the assessment are met.

## Assessment in the workplace

Although specific work placement hours are not included in the updated qualification, industry strongly supports individuals developing practical skills and experience through placements in a workplace.

### Third-party / partnership arrangements

Assessment arrangements in this sector may involve a partnership or third party arrangements. For example:

- employers might enter into agreements with RTOs to provide coordinated approaches to assessment
- there might be a third-party arrangement, where the employer delivers training and assessment, and the RTO signs off and awards the qualifications and statements of attainment
- learners might be enrolled in full-time study programs with work placements that require the employer to provide third party reports.

Go to <<https://www.asqa.gov.au/resources/fact-sheets/third-party-arrangements-0>> for further details.

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 and the formal arrangements
- 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 and assessment
- requesting feedback in the form of written or oral third-party reports.

Ensuring learners are placed with employers/supervisors with current industry skills and can provide the range of learning experiences required to collect appropriate evidence is critical to the success of the placement.

### 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 use 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.

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 individual 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 individual 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 a guide only, the industry recommends RTOs aim to organise an overall period of at least 120 hours of work supervised by a qualified equine dental or massage therapy service provider.

### **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 individual provides sufficient, valid, current and authentic evidence to address requirements specified in the performance and knowledge evidence.

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

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## Section 2 - Guidelines for equine dental technicians

### Anatomical requirements

These guidelines have been prepared by industry representatives to support and guide the delivery of the units of competency aimed at equine dental technicians in the *Diploma of Equine Allied Health*. They provide advice on industry accepted best practice and the anatomical requirements to be adhered to during the process of equilibration.

Equine dental technicians must have a solid understanding of the hypsodont anatomy, physiology, biomechanics, and pathology combined with a sound knowledge of use of instrumentation and practical skills.

### Equilibration

The goal of equilibration is to distribute the pressure and wear of mastication onto as many viable teeth as possible in order to maximize the longevity and integrity of the equine dentition.

The reduction of ONLY the protuberant portion of the tooth or teeth relieves pressure/wear from the opposing compromised dentition. This will ensure an approximately even rate of wear on the respective teeth thus extending the viability and longevity of the dentition.

During the process of equilibration, it is assumed that the sharp buccal and lingual points will be removed WITHOUT loss of functional occlusal surface of the teeth.

The technician must demonstrate that they understand all the anatomical landmarks and variations that must be considered for each equine. This will be documented through charting of the equine masticatory system following a thorough oral exam.

Abnormal pathology must be completely documented.

The equine should be given regular breaks with complete closing of the speculum at about 5-minute intervals. The mouth should remain closed for at least 10-15 seconds and be rinsed during breaks.

### Corrections

All corrections made to the teeth are to be done conserving the physiological integrity and functional anatomy of the teeth.

The secondary dentine should maintain some brown coloration and not be taken so far that white dentine is visible.

All corrections made to the teeth are to be done using appropriate instrumentation and technique to reduce risk of thermal damage to teeth and or exposure of vital tooth tissue. This includes the use of sharp, clean instrumentation and appropriate cooling of the dental tissues and instruments while working within the physiological integrity and functional anatomy of the individual tooth/teeth. See note on thermal damage later in document.

### Dentition

**Incisors** - the incisors should be carefully evaluated prior to placement of the speculum. When dental work is completed, the incisors should not be placing lateral pressure on the mandible. The incisors should have contact on as many viable teeth as possible. It is understood that portions of a tooth or teeth that have been excessively worn may be left out of occlusion following the correction of the protuberant opposing tooth/teeth. However, in cases where the incisors are well aligned, the pressure should be distributed onto as many viable teeth as possible.

The technician must understand the functional anatomy of each individual tooth to determine how much correction of the protuberant tooth/teeth can be achieved during a single treatment.

The incisors should feel free of mechanical restrictions during lateral excursion.

Incisor table angles should not be so steep that rostral movement of the mandible is restricted. The incisor table angles should be close to aligning with the temporomandibular joint (TMJ).

Large reductions of ALL the incisors should NOT be performed.

Reducing the protuberant tooth/teeth so much that the secondary dentin remaining is white is unacceptable practice. Light brown secondary dentin should be used as the gauge for when to stop correction. If a diagonal bite is present, it is expected that the technician will realign the incisors as much as possible WITHOUT compromising vital tooth tissue. Complete flattening of the incisor table angle is not acceptable.

Any abnormal pathology such as developmental defects, Equine Odontoclastic Tooth Resorption and Hypercementosis (EOTRH), necrotic pulp horns, fractures, periodontal disease, etc. must be thoroughly documented on a dental chart and referred for appropriate assessment and treatment.

**Canines** - the canines should be smooth and rounded but not overly reduced. The anatomical integrity of the tooth must be respected. Pulp exposure or exposure of vital tooth tissue is not acceptable. Any tartar present should be removed. Presence of gingivitis should be charted accordingly. Unerupted canines should be well documented.

Any abnormal pathology such as developmental defects, EOTRH, necrotic pulp, fractures, periodontal disease, etc. must be thoroughly documented on chart and referred for appropriate assessment and treatment.

**#6 teeth (second premolars) and rostral profiling** – the rostral aspect of the #6 teeth should be rounded while removing minimal occlusal surface. The rostral margins should be uniform and smooth. Proper technique must be used so that no iatrogenic soft tissue damage occurs within the oral cavity.

**Cheek Teeth** - the functional occlusal surface should not be compromised. The buccal and palatal/lingual margins should not be radiused/bevelled so as to result in a significant loss of occlusal surface. The tooth opposing a protuberant tooth should always have a natural rough occlusal surface. Only the protuberant portion of a tooth or teeth may be reduced, not the compromised opposing area. Excessive transverse ridging and transitions may be blended in the case when it is seen to be causing restriction to lateral excursion and or rostral/caudal movement. In general, correction to and or smoothing of the entire arcade is not acceptable.

### **Techniques and instrumentation**

Correct technique and instruments must be used to minimise generation of heat from handpieces. This means using a precise approach to reducing protuberances and only working on the smallest surface area possible to obtain desired correction. See note on thermal damage later in document.

Instruments must be clean, sharp and in good/safe working condition.

When reducing larger protuberances, the technician is to continually assess the colour of the secondary dentine of all pulp horns and make sure that some brown coloration is maintained throughout procedure. No tooth should be reduced so much that only white secondary dentine is seen. Over reduction is not acceptable.

Any abnormal pathology such as developmental defects, necrotic open pulp horns, fractures, periodontal disease, infundibular caries, peripheral cemental decay, masses, EOTRH etc. must be thoroughly documented if present. If present these cases should be referred for appropriate assessment and treatment.

The occlusal surfaces should be balanced to the extent possible, but they should not be smooth. Only protuberant areas should be corrected.

During equilibration the technician must not eliminate the natural curvature of Spee in the dental arcades.

When the speculum is removed and the cheek teeth come together during lateral excursion, the paired quadrants (100/400 and 200/300) should have simultaneous occlusion of as many viable cheek teeth as possible.

**Occlusion and lateral excursion** - For the purpose of this document, 'in occlusion' is measured by moving the mandible laterally until the most lateral point of the maxillary arcade (generally the buccal

aspect of the upper #9's) is vertical to the lateral edge of the mandibular arcade; this point is considered full lateral excursion. The mandible is then moved medially until the point at which the cheek teeth are no longer in occlusion. This measurement/distance is considered functional occlusion of the cheek teeth arcades and should be performed on both sides. This assessment guide is generally done opposite to the natural grinding motion (power stroke), i.e. moving the mandible from medial to lateral.

Lateral excursion should be free and unrestricted.

In relation to occlusion and lateral excursion severe single tooth (primary) strikes are not acceptable. Small single tooth (secondary) strikes are not ideal and should be re assessed.

Primary tooth strike is a single tooth or area of tooth causing separation of arcades for more than half of the in occlusion excursion.

Secondary tooth strike is a single tooth or area of tooth causing separation of arcades for less than half of the "in occlusion" excursion.

Compromised portions of teeth that were excessively worn from protuberances may remain out of occlusion during lateral excursion.

Transitions between protuberant and compromised teeth should be blended to allow for rostral/caudal movement of the mandible during mastication.

### Unacceptable practices

- Elimination of occlusion during lateral excursion caused by excessive reductions of cheek teeth arcades followed by incisor reductions to compensate is unacceptable.
- Incisor reductions resulting in 100% cheek teeth occlusion (no lateral excursion prior to contact) should NOT be performed. Only mild angle changes or realignments of the incisors are necessary if the technician ONLY reduces the PROTUBERANT areas of teeth.

The cheek teeth should have enough occlusion that some separation of the incisors occurs during lateral excursion – the only exception would be cases where extremely poor cheek teeth occlusion is present prior to equilibration as seen in some geriatrics and equines with severely compromised dentition. If this happens, the technician must carefully document the lack of occlusion PRIOR to equilibration and use that as a limiting factor for corrections to be performed in an effort to rehabilitate function of the cheek teeth.

### Defects, trauma and thermal damage

The friction of grinding protuberant areas of teeth results in the production of heat that radiates throughout the dental & surrounding tissues. If this heat is not mitigated the vital pulp tissues (blood vessels and nerves) within the tooth may coagulate and be irreversibly damaged in this section of the tooth. This may cause pulp necrosis (death) and may result in abscessation of the tooth. Or the compromised pulp may become physiologically 'dead' tissue and the production of secondary and or tertiary dentine within the pulp chamber will cease. As the tooth continues to wear over time the compromised pulp chamber/chambers will eventually be exposed to the oral cavity and be seen as an opening in the occlusal surface/developmental defect in the secondary dentin. This developmental defect of secondary dentin will allow bacteria & feed to become impacted into the compromised pulp chamber/chambers and surrounding tissues and may result in a fracture and or tooth root abscess. Also, despite being in a moist environment, devitalized teeth dry-out over time & are more prone to fracture.

The use of motorised instruments without concurrent or intermittent cooling may result in iatrogenic thermal damage.

It is widely accepted that developmental defects of the teeth in general and specifically the secondary dentin occur naturally for various possible reasons and these should be documented before any treatment occurs.

Furthermore, it is recognised that teeth and the vital pulp has reparative properties and the ability to

produce secondary and tertiary dentine within the pulp chamber.

However, trauma to vital tooth tissue directly related to dental treatment is well documented and all technicians need to consider the treatment plan to prevent risk.

## Safety requirements

Interacting and working in close proximity with equines involves many safety risks. Entry requirements, related to safety when interacting with horses and workplace health and safety in equine environments, are required for entry into the Diploma of Allied Equine Health.

RTOs are referred to the *Companion Volume: User Guide: Safety in Equine Training* for advice and sample templates to assist assessors with the risk assessments to be undertaken to help ensure the safety of all involved in the assessment. This User Guide is available at VETNet:

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

## Resources for delivery for equine dentistry units

### Useful websites

*British Association of Equine Dental Technicians* - Refer to Performance Guidelines  
[http://www.baedt.com/home\\_5303.html](http://www.baedt.com/home_5303.html)

*Equine Dental Association of Australia* – Refer to resources  
[www.equinedental.com.au](http://www.equinedental.com.au)

Equine Veterinarians Australia Group  
[The Equine Veterinarians Australia \(ava.com.au\)](http://TheEquineVeterinariansAustralia(ava.com.au))

*International Association of Equine Dentistry* - Refer to Certification Standards, Anatomical Guidelines and Code of Conduct - <https://iaedonline.com/>

*National Equine Dental Practitioners* – Refer to Code of Conduct, Articles and Our Methods  
[About Us | National Equine Dental Practitioners \(nedp.com.au\)](http://AboutUs|NationalEquineDentalPractitioners(nedp.com.au))

### References

*Equine Dentistry* 3<sup>rd</sup> edition; Editors: Jack Easley, Padraic Dixon, James Schumacher  
*Advances in Equine Dentistry*; Veterinary Clinics of North America; Ed: Jack Easley  
*Principles of Equine Dentistry*: David Klugh

## 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:

Equipment type	Examples
<b>Personal protective equipment may include:</b>	<ul style="list-style-type: none"> <li>○ eyewear</li> <li>○ gloves</li> <li>○ protective clothing / apron / gown</li> <li>○ masks</li> <li>○ sturdy boots/ covered footwear</li> </ul>
<b>Instruments used for conducting equine oral examinations may include:</b>	<ul style="list-style-type: none"> <li>○ suspension/support system</li> <li>○ irrigation systems</li> <li>○ speculums – see below</li> <li>○ mirrors, head lamps, explores, probes, picks, scalers</li> <li>○ cameras and associated equipment</li> </ul>
<b>Safe equine restraints, may include:</b>	<ul style="list-style-type: none"> <li>○ physical restraints: <ul style="list-style-type: none"> <li>• halter</li> <li>• dental halter (i.e. suspension/support halter)</li> </ul> </li> <li>○ chemical restraints/sedatives (administered according to relevant state/territory legislation): <ul style="list-style-type: none"> <li>• intravenous (IV)</li> <li>• intramuscular (IM)</li> <li>• oral</li> </ul> </li> </ul>
<b>Hand-held instruments, may include:</b>	<ul style="list-style-type: none"> <li>○ full mouth speculums</li> <li>○ cheek speculum</li> <li>○ plastic wedge speculums: <ul style="list-style-type: none"> <li>• bilateral wedge</li> <li>• unilateral wedge</li> <li>• unsuitable speculums such as metal spool should not be used due to the risk of tooth fracture</li> </ul> </li> <li>○ speculum accessories: <ul style="list-style-type: none"> <li>• gum bars</li> <li>• extended gum bars</li> <li>• various tooth plates i.e. rubberized, extended, etc</li> </ul> </li> <li>○ different types of hand floats and blades</li> <li>○ manual file (float) types: <ul style="list-style-type: none"> <li>• incisor float</li> <li>• pre-molar float</li> <li>• long straight float</li> <li>• long offset float</li> <li>• upper back float</li> <li>• rostral profile float</li> <li>• small S float</li> </ul> </li> <li>○ manual file (float) design: <ul style="list-style-type: none"> <li>• flat shaft- personal choice of float design</li> <li>• round shaft- personal choice of float design</li> <li>• handles- personal choice, various handles/grips</li> </ul> </li> <li>○ file (float) blade: <ul style="list-style-type: none"> <li>• milled tungsten carbide</li> <li>• bonded carbide chip</li> <li>• bonded diamond chip</li> </ul> </li> <li>○ hands-free headlamps for improvement of visibility - must have</li> </ul>

Equipment type	Examples
	<p>sufficient light source to illuminate oral cavity effectively for complete assessment of oral cavity</p> <ul style="list-style-type: none"> <li>○ mirrored tools</li> <li>○ scalers, curettes</li> <li>○ forceps, extractors, elevators</li> <li>○ syringe for rinsing mouth</li> </ul>
<p><b>Motorised instruments may include:</b></p>	<ul style="list-style-type: none"> <li>○ GFI (ground fault interrupters) motors (240v and battery),</li> <li>○ shafts and sheaths, clutches</li> <li>○ handpieces (various)</li> <li>○ burs, discs, drills, adaptors,</li> <li>○ irrigation including water-cooling systems</li> <li>○ vacuum systems</li> </ul>
<p><b>Other equipment may include:</b></p>	<ul style="list-style-type: none"> <li>○ antiseptics and disinfectants</li> <li>○ buckets and bucket brush</li> <li>○ support/suspension halter, head stand</li> <li>○ head stall, lead rope and other appropriate gear</li> <li>○ lubrication oil</li> <li>○ worktable</li> <li>○ cameras, iPad or tablet, dental charting systems</li> </ul>

DRAFT

## Section 3 – Work placement

Work placements for the equine dentistry elective group of the Diploma of Equine Allied Health is recommended by industry to provide:

- practical, 'hands on' experience
- exposure to varying types of workplaces and practices
- exposure to a range of equines and dental treatments.

### What is work placement?

#### 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
- practice 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
- promote the sector and influence 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 practice 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 equine dentistry (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. Appendix 4 provides 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 placements' 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 < <https://www.fairwork.gov.au/how-we-will-help/templates-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.

## Individual roles and responsibilities relating to work placements

Typical roles and responsibilities in work placement include:

### RTO Work Placement Coordinator

- 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 RTO success in finding learner placements is the quality of its 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 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, the RTO 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>

## Section 4 - Useful information

### Other companion volumes

- Implementation Guide: ACM Animal Care and Management Training Package, Volume 5.0
- User Guide: Safety in Equine Training.

Both of these companion volumes are available from VETNet

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

### Work placements

Student Placements – Fair Work Ombudsman [www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work/student-placements](http://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/unpaid-work/student-placements)

Student Work Placements – A health and safety guide

<https://www.safeworkaustralia.gov.au/doc/student-work-placement-guide>

### Appendix 1

This appendix 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.

## Appendix 1 Sample work placement checklists

### 1.1: 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 and 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               <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>	

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

### 1.3: 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 <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 <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 <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 <input type="checkbox"/> No	

## 1.4: 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.

### 1.5: 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		

## 1.6: 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.