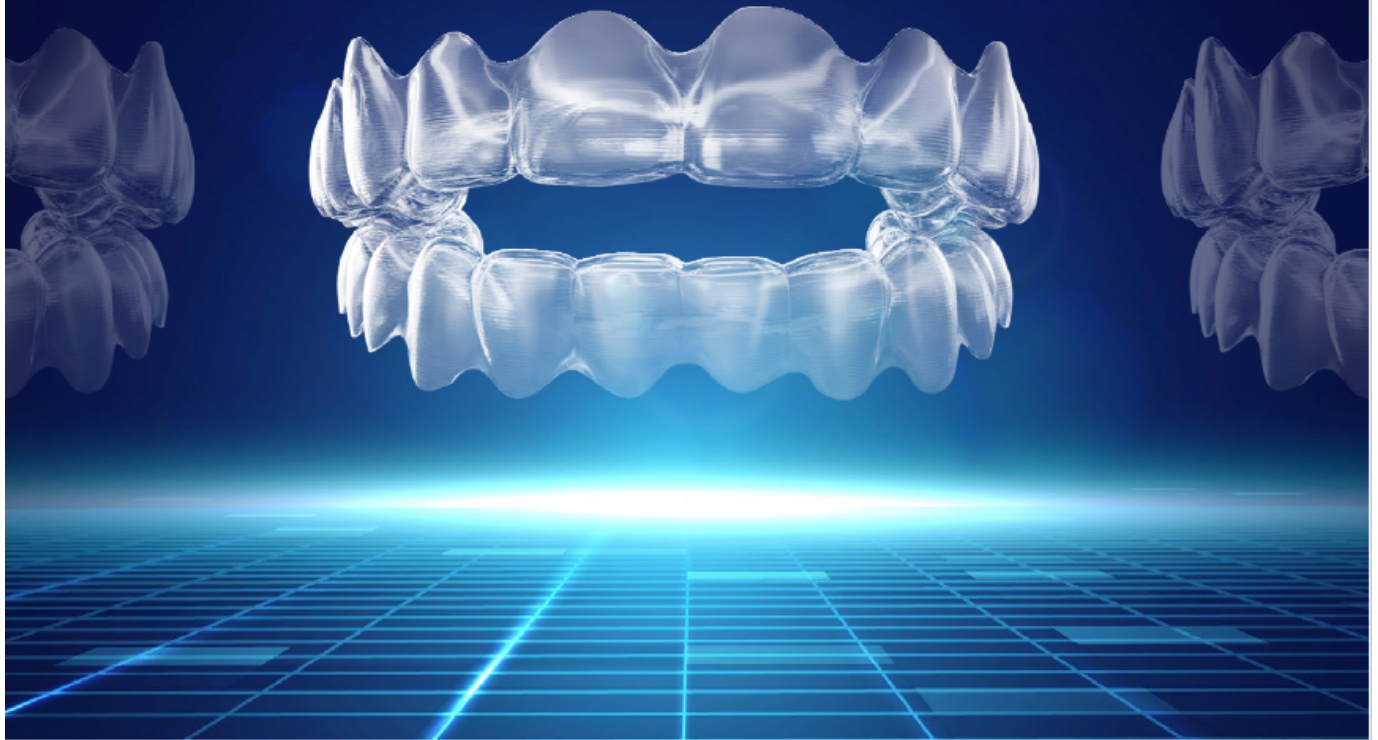




GRADUATE DIPLOMA OF DIGITAL ORTHODONTIC TREATMENTS

PARTICIPANT HANDBOOK >>>>

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Acknowledgement of Country

The Digital Orthodontic College acknowledges the Australian Aboriginal and Torres Strait Islander peoples as the First Peoples of this nation and the Traditional Custodians of the lands where we live, learn, and work.

We pay our respects to Elders past and present, and recognise the enduring connection of First Nations peoples to Country, culture, and community.

We are committed to fostering a culturally safe and inclusive learning environment for all participants and staff.

Course Overview

The Australian-accredited 11392NAT Graduate Diploma of Digital Orthodontic Treatment (AQF level 8) offers quality and comprehensive training in the field, gives the participants the opportunity and flexibility to do things in an online and self-paced manner, while getting a personalised 1-on-1 support and learning experience with accredited trainers/assessors who are also highly experienced specialists in the field.

This online course addresses the needs of registered dental practitioners undertaking simple to moderate orthodontic treatments within their general practice. It will provide the skills and knowledge to enable graduates to:

- identify orthodontic cases suitable for their scope of practice
- identify cases requiring referral to specialist orthodontists
- safely and predictably:
- diagnose cases within their scope of practice
- develop orthodontic treatment plans of their cases
- use 3-dimensional digital software and technologies in orthodontic applications
- treat with orthodontic appliances, specifically customised clear aligners

- offer orthodontics as part of a multidisciplinary treatment plan
- ‘troubleshoot’ unexpected orthodontic situations and problems
- identify risk management strategies
- use virtual orthodontic monitoring at various stages of orthodontics planning and treatment

The course expands upon the existing knowledge of dental practitioners in orthodontics provided in their general dental degree and introduces the new and emerging field of digital orthodontics to be able to deliver safe and predictable orthodontics for their patients in accordance with own scope of practice and own licencing board’s regulatory guidelines. It involves the latest in 3D digital orthodontic tools, technologies for diagnosis and treatment planning. The diploma graduate will gain knowledge and skills required to assess orthodontic case complexity, assess risks, refer cases to other specialists as part of an interdisciplinary team; and efficiently treat clear aligner cases with a high level of excellence within their own scope.

Essential entry requirements and resources

Entrants to the Graduate Diploma of Digital Orthodontic Treatments must:

- Be over 18 years of age; and
- As a minimum hold a Bachelor of Dentistry or equivalent; and
- Be registered to practise dentistry as a Dental Practitioner by the relevant dental board or agency
- Have English Language to ASCF
- Must have an active dental board registration as a dentist or dental specialist during the enrolment period
- Applicants must be actively engaged in the provision of dental services through a registered dental business. This may include operating under an Australian Business Number (ABN), trust, or company structure. Evidence of current business registration

must be provided upon enrolment. *Note – Where applicant course fees are paid by their dental practice or employer, this arrangement will be governed by a commercial agreement between The Digital Orthodontic College and the business entity. These business-to-business arrangements fall outside the scope of student fee protection requirements under SRTTO 2025.*

In order to complete this course, participants will also need access to:

- A range of orthodontic materials (buttons, elastics, aligner seaters), bonding materials and instruments (readily available in general dental practice), impression materials or a digital intra-oral scanner, digital DSLR or smartphone cameras with ring flash, cheek/lip retractors and photographic mirrors for orthodontic record taking.
- A computer with access to a clear aligner planning software, high-definition web camera, microphone and high-speed internet
- Access to extra-oral radiography for panoramic and cephalometric xrays
- An online portal access to clear aligner systems, materials and laboratory – Spark Clear Aligners accreditation can be facilitated once enrolled, if required.
- A range of patients (real or simulated) with varying dental conditions and wide age groups.

A participant must be actively practicing as a Dentist or Orthodontist for at least 6-12 months during the enrolment period of this program; to be able to complete the practical and case-based assessments that are required to achieve the competency.

We do not recommend restricted planning software such as Invisalign Go as a suitable aligner portal/software for this diploma's learning and assessment requirements.

Mentorship and support

Participants will have access to three levels of Orthodontist-led support and mentorship via:

- A secure online group discussion forum and a private channel to directly ask, the group or the orthodontist, questions about case selection and diagnosis as well as risk management.
- A live and interactive group case discussions webinar where participants can share your screen and directly ask your questions to the orthodontist or other members.
- Individual 1-1 online coaching sessions with an orthodontist These are best for in-depth treatment planning and designed to assist participants with their final case submissions for their assessments.

Course Outcomes

The purpose of the course is to address the needs of the registered dentists undertaking simple to moderate digital orthodontic treatments within their general or orthodontic practice.

Specifically, having completed the Graduate Diploma of Digital Orthodontic Treatments dental practitioners will be able to:

- identify orthodontic cases suitable for their scope of practice (adults and children)
- identify cases requiring referral to specialist orthodontists or interdisciplinary needs
- diagnose, plan and treat orthodontic cases, identified within their scope, with customised clear aligners
- Safely and predictably:
 - diagnose cases within their scope of practice
 - develop orthodontic treatment plans of their cases
 - use 3-dimensional digital software and technologies in orthodontic applications

- treat with orthodontic appliances, specifically customised clear aligners
- offer orthodontics as part of a multidisciplinary treatment plan
- ‘troubleshoot’ unexpected orthodontic situations and problems
- identify risks of treatment to patient and develop strategies to minimise them
- use virtual orthodontic monitoring at different stages of orthodontics planning and treatment

As independent professional practitioners, dentists applying clear aligner and digital technology should demonstrate autonomy, well-developed judgement, adaptability and responsibility for patient outcomes. Since dentists operate independently as professionals, they are accountable for their own outputs, and of managing risk and rectifying any issues that may arise.

Graduates will demonstrate ability to make high level and independent judgements in a range of technical functions in a range of contexts including addressing presenting orthodontic complaints, identifying and addressing potential orthodontic issues in children versus adults and dealing with relapses and concerns. As professionals, graduates are also responsible for research and ongoing maintenance of their own knowledge in their field.

Graduates are required to plan and implement treatments using emerging, digital methods, and selection of the right customised appliances as addressed in units. Evaluate and use digital technologies for orthodontic treatments and commence and monitor digital orthodontic treatments.

Course Structure

To achieve the qualification Graduate Diploma of Digital Orthodontic Treatments the learner must complete seven core units.

Unit code	Unit title	Competency Field	Pre-requisite	Nominal hours (supervised)
Core units				
NAT11392001	Research and use evidence-based information about digital orthodontic practice	060799	Nil	50
NAT11392002	Perform orthodontic examinations and record taking	060799	Nil	100
NAT11392003	Diagnose orthodontic conditions and plan treatments	060799	Nil	100
NAT11392004	Evaluate and use digital technologies for orthodontic treatments	060799	Nil	50
NAT11392005	Perform early interceptive orthodontics	060799	Nil	20
NAT11392006	Commence and monitor digital orthodontic treatments	060799	Nil	70
NAT11392007	Use a multidisciplinary approach in orthodontic practice	060799	Nil	10
Total nominal (supervised) hours				400

Volume of Learning

The volume of learning identifies the notional duration of all activities required for the achievement of learning outcomes. This course includes a minimum of 400 hours of participant contact delivered over a period of 12 to 18 months.

The Volume of Learning for this course is 1200 hours consisting of:

Nominal (supervised hours): 400

Unsupervised hours: 800

- 400 nominal hours of direct, supervised online delivery
- 600 hours of structured reading and research, clinical practice and case studies, assignments and assessment activities
- 200 hours of unsupervised, self-directed learning such as reading, discussion, critical reflection and workplace skills practice and application.

The nominal supervised hours include combination of:

- online (combination of live and pre-recorded) lectures, activities, discussions and webinars
- clinical practice of diagnoses, treatments, management of problem areas and orthodontic adjustments
- coaching of diagnoses, treatment planning, treatment delivery, follow-ups and adjustments
- online workshops to enable demonstration and practice of orthodontic skills
- role plays and patient scenarios
- virtual (video conferencing) monitoring of orthodontic patients
- practical assessment activities

Successful completion of this course will also require learners to engage in unsupervised activities including:

- reading of pre and post course notes and recommended texts and notes as per course handbook
- completion of written assignments and case studies
- completion of case notes on observed clinical appointments
- undertaking of self-study to revise and reinforce areas of knowledge
- workplace practice/application of skills and knowledge acquired through supervised learning activities
- conducting research to gain up-to-date industry information
- critical reflection and self-appraisal of individual skills and knowledge learned.

The time required to undertake these activities will vary between participants based on their experience. On average, as part of the course, participants are required to commit to:

Completion of the Digital Orthodontic Orientation at the commencement of the course (80 hours delivered over one month and in addition to course delivery hours).

Approximately 20 hours of structured online learning and assessment per week throughout the duration of the course. This is monitored and discussed by the trainer through regular one-on-one mentoring/ coaching sessions and also at the live discussion forums.

Participation in monthly 120-minute interactive live discussion forums every month of the course.

Approximately 5 hours per week of self-directed work-based learning and assessment. This is monitored by the trainer and recorded in the critical reflection and work-based training log and also discussed / monitored by the trainer through regular one-on-one mentoring/ coaching sessions and also at the live webinars.

The delivery of this course is flexible in order to suit the needs of the participant and his or her working schedule. The amount of time spent undertaking learning and assessment will vary from week to week and from participant to participant, depending on the nature of the particular activity and the participant's previous knowledge and experience.

Assessments Overview

Assessment must be conducted in accordance with the *Standards for Registered Training Organisations (RTOs) 2025* or its successor. Assessment must involve both theory and practical assessment using case studies and simulated situations and online demonstration in practicing dental practice.

All of our enrolled participants will receive a detailed assessment guide and it is designed to inform applicants of the context and purpose of the assessment and the assessment process. This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, types of assessment and the individual weighting of each assessment.

Assessment tasks for *NAT11392001 Research and use evidence-based information about digital orthodontic practice*, are recommended to be completed within three months of enrolment (as a guide).

Assessment Conditions

Practical skills will be demonstrated:

- in a real or simulated workplace environment that provides realistic in-depth, industry-validated scenarios, and
- real or simulated patients to assess candidates' skills and knowledge.

Assessment resources must include:

- functional dental practice with relevant equipment
- orthodontic photography resources
- range of patients with varying dental conditions and wide age groups
- access to digital treatment planning and recording software and orthodontic portals

- plastic typodont models.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessment Methods

Method	Description
Direct observation	Practical activities assessed in an online, real-time environment. Assessment of practical skills using typodont (plastic) models and 3D software. Evidenced by 1-1 coaching sessions and webinars.
Role plays	Role plays based on patient scenarios. Assessed by video conferencing.
Assignments	Structured assessment activities such as research, clinical reviews and reports, presentation of treatment plans, processes, interim assessments and proposed adjustments based upon patient evidence.
Portfolio of work samples and case studies	A purposeful collection of patient treatments annotated and validated as the work of the participant. Evidence could include written documents, photographs, videos, treatment plans, deidentified instructions and patient consent forms.
Questioning	Written or oral questioning, conducting interviews and questionnaires, quizzes and short answer questions to assess knowledge.
Critical reflection	Critical reflection and self-appraisal based on patient cases. Evidenced by portfolio of case reports.

Assessor Requirements: Assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2025* must undertake all assessment.

All Trainers and Assessors for the course must:

- hold a recognised degree in Dentistry and Graduate Diploma in Digital Orthodontics or higher.
- complete a Certificate IV in Training and Assessment or higher
- be actively practicing in the field of digital orthodontic treatments
- attend a professional and a VET-related professional development (PD) course annually

Unit NAT11392001 Assessments

For this unit there are two assessments:

1. Online Knowledge Quiz

This consists of a number of multiple-choice type theory questions. The questions will be done online.

2. Online Test (Part A and B)

For this assessment participants are required to source and evaluate evidence-based information about digital orthodontic practices, apply that information to two simulated cases and create a revised clinical protocol based on findings that can be applied to patients in own practice. The assignment is in two parts Part A and Part B, all of which must be completed. Two simulated patient scenarios are provided as well as two research papers for critical appraisal, one for an adult and the other for a child orthodontic patient, each followed by a number of tasks. Both are to be completed.

Unit NAT11392002-07 Assessments

There are 3 assessments which address these units holistically. These are:

1. Case Portfolios (A-E): Participants are required to undertake a range of tasks on at least three of their own patients and produce a number of documents such as annotated treatment plans, reflections and notes. They are to submit this in the form of a portfolio of

evidence. However, you may be required to submit individual tasks throughout the course. The portfolio could consist of written documents, photographs or videos.

2. Video Interview (Viva Voce): This will consist of an online one-to-one “viva voce” using Zoom technology, based on real or simulated scenarios. It involves practitioner / client interaction via questions, role plays or video recordings.

3. Online Final Knowledge Quiz: This will be a theory quiz which covers all units in the course, consisting of multiple-choice type questions. It will be completed online.

Assessment submission, resubmission & special consideration

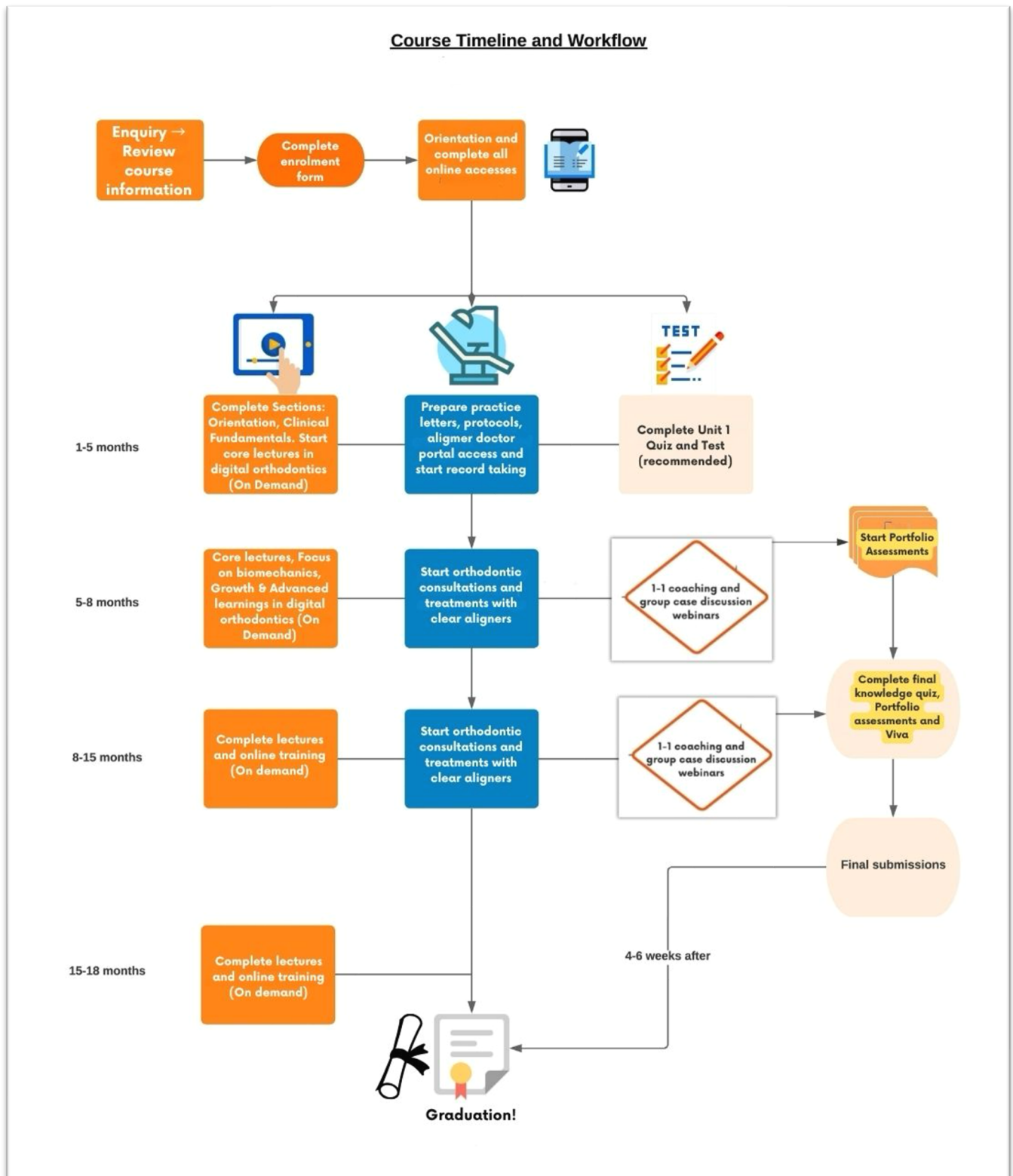
Submission & feedback: Submit by due dates; you will receive outcomes and feedback **within 30 days** of submission.

Resubmission: If “not yet competent,” you may be offered **one resubmission** per task (targeted amendments) within a set timeframe. Further attempts may require additional coaching/fees as per Fees & Refund Policy.

Special consideration: If circumstances beyond your control affect performance (illness, bereavement, disaster, significant caring responsibilities), email Student Support within **5 business days** of the due date to request adjusted dates or an alternative task. Evidence may be required.

Suggested Timelines & Course Workflow

The learning journey is depicted here as a flowchart and a step-by-step pathway from enrolment to graduation, designed for flexibility, mentorship and clinical excellence.



Case Coaching Overview & FAQs

Step 1: TAKE RECORDS AND CREATE A DRAFT POWERPOINT

Participants must make sure to take standard photographs: 3 x extra-oral (frontal rest, frontal smile and profile), 5 x intra-oral (Front, Buccal L, Buccal R, Upper and Lower occlusal) and at least have an OPG / Panoramic Xray. Cephalometric X-ray may or may not be required, depending on patient age and if skeletal change is required. Bitewing X-rays are also recommended, although not essential. Embed these in the coaching powerpoint template provided via the E-learning portal Orientation Resources section.

Step 2: GENERATE A DRAFT DIGITAL TREATMENT SIMULATION

Upload the required patient records and STL files / intraoral scan to a clear aligner doctor portal for treatment planning (Invisalign, AngelAlign, Spark, etc) & generate a draft treatment simulation (clincheck), with the assistance of the trainer.

Step 3: BOOK SPECIALIST ORTHODONTIST-LED COACHING SERVICE

Participants have 3 ways to access coaching / mentoring after taking patient records:

1. Book a 1-1 online video coaching with Dr Katyal - This is available on select weekday and select times. Please book via <https://calendly.com/bossortho/coaching>
2. Present at the next MONTHLY group case discussion webinar
3. Ask a question via Slack #casediscussions channel - Post a question on Slack forum, only for diagnosis and quick treatment plan options /opinions. Please be specific and provide all relevant records and information.

Step 4: BOOK PATIENT FOR ADDITIONAL CONSULT AND REVIEW/CONSENT

At this stage it is best to not rush or commence treatment unless participants have experience and believe its within their scope.

NAT11392001 Research and use evidence-based information about digital orthodontic practice

UNIT CODE	NAT11392001
UNIT TITLE	Research and use evidence-based information about digital orthodontic practice
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to research and apply information about digital orthodontics to own practice. It requires knowledge of sources of evidence-based research about orthodontic practice, different types of digital orthodontic treatments, current and emerging evidence-based theories and current and emerging technologies for diagnosing, planning, monitoring and delivering digital orthodontic treatments. It includes comparison between traditional and digital orthodontic treatments and their benefits and disadvantages. This unit applies to dental practitioners who perform orthodontics including both interceptive and comprehensive treatments. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source and evaluate evidence-based information about digital orthodontic practices	1.1 Access current, credible and authoritative sources of information about key areas of orthodontic practice 1.2 Use Patient/Population, Intervention, Comparison, Outcomes (PICO) model to formulate clinical questions for research

	1.3 Critically evaluate identified research and classify according to quality and category of evidence
2. Apply evidence-based information on digital orthodontics to own practice	2.1 Assess the strength, relevance, reliability and currency of the information in the context of own orthodontic practice 2.2 Determine the specific application of research information to diagnosis, treatment and evaluation practices 2.3 Categorise issues that require further investigation to clarify and address specific practice needs
3. Extend, maintain and update knowledge of digital orthodontic practice	3.1 Select and use options to extend, maintain and update knowledge to improve own practice 3.2 Use critical thinking to evaluate changing and emerging evidence-based research about orthodontics 3.3 Modify clinical practice and protocols based on changing and emerging evidence and specific patient needs

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11392001 Research and use evidence-based information about digital orthodontic practice	NAT10905001 Research and use evidence-based information about digital orthodontic practice	Equivalent

Assessment Requirements for NAT11392001 Research and use evidence-based information about digital orthodontic practice

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the participant has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures: - research, select and critically appraise an evidence-based study to solve a patient-based orthodontic problem for at least <u>two patients</u> with different clinical problems, and write case notes for each in which you: - apply the PICO model to an identified clinical problem - critically appraise the findings - describe how the study can address the identified clinical problem - create a revised clinical protocol based on the above findings that can be applied to patients in own practice.
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: - credible and authoritative sources of evidence-based research about orthodontic practice: - PICO and other methods of conducting evidence-based research

	• evidence-based clinical protocols to improve predictability and efficiency in own practice
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NAT11392002 Perform orthodontic examinations and record taking

UNIT CODE	NAT11392002
UNIT TITLE	Perform orthodontic examinations and record taking
APPLICATION	This unit describes the performance outcomes, skills and knowledge to undertake orthodontic diagnostic examination and record taking procedures as the basis of comprehensive orthodontic diagnosis. Examinations are both extra and intra-oral and include intra-oral (three-dimensional) 3D scanning, cephalometry and photography. It requires the ability to diagnose malocclusion, with clinical examination using records as a supplement or to confirm the findings. This unit applies to dental practitioners who perform orthodontics including both interceptive and comprehensive treatments. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine patient treatment preferences and needs	1.1 Use patient-centered communication to determine key patient needs and expectations 1.2 Take a detailed medical, social and dental history to determine if their needs and expectations can be met through orthodontic treatment 1.3 Provide patient with clear and accurate advice about treatment options, and their associated risks, benefits and costs

	1.4 Communicate the compliance and commitment required by the patient for orthodontic treatment 1.5 Identify orthodontic treatment contraindications from patient-provided information and refer for specialist treatment if alternative treatment is required 1.6 Determine unmet emotional needs for straightening teeth using sensitive and empathetic communication
2. Perform extra-oral examination	2.1 Assess face for symmetry and facial proportions and note anomalies that may impact orthodontic treatment 2.2 Diagnose health of jaw joints, and examine face for macro, mini and micro-aesthetics 2.3 Accurately measure mouth opening and any restrictions from normal range 2.4 Assess and determine facial muscular balance and any lip incompetencies 2.5 Determine facial proportion in all three dimensions and record any abnormalities and variations 2.6 Assess smile arc and smile width and determine orthodontic implications 2.7 Accurately measure and record incisal and gingival display at rest and on smiling
3. Perform intra-oral examination	3.1 Assess and record any anomalies in patient's general oral health in relation to soft tissues, periodontal status and dentition 3.2 Classify soft tissue habits and abnormalities 3.3 Determine the dental arch for crowding and determine tooth size discrepancies using the Bolton analysis 3.4 Accurately measure and record gingival recession 3.5 Accurately chart periodontal pockets and determine and document risk implications

	3.6 Classify the patient's molar and canine relationship and determine the implications for orthodontic treatment 3.7 Measure and record amount of midline asymmetry 3.8 Assess and record tongue tie and the resting tongue posture to determine orthodontic implications 3.9 Assess gingival biotype and condition and determine orthodontic implications 3.10 Record overjet, overbite, molar relationship and canine relationship
4. Obtain orthodontic radiography	4.1 Assess type of radiographs required for comprehensive orthodontic diagnosis 4.2 Select and use radiographic imaging technology according to clinical situation 4.3 Refer patient to external radiographic imaging service when specialist technology required 4.4 Record radiographic pathologies that may affect orthodontic tooth movement 4.5 Assess caries risk based on patient radiography 4.6 Record baseline condition of teeth and surrounding structures
5. Perform cephalometric analysis	5.1 Perform cephalometric analysis to plan for required tooth movement 5.2 Accurately measure incisor angulations and classify incisor relationship 5.3 Assess morphological structures and variations to assist in planning for orthodontic tooth movement
6. Take clinical photographs	6.1 Prepare photographic equipment for dental imagery according to manufacturer instructions 6.2 Use correct camera settings according to manufacturer instructions

	6.3 Brief and prepare patient for dental photography according to organisational practice 6.4 Take required images based on case requirements 6.5 Edit and upload images according to manufacturer instructions		
7. Perform intra-oral scanning and impression taking	7.1 Use digital scanner with correct settings to take impressions 7.2 Prepare patient for impressions, instruct patient on process and undertake impressions according to manufacturer instructions, checking on patient comfort 7.3 Prepare patient for scanning, instruct patient on process and carry out scanning 7.4 Create digital models from scans and impression taking 7.5 Upload scanned images into digital treatment planning portal of choice		
8. Complete model review and space analysis	8.1 Classify dental arch form and curve of spee 8.2 Estimate space required for complete alignment based on review of model and classify severity of space requirements 8.3 Assess discrepancy and irregularity using established dental indexes and methods of analysis 8.4 Calculate need for extraction treatment to achieve results		
9. Complete record taking	9.1 Generate accurate clinical notes and case documentation 9.2 Document and store digital imagery according to organisational practice requirements and patient/doctor privacy requirements		
FOUNDATION SKILLS Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.			
	Code and Title	Code and Title	Comments

UNIT MAPPING INFORMATION	Current Version	Previous Version	
	NAT11392002 Perform orthodontic examinations and record taking	NAT10905002 Perform orthodontic examinations and record taking	Equivalent

Assessment Requirements for Unit NAT11392002 Perform orthodontic examinations and record taking

PERFORMANCE EVIDENCE

The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures:

- for one child/adult and one other adult patient
 - perform intra-oral and extra-oral examination and document findings including:
 - undertake clinical orthodontic photography
 - undertake scanning and impression taking
 - complete model review and space analysis
 - measure arch length - tooth size discrepancy, estimate crowding, including Bolton's discrepancy
 - list space management strategies, individualised to current condition for the patient
 - measure incisor angulations
 - prepare case notes, examination summary and orthodontic records and present in digital format
- perform cephalometric analysis on any one patient
- develop own clinical protocol for own practice on patient examination and record taking

KNOWLEDGE EVIDENCE

The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

	• patient-centered communication techniques • protocols and processes for taking patient histories and key information required • different types of orthodontic treatments • contraindications for orthodontic treatments • typical situations requiring patient referral to other specialists • examination techniques and required items that are assessed in: ○ extra-oral examinations ○ intra-oral examinations • role of radiography in orthodontic examination • cephalometric analysis techniques • types of radiographic imaging technology • photographic equipment required for dental imagery, including: ○ setup ○ cleaning/sterilization procedures ○ fault finding ○ user level maintenance • types of periodontic and orthodontic problems that may be identified through examination • smile aesthetics: ○ tooth size discrepancies ○ buccal corridors ○ smile width • methods for creating oral models: ○ intra-oral scanning, or ○ taking impressions • established dental arch and crowding analysis techniques and indexes, including:
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	○ Bolton analysis ○ Little's irregularity index
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NAT11392003 Diagnose orthodontic conditions and plan treatments

UNIT CODE	NAT11392003
UNIT TITLE	Diagnose orthodontic conditions and plan treatments
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to make a substantiated diagnosis for a presenting orthodontic complaint based on examinations and patient interactions, and then to prepare and refine treatment plans based on that analysis. It also involves the skills to communicate ethically and effectively with patients and agree on a finalised treatment plan. This unit applies to dental practitioners who perform orthodontics including both interceptive and comprehensive treatments. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Make diagnosis from examinations and patient interactions	1.1 Gather and holistically analyse information from patient examinations and interactions. 1.2 Determine and document malocclusions and other physical abnormalities and problems from analysis of information 1.3 Assess quality of life, pain perception and compliance considerations based on clinical history, initial examination and patient-provided lifestyle information

	1.4 Categorise findings that indicate need for other specialist involvement and follow protocols for referral 1.5 Explain findings to patient in language they can understand and outline risks and benefits of no treatment versus treatment options 1.6 Determine and document priorities for treatment based on patient's concerns and clinical implications of abnormalities identified
2. Develop treatment options	2.1 Follow procedures for use of digital portals to phase orthodontic tooth movements and bite corrections that reflect the diagnosis 2.2 Incorporate the movements required to correct each problem 2.3 Create accurate video simulation of proposed treatment options 2.4 Develop treatment options for tooth movements within biological limits 2.5 Incorporate a retention plan to meet patient needs and select a retention appliance for prevention of relapse 2.6 Modify existing plan according to other specialist requirements based on patient diagnosis
3. Refine treatment options for risk management	3.1 Determine favorable and unfavorable tooth movement which would result from the proposed treatment 3.2 Critically evaluate treatment options and use evidence-based protocols to identify risks of each tooth movement in the proposed treatment 3.3 Modify treatment options to reduce potential for damage to teeth 3.4 Determine and address other iatrogenic effects in refining treatment options

	3.5 Classify complexity of case and refer to other specialists based on diagnosis 3.6 Create individualised risk management protocol for risk management based on patient profile 3.7 Create and document a comprehensive draft treatment plan based on refinements made 3.8 Communicate with laboratory to achieve required modifications to digital treatment plan		
4. Finalise treatment plan	4.1 Communicate draft treatment plan to patients in language they can understand and discuss its suitability in relation to lifestyle, cost and duration 4.2 Communicate risk management protocols to patients and provide opportunities for patients to ask questions 4.3 Modify and document treatment plan to address patient concerns within clinical guidelines and established practice 4.4 Develop a retention plan to meet patient needs and select a retention appliance for preventing relapses. 4.5 Agree on treatment and retention strategy and finalise treatment plan finalised treatment plan 4.6 Obtain and document informed consent for the final treatment plan and share digital treatment plan with patient 4.7 Communicate with laboratory to achieve required modifications to final digital treatment plan		
FOUNDATION SKILLS Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.			
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments

	NAT11392003 Diagnose orthodontic conditions and plan treatments	NAT10905003 Diagnose orthodontic conditions and plan treatments	Equivalent
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Assessment Requirements for NAT11392003 Diagnose orthodontic conditions and plan treatments

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the participant has completed the following tasks as described in line with State/Territory regulations, Dental Industry codes of practice, relevant guidelines and workplace procedures: • For <u>two cases</u>, write case notes in which you: ○ comprehensively diagnose and classify orthodontic conditions ○ determine risks of no treatment versus treatment options ○ create a table of skeletal, dental, soft tissue and lifestyle factors that may affect orthodontic diagnosis and subsequent planning ○ develop a prioritised problem list ○ assess patient's unmet emotional needs ○ list all treatment options • for each of the above cases: ○ develop a treatment plan and retention plan ○ discuss and agree on finalised treatment plan with patient ○ create individualised consent forms ○ record case notes and treatment plan in digital form
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage

	contingencies in the context of the work role. This includes knowledge of: • information required to make a holistic orthodontic diagnosis: ○ types of examination results ○ patient-provided information • techniques for diagnosing physical abnormalities and problems: ○ dental occlusion: ▪ ideal occlusion ▪ concepts of functional occlusion ▪ different classification of malocclusion ○ soft tissue habits and abnormalities ○ pubertal growth status ○ smile aesthetics • subjective patient factors for consideration in diagnosis and treatment planning: ○ quality of life ○ pain perception and management ○ patient expectations • methods and approaches for communicating with patients, including how to explain medical concepts in plain English • techniques for using digital portals and software for treatment planning • the diagnosis and treatment planning process and its key stages ○ diagnosis ○ prioritisation ○ development of treatment options ○ refinement of treatment options, including individualised patient risk management
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	○ finalisation of treatment plans, including concept of informed consent in dentistry and recommendations of the Dental Board of Australia • situations that require referral to other specialists and referral protocols • principles of extraction versus non-extraction orthodontic treatments • features of head and neck structures and their relevance to assessment and treatment of orthodontic patients: ○ malocclusions, their classifications and relationship to dental disease ○ normal and abnormal jaw and teeth development and • dentition development and its application to orthodontic practice: ○ normal and abnormal development across the lifespan ○ genetic indicators for normal and abnormal development ○ environmental influences ○ behavioural influences ○ development patterns that require specialist assessment • factors that affect normal and abnormal development of the dentition: ○ genetic ○ environmental ○ behavioural • normal and abnormal dental exfoliation and eruption aetiologies for malocclusion: ○ how to calculate dental and skeletal age ○ space loss and ectopic eruptions
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	○ remedial actions ● tooth movement ○ cellular and biological theories of how teeth move ○ risks in tooth movement and risks caused by tooth movement ○ biological limits ○ links to orthodontic planning treatment, including for when tooth movement is beyond biological limits ● anchorage: ○ sources ○ needs in all three dimensions ○ how to measure ○ types of anchorage appliances ● occlusal discrepancies: ○ functional occlusion and parafunctional habits ○ types of occlusal therapy ○ role of occlusal splints and how they are fabricated ● methods to treat: ○ deep bite ○ open bite ○ Class II ○ Class III ○ crowding ● iatrogenic effects from orthodontic treatment on hard and soft tissues including: ○ decalcification ○ enamel fractures during debonding ○ gingival inflammation ○ attachment loss ○ gingival recession
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	○ black triangles ○ root resorption ○ pulp damage and loss of tooth vitality ○ dentin hypersensitivity after interproximal enamel reduction ○ lacerations and trauma to the gingiva and oral mucosa ○ enamel abrasion ○ allergic reactions from orthodontic appliances • types of orthodontic relapse ○ periodontal ligament traction ○ continued abnormal skeletal development ○ bone adaption ○ muscular forces ○ persistent aetiology ○ third molar eruption ○ insufficient and ineffective retention • types of retention options and appliances
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NAT11392004 Evaluate and use digital technologies for orthodontic treatments

UNIT CODE	NAT11392004
UNIT TITLE	Evaluate and use digital technologies for orthodontic treatments
APPLICATION	This unit describes the performance outcomes, skills and knowledge to evaluate and use digital technologies for digital orthodontic treatment planning and monitoring. It requires ability to apply knowledge of clear aligner material and biomechanics to create the most appropriate plan for the patient. This unit applies to dental practitioners who perform orthodontics including both interceptive and comprehensive treatments with customised appliances, specifically clear aligners. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Evaluate and select digital orthodontic technologies	1.1 Source information about available digital technologies for orthodontic practice 1.2 Evaluate distinguishing characteristics of digital technologies for available clear aligner systems to address different patient concerns 1.3 Determine how digital technologies can be used at different stages of the diagnosis, treatment planning and monitoring stages of orthodontic practice

	1.4 Determine an appliance for patient application based upon critical review of case notes and appliance characteristics 1.5 Compare costs and benefits of digital technologies for own dental practice 1.6 Select digital technologies that meet practice requirements
2. Use features of digital technology	2.1 Follow technology manufacturer instructions to create customised treatment simulation in all three dimensions 2.2 Phase treatment plans using correct application of technology 2.3 Instruct laboratory technician on specific tooth movements in all three dimensions and any further modifications required 2.4 Apply required attachments, precision cuts and auxiliaries according to treatment plan 2.5 Create digital treatment plans using selected software 2.6 Communicate with laboratory technicians about treatment plan requirements and ongoing modifications using online tools
3. Use 3D software tools	3.1 Use software tools correctly to accurately complete Bolton analysis 3.2 Analyse tooth movement in 3D to determine requirements 3.3 Manipulate software tools to achieve precise and ideal positioning of teeth 3.4 Develop final occlusal plan according to chosen treatment through correct use of software tools 3.5 Accurately add interproximal reduction as required using software tools

	3.6 Adhere to biological limits of tooth movement in final simulated plan		
	3.7 Modify digital orthodontic treatment plan using software tools and share with patient to confirm agreed treatment outcomes		
4. Use virtual consultation tools	4.1 Incorporate opportunities for virtual appointments using digital imagery based on presenting dental and orthodontic conditions		
	4.2 Consult with patient in relation to need and benefits for virtual orthodontic monitoring		
	4.3 Use virtual orthodontic tools for monitoring needs and treatment progress		
	4.4 Select and document a virtual consultation protocol for individual patients		
	4.5 Create practice protocols for the organisation and conduct of virtual consultations using virtual consultation tools that meet required professional standards, preferences and regulatory requirements		
FOUNDATION SKILLS			
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.			
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11392004 Evaluate and use digital technologies for orthodontic treatments	NAT10905004 Evaluate and use digital technologies for orthodontic treatments	Equivalent

Assessment Requirements for Unit NAT11392004 Evaluate and use digital technologies for orthodontic treatments

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures: • For two cases: ○ select appliance for patient application based upon patient needs ○ create customised treatment simulations in all three dimensions ○ create a digital treatment plan by uploading to relevant portals ○ using online tools, communicate with laboratory to modify digital treatment plans as required ○ demonstrate use of 3D tools to modify initial simulation ○ present modified treatment plan to patient and finalise simulation according to patient needs ○ document and schedule digital appointment protocols
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

	• available digital orthodontics technologies and associated appliances, including clear aligners and other customised appliances: ○ range ○ purpose ○ costs and benefits • use of 3D technologies, tools and techniques for treatment planning, plan modification and monitoring • benefits of 3D scanning over traditional impression taking • communication protocols between dental practices and laboratories • virtual consultations in orthodontics ○ suitability for different situations ○ advantages ○ professional standards and regulatory requirements
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NAT11392005 Perform early interceptive orthodontics

UNIT CODE	NAT11392005
UNIT TITLE	Perform early interceptive orthodontics
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to prevent and correct problems of the growth of jaws, abnormal soft tissue habits and the eruption of teeth for growing children. It requires the ability to apply knowledge and understanding of facial growth and optimal timing for orthodontic or dentofacial orthopaedic treatment in children. This unit applies to dental practitioners who perform interceptive orthodontics treatments for children to prevent future problems. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess child's growth status	1.1 Use patient-centered communication with child and carer to determine patient needs and expectations 1.2 Take a detailed medical, social and dental history according to practice protocols 1.3 Examine child to determine dental and skeletal age and site and type of growth in craniofacial structures 1.4 Classify pubertal stage and expected future facial growth 1.5 Compare findings to growth norms to identify normal and abnormal growth and delays as the basis for orthodontic treatment planning

	1.6 Take the dental and orthodontic records and x-rays as identified by clinical examination
2. Diagnose orthodontic problems in child	2.1 Perform a mixed dentition space analysis 2.2 Accurately record erupted and unerupted teeth 2.3 Assess potentially impacted teeth and maxillary canines through examination 2.4 Diagnose sleep, breathing and airway disorders using recognized tools, examination and patient-provided information 2.5 Determine ectopic eruption of permanent teeth through examination
3. Correct orthodontic problems in early mixed dentition	3.1 Record functional shift, if identified, photographically and during examination 3.2 Select ways to correct facial, dental, skeletal and habit abnormalities to meet individual client needs 3.3 Explain to parents the risks and benefits of early orthodontic treatment 3.4 Refer to specialists for snoring and breathing difficulties 3.5 Classify case complexity and ideal timing for optimum results and refer to specialists accordingly
4. Correct transverse problems	4.1 Diagnose narrow maxilla and anticipated rate of expansion 4.2 Select suitable expansion device and treatment protocols 4.3 Manage stability and risks during expansion 4.4 Determine and manage airway changes in patient
5. Use functional appliances	5.1 Take patient impressions and digital scans and bite registration for fabrication of functional appliances to meet patient needs 5.2 Trim functional appliance for eruption of selected posteriors to correct the bite

	5.3 Issue appliance with instructions for wear time and appliance care 5.4 Develop a functional appliance treatment plan using digital portal		
6. Provide early treatment with clear aligners	6.1 Develop a clear aligner treatment plan using digital portal and factoring in growth changes 6.2 Instruct technician to modify digital treatment set up for meeting treatment objectives of early treatment 6.3 Determine need for elastics and instruct patients on correct elastic wear and protocols 6.4 Inform parent and child of proposed treatment plan, timing and objectives		
FOUNDATION SKILLS Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.			
UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11392005 Perform early interceptive orthodontics	NAT10905005 Perform early interceptive orthodontics	Equivalent

Assessment Requirements for NAT11392005 Perform early interceptive orthodontics

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures: • for <u>one child/teen</u> write case notes in which you: ○ conduct a mixed dentition space analysis ○ estimate growth status using biological and radiographic growth indicators ○ classify potential of upper canine impaction using Erickson – Kurol method or similar ○ measure airway and anatomical features on a lateral cephalogram ○ conduct and score a validated sleep disorder evaluation survey • develop a clear aligner treatment plan using a digital portal • develop a functional appliance treatment plan using a digital portal
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: • maxillary growth, effects of maxillary expansion and stability

	• growth theories and principles including Scotts Cartilage growth theory, growth rotations, cervical staging, maxillary and mandibular growth • indicators of growth and growth spurt prediction: ○ biological ○ radiographic • growth changes for: ○ teeth ○ jaw ○ soft tissues • normal and abnormal growth and delays • impact of growth patterns on orthodontic treatment • impacted canines: complications of impacted canine management, complexity of treatment, evidence-based techniques and mechanics for orthodontic traction of impacted canines • airway disorders, snoring and treatment options • abnormal soft tissue habits • impact of growth patterns on orthodontic treatment • impacted canines: complications of impacted canine management, complexity of treatment, evidence-based techniques and mechanics for orthodontic traction of impacted canines • airway disorders, snoring and treatment options • soft tissue habits, thumb sucking, tongue thrust, mouth breathing, functional matrix theories • ways to correct facial, dental, skeletal and habit abnormalities in children through orthodontics • different types of functional appliances, their designs and effects on skeletal structures, dentition and soft tissue
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NAT11392006 Commence and monitor digital orthodontic treatments

UNIT CODE	NAT11392006
UNIT TITLE	Commence and monitor digital orthodontic treatments
APPLICATION	This unit describes the performance evidence, skills and knowledge to treat patients and monitor progress against expectations using clear aligners or other customised digital orthodontic appliances. It requires the ability to apply specialised knowledge of the benefits and limitations of clear aligner technologies and therapies and related biomechanics and attachment protocols. This unit applies to dental practitioners using current technology, invisible appliances and materials to treat orthodontic conditions in children and adults. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Commence clear aligner treatment	1.1 Brief and prepare patient for clear aligners to be placed according to treatment plan 1.2 Load attachment template with resin according to requirements and treatment plan 1.3 Perform indirect bonding according to requirements 1.4 Prepare enamel surface for bonding of attachment, brackets and buttons according to requirements 1.5 Bond orthodontic attachments and auxiliaries according to template

	1.6 Perform inter-proximal reduction as planned 1.7 Issue clear aligners and appliances to patients with detailed instructions on wear time, diet, hygiene, maintenance procedures and handling emergencies 1.8 Update patient records and schedule timing for a review consultation based on planned inter-proximal reduction and patient preferences
2. Consult with patient to adjust clear aligners	2.1 Review case history of patient and appliance being used 2.2 Interpret patient imagery to determine progress and adherence to treatment plan 2.3 Troubleshoot tracking and other issues based on clinical scenario 2.4 Make required adjustments to appliances based on progress towards treatment goals and provide details of expected outcomes to patient 2.5 Brief patient on amended appliance usage, cleaning, user adjustment and maintenance 2.6 Update patient records and schedule review consultation based on individual patient needs
3. Monitor and evaluate patient imagery remotely	3.1 Commence and receive patient imagery, sent via digital communication technology 3.2 Manage quality of patient imagery by providing feedback to the patient via a digital app 3.3 Determine progress and adherence to patient treatment plan 3.4 Troubleshoot any deviations from expected progress 3.5 Update patient records and schedule clinical appointment for further treatment based on individual patient needs

4. Place fixed retention	4.1	Select a fixed retainer type and the dental arch to bond according to patient needs		
	4.2	Design and modify the selected retainer to meet patient needs		
	4.3	Take patient impressions and bite registration for fabrication of new and adjusted fixed retainers		
	4.4	Use a technique to safely adapt fixed retention appliance to dentition		
	4.5	Instruct patient in oral hygiene methods to care for fixed appliance and dentition		
	4.6	Create recall appointments for fixed retention monitoring, using virtual tools		
5. Provide removable retention	5.1	Take intra-oral scan, patient impressions and bite registration for fabrication of removable retainers		
	5.2	Fit removable retainers and trim if required		
	5.3	Instruct patient on use and care for the removable retainer		
	5.4	Create recall appointments for retention monitoring, using virtual tools		
FOUNDATION SKILLS				
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.				
UNIT MAPPING INFORMATION	Code and Title Current Version		Code and Title Previous Version	Comments
	NAT11392006 Commence and monitor digital orthodontic treatments		NAT10905006 Commence and monitor digital orthodontic treatments	Equivalent

Assessment Requirements for NAT11392006 Commence and monitor digital orthodontic treatments

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures: • Perform for at least <u>one patient</u> needing clear aligner treatment and in accordance with individual patient requirements: • attachment bonding, auxiliaries and buttons • adjustment of the appliance, clinically or virtually • adjustment of removable appliances or components • instruction for correct use of the appliance and correct elastic protocol as applicable • fitting or adjusting a retention appliance • providing correct instructions for retainer use and care
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: • different types of clear aligners, their properties and interaction with other orthodontic and dental appliances • the advantages/disadvantages, timing, components and design of different clear aligners

	• using clear aligners to treat young people including basic concepts of facial growth, aesthetic demands, treatment for Class II and Class III malocclusions using growth, social concepts and self esteem • types of attachments, position and placement of attachments, clear aligner attachment protocols, auxiliaries with attachments • different ways to bond orthodontic attachments and adhesives used • retainer types and ways to fabricate and place fixed bonded retainers • risks and benefits of fixed versus removable retainers • clear aligner instrumentation and set up required • use of Dental Monitoring and other similar technologies to monitor treatment progress virtually at any treatment and post treatment stage • monitoring and troubleshooting treatment progress virtually • digital communication technology for transmission of imaging: ○ smart phone app ○ 3D scanning
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NAT11392007 Use a multidisciplinary approach in orthodontic practice

UNIT CODE	NAT11392007
UNIT TITLE	Use a multidisciplinary approach in orthodontic practice
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to identify the need for a multidisciplinary approach to patient treatment, make referrals, and communicate effectively with other dental and medical specialists to facilitate holistic patient care. Treatments from other dental and medical professionals may include oral surgery, restorative dentistry and treatments to manage facial disharmony. The unit also involves undertaking teeth movement to facilitate other dental treatments. This unit applies to dental practitioners who perform orthodontics including both interceptive and comprehensive treatments. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish the need for a multidisciplinary approach	1.1 Assess patient conditions that require, and are suitable for, treatment by other dental and medical professionals based on patient history and examination 1.2 Provide patients with general advice about treatments offered by other dental and medical professionals and their benefits and limitations.

	1.3 Create patient referral documentation that includes accurate information about patient profile and reason for referral.
2. Communicate with other dental and medical professionals	2.1 Establish contact with dental and medical professionals and develop shared understanding of patient needs based on client case history and joint expertise 2.2 Prepare referral letter for seeking expert opinion on other treatments as an adjunct to proposed orthodontic treatment 2.3 Determine and agree on areas of orthodontic, dental, and surgical phasing to create multidisciplinary treatment plan 2.4 Agree on nature and regularity of communication required 2.5 Seek and share information about patient treatments and progress according to agreed approaches 2.6 Brief patient on agreed details of multidisciplinary treatment plan and its objectives using language they can understand
3. Plan and facilitate treatments by other dental and medical professionals	3.1 Phase orthodontic treatment planning to facilitate other dental and surgical treatment at stages and timing in accordance with other treatments and patient preferences 3.2 Determine and accurately measure space required for dental restoration and surgical procedures in digital treatment planning software 3.3 Undertake minor teeth movement gain space for veneers, implants and other treatments 3.4 Adjust treatment plan in accordance with multidisciplinary treatment approaches

	3.5 Complete treatments to achieve minor teeth movement according to clinical protocols to facilitate interventions from other dental and medical professionals
4. Plan re-shaping and restorative buildup for ideal smile aesthetics	4.1 Assess need for teeth whitening according to patient requirements 4.2 Define ideal tooth proportion and width for anterior teeth 4.3 Determine and document the form and measurements required for re-shaping according to patient aesthetic requirements 4.4 Measure height and width of required restorative buildup required 4.5 Use the calculated height and width of restorative buildup and modify orthodontic plan according to measurements 4.6 Complete and document plan to achieve ideal smile aesthetics
5. Assess need for orthognathic surgery	5.1 Investigate and select available surgical options to treat a dentofacial deformity 5.2 Classify stability of possible surgical options for a patient in the long-term
6. Identify orthodontic-periodontic issues for referral	6.1 Identify orthodontic-periodontic concerns in an orthodontic patient 6.2 List the risks and benefits of a proposed orthodontic treatment to a patient with a periodontally compromised dentition 6.3 Provide a referral for an orthodontic patient requiring advanced periodontal therapy or periodontal surgery to a periodontist

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT11392007 Use a multidisciplinary approach in orthodontic practice	NAT10905007 Use a multidisciplinary approach in orthodontic practice	Equivalent

Assessment Requirements for NAT11392007 Use a multidisciplinary approach in orthodontic practice

PERFORMANCE EVIDENCE	The participant must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has completed the following tasks as described in line with State/Territory regulations, dental industry codes of practice, relevant guidelines and workplace procedures: • Develop treatment plans for <u>one patient</u> with other relevant specialists to address the following condition: • restoration of teeth for aesthetics and function • Develop treatment plans for <u>one patient</u> with other relevant specialists to address the following condition: • management of gingival and periodontal problems • Prepare a referral letter with case notes for other dental or medical professional for one of the above case.
KNOWLEDGE EVIDENCE	The participant must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of: • limitations of own skills and knowledge and when referral to other dental or medical specialists is required • types of other dental and medical specialists to whom patients may be referred and their scope of practice: ○ endodontist

	○ maxillofacial surgeon ○ oral surgeon ○ plastic surgeon ○ periodontist ○ prosthodontist ○ ear, nose throat specialist • management of impacted and infra-occluded teeth and high frenal attachments • multidisciplinary treatment planning and phasing for orthodontic-restorative problems • multidisciplinary treatment planning and phasing for orthodontic-periodontic problems • management options for the dentition with previous extracted teeth and minor hypodontia • staged correction for facial disharmony • surgical modalities to correct dentofacial deformities • costs and timing of treatment options • surgical options for treatment of a dentofacial deformity • risks, benefits and stability of orthognathic surgery
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RTO STANDARDS

THE DIGITAL ORTHODONTIC COLLEGE

RTO ID: 45506



The RTO Standards

You are about to become a participant in a learning process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be an RTO we need to meet the requirements of the current RTO Standards. The current standards are the Standards for Registered Training Organisations (RTOs) 2025. Adherence to these and other requirements is done by the Australian Skills Quality Authority (ASQA). A newly registered RTO will be audited within the first 12 months of operation to ensure compliance to the Standards for RTOs and will be re-audited during its registration period. These Standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

Participant and The Digital Orthodontic College Rights and Responsibilities

All students must uphold professional behaviour, academic integrity, respectful communication, and lawful use of resources. Key responsibilities include:

- Maintain respectful, inclusive conduct; no harassment or discrimination; safeguard privacy and property.
- Engage actively in learning; submit assessments by due dates; communicate in English for academic interactions.
- Update your contact details **within 7 days** of any change; respond promptly to official communications.
- Understand trainer advice and referral limits for complex clinical cases; you retain full medico-legal responsibility for patients treated in your own practice.

Full Code of Conduct: <https://digitalorthodonticcollege.com/policies/>.

Vocational Outcomes

Our training improves knowledge and skills; **no employment, income, or clinical outcome is guaranteed.** Participants must practice within their registration, scope, and supervision requirements. The Digital Orthodontic College does not guarantee or offer any advice on what roles or positions may become available to a participant through completion of this training.

Legislative Requirements

We are subject to a variety of legislation related to training and assessment as well as general business practice. This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for. This legislation is continually being updated and the CEO is responsible for ensuring that all staff are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au> and <http://www.legislation.nsw.gov.au>.

Workplace Health and Safety Policy

We provide a safe, inclusive learning environment and expect the same from all students. This includes following reasonable safety directions, reporting hazards, and maintaining professional conduct free of bullying, harassment, or discrimination. The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describes The Digital Orthodontic College's duty of care to provide a safe and healthy working environment for all employees and participants, and the employee and participants have a duty of care to take reasonable care for the health and safety of others within the work place. This includes the provision of:

- ▶ a workplace that is safe to work in, with appropriate procedures that are aligned with current standards
- ▶ adequate staff training including topics such as safe work procedures,
- ▶ properly maintained facilities and equipment,
- ▶ a clean and suitably designed work place with the safe storage of goods such as chemicals.

The following procedures and Standards must be observed to achieve a safe working and learning environment:

- ▶ Maintain a safe, clean and efficient, working environment,
- ▶ Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- ▶ Store and dispose of waste according to health regulations,
- ▶ Check all equipment for maintenance requirements,
- ▶ Refer equipment for repair as required,
- ▶ Store equipment safely,
- ▶ Identify fire hazards and take precautions to prevent fire,
- ▶ Safe lifting and carrying techniques maintained,
- ▶ Ensure Participant safety at all times,
- ▶ Ensure procedures for operator safety are followed at all times,
- ▶ All unsafe situations recognised and reported,
- ▶ Display first aid and safety procedures for all staff and participants to see,
- ▶ Report any identified Workplace Health and Safety hazard to the appropriate staff member as required.

Harassment and Discrimination Policy

We are required under Australian law to ensure that we provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and participants feel valued, respected and are treated fairly.

We will ensure that all of our staff understand their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and by example, and we will ensure all of our staff are aware of the processes and procedures for addressing any form of harassment or discrimination.

Staff and participants should be aware of the following definitions:

Bullying - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

Confidentiality - refers to information kept in trust and divulged only to those who need to know.

Discrimination - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.

Harassment - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

Personnel - refers to all employees and participants of The Digital Orthodontic College.

Specific principles

- ▶ All staff and participants have a right to work in an environment free of any form of harassment and discrimination,
- ▶ All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- ▶ When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- ▶ In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- ▶ Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- ▶ Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- ▶ Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- ▶ Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- ▶ Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.

Privacy

The Digital Orthodontic College takes the privacy of our participants very seriously and we will comply with all legislative requirements. We comply with the **Privacy Act 1988** and **Australian Privacy Principles (APPs)**, including collection, use/disclosure, security, cross-

border disclosure, and rights of access/correction. Personal information is used only for its purpose unless you consent or law permits otherwise.

In some cases as required by law and as required by the Standards for RTOs we will need to make your information available to others. In all other cases we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that The Digital Orthodontic College entities manage personal information in an open and transparent way.

Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves, or of using a pseudonym, when dealing with The Digital Orthodontic College in relation to a particular matter.

Principle 3 – Collection of solicited Personal Information. The Digital Orthodontic College must not collect personal information unless the information is reasonably necessary for The Digital Orthodontic College business purposes.

Principle 4 – Dealing with unsolicited personal information. If The Digital Orthodontic College receives personal information, The Digital Orthodontic College must, within a reasonable period after receiving this information, determine whether the College would have collected the information under Australian Privacy Principle 3, and if not we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is deidentified.

Principle 5 – Notification of the collection of personal information. Requires The Digital Orthodontic College to notify our clients, staff and participants of any additional information that we collect about them, and further advise them of how we will deal with and manage this information.

Principle 6 – Use or disclosure of personal information. The information that The Digital Orthodontic College holds on an individual that was collected for a particular purpose, The

Digital Orthodontic College must not use or disclose the information for another purpose unless the individual has consented.

Principle 7 – Direct marketing. As The Digital Orthodontic College holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

Principle 8 – Cross Border disclosure of personal information. Where The Digital Orthodontic College discloses personal information about an individual to an overseas recipient, The Digital Orthodontic College must take such steps as are reasonable in the circumstances to ensure that the overseas recipient does not breach the Australian Privacy Principles.

Principle 9 – Adoption, use or disclosure of government related identifiers. The Digital Orthodontic College must not adopt a government related identifier of an individual as its own identifier of the individual except when using identification codes issued by either the State based regulators, or the department of Innovation with regard to the Unique Student Identifier.

Principle 10 – Quality of personal information. The Digital Orthodontic College must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that The Digital Orthodontic College collects is accurate, up to date and complete.

Principle 11 – Security of personal information. If an The Digital Orthodontic College entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.

Principle 12 – Access to personal information. As The Digital Orthodontic College holds personal information about an individual, The Digital Orthodontic College must, on request by the individual, give the individual access to the information.

Principle 13 – Correction of personal information. As The Digital Orthodontic College holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant or misleading; or the individual requests the entity to correct the information; The Digital Orthodontic College must take such steps as are reasonable in the circumstances to correct that information.

Full policy overview is available here <https://digitalorthodonticcollege.com/policies/>

Fees and Refund Policy

Training fees and refund policy is on the website:

<https://digitalorthodonticcollege.com/policies/>

For employer-funded enrolments, please review our commercial training services agreement in addition to the fee and refund policy [here](#). Where an employer or business funds a learner's enrolment, the **Commercial Training Services Agreement** applies (terms include service scope, substitutions, termination and **no SRT0 2025 prepaid fee protection for employer-funded fees**). Any disputes will follow the Agreement and our Complaints & Appeals process. For more details, please consult the Agreement and website as per links above.

Participant Documentation Policy

We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our participant's privacy. Individual participant records will be stored in an encrypted secure server. Our electronic records are stored in our computer system which is protected by password and backed up to the cloud. The CEO is responsible for conducting a backup of our computer systems to a Cloud based backup system. Our software and hardcopy systems will retain participant results for a period of not less than 30 years. Issued qualifications will be generated in MS Word and stored in our system as PDF versions stored by the name of the participant and cross referenced against identifying metrics such as date of birth or USI should these need to be reproduced. In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations. All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven

years. We are required to submit statistical data on our participants to the AVETMISS standard, we will use a compliant software to upload our results for AVETMISS reporting. We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Participant training records will be limited to those required by the Standards for RTOs such as:

- ▶ trainers and assessors, to access and update the records of the participants whom they are working with,

- ▶ management staff as required to ensure the smooth and efficient operation of the business,

- ▶ officers from the Department of Education and Training, ASQA or their representatives for activities required under the Standards for Registered Training Organisations,

Or those required by law such as:

- ▶ people as are permitted by law to access these records (e.g., subpoena / search warrants / social service benefits / evidence act).

Or

- ▶ participants authorising releases of specific information to third parties in writing,

- ▶ the participants themselves, after making application in writing. For example, participants seeking a replacement copy of their Certificate.

We are required to ensure that we issue our statements of attainment to a participant within thirty days (30 days) where the participant has:

- ▶ Completed the course

- ▶ Been found competent in that unit(s) of competency

- ▶ And met their financial obligations to us

Recognition of other Qualifications (Credit Transfer)

The Digital Orthodontic College will accept and provide credit to learners for units of competency. We accept **AQF certification** from RTOs or **authenticated VET transcripts** (e.g., Registrar) toward equivalent units.

Participants can make such an application at any time during the training programme. Such an application may reduce the amount of training needed to be undertaken, the duration of the course or both, as each case is individual, such applications should be discussed with the trainer or The Digital Orthodontic College's CEO.

Where an application is to proceed, the Participant will need to provide: Either:

-  An AQF certification documentation issued by any other RTO or AQF authorised issuing organisation, or
-  Authenticated VET transcripts issued by the Registrar, such as ASQA.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency of a RPL applicant by reviewing the acquired knowledge and skill of the applicant. This acquired skill and knowledge may have been acquired through formal, non-formal and informal learning to such an extent that the individual has attained skills and knowledge to meet the requirements specified in the training package or a VET-accredited courses.

To assist in the process of Recognition of Prior Learning, the following definitions apply:

- a. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- b. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of

attainment (for example, in house professional development programs conducted by a business), and

c. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Participants who feel that they have already attained the required skills and knowledge covered in our courses are able to make an application for Recognition of Prior Learning.

Participants seeking RPL will be able to undertake the course assessments without the training component as a “Challenge Assessment”, i.e. an assessment without the prior revision or training.

Participants can apply for RPL at any time. Competence may be assessed through evidence of **formal, non-formal, and informal** learning via a **challenge assessment** pathway. Fees are per our **Fees & Refund Policy**. If RPL is not granted, you may re-enter training.

Enquires on the RPL process can be made to the Trainer and/or to The Digital Orthodontic College’s CEO.

Full policy & forms: <https://digitalorthodonticcollege.com/policies/>

Access and Equity

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis. All participants have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer’s responsibilities.

All participants who meet our entry requirements will be accepted into any of our training programs.

Any issues or questions regarding access and equity can be directed to The Digital Orthodontic College's CEO.

Participant Selection

There are pre-requisites to enrolling in our training programs.

Specific details of these pre-requisites are contained on the course page (website) as well as in the information sent to participants prior to enrolment. If you have any questions, please do not hesitate to discuss the course with your trainer or the CEO.

Enrolment

To enrol in our course please complete the online form here

<https://digitalorthodonticcollege.com/enrolment-form/> . The online enrolment form will require you to provide personal details, evidence of the required pre-requisite documentation and details on the Unique Student Identifier (USI).

Progress, extension & maximum course duration

Course duration: Standard completion target is between **12-18 months**.

Extensions/deferrals: Considered on compassionate or compelling grounds (e.g., illness, parental leave), aligned to assessment integrity and currency. Fees (if any) are charged as per the **Fees & Refund Policy**.

Inactive enrolments: We may cancel enrolment after prolonged non-engagement, following reasonable contact attempts and offering support options.

Unique Student Identifier

Participants, residing in Australia, wishing to graduate from a Vocational Education and Training course (a VET Course) are required to obtain a Unique Student Identifier (USI).

An RTO cannot issue a qualification to a participant unless that participant provides the RTO with their USI. The USI will allow the Government to permanently record the awarding of this qualification to the individual. Unless exemptions apply, all training successfully delivered will be recorded by the Government.

To obtain your USI, you will need to:

1. Obtain it yourself from www.usi.gov.au by providing information about yourself similar in content to that on your driver's licence, or
2. Authorise a third party such as this RTO to obtain it on your behalf. To enable us to generate your USI, you will need to:

i. Accurately complete the enrolment form, ensuring that the details you provide match your ID.

ii. Provide us with one of the following forms of unique identification:

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international participants
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

3. Nominate the preferred method of contact so that your USI activation notice can be sent to you, options include, email, phone or mailing address.

Once your USI has been generated, you should:

-  write down your USI somewhere safe or enter it into your phone for safe keeping.
-  activate your USI account at some stage in the near future.
-  if you do not activate your account, your USI still works.

 when you do activate your account, you will be required to add some security questions and choose a password.

PLEASE NOTE: The USI System checks for duplicate entries and will report any suspected duplicates. Any USI provided to use by a participant will need to be verified as being accurate. To achieve this, our staff will visit the USI website www.usi.gov.au. If the USI is; not provided, identified as not being correct, or “rejected” we are not permitted to issue a Statement of Attainment or a Certificate.

Please also be aware that any copies of participant personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

Language, Literacy and Numeracy (LLN) Assistance

Our course standard material contains written documentation and limited numerical calculations. We recognise that not all people are able to read, write and perform calculations to the same standards. We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or numeracy (LLN). Should the enrolment application indicate that the participant may not have the requisite LLN skills, the participant will be invited to attend the College to complete a LLN indicator task prior to entry to the course.

Participants who do not perform well in the LLN Task will be:

 Offered a section of the text book to review and to advise on its content, if the participant cannot understand the contents of the text book they will be treated as having not yet met the requirements of the LLN task and will be not allowed to undertake the course.

 Referred to a TAFE or other English Language service convenient to their home

 If applicable, referred to their employer

Only participants who have adequate LLN skills to complete the course will be accepted into our course. We do not accept payment from a participant until they have demonstrated that they have a standard appropriate for entry into our course. In the event that a participant's needs exceed our skill we will refer the participant to complete a TAFE LLN course prior to commencing the training.

Participant Support, Welfare and Guidance

We acknowledge Aboriginal and Torres Strait Islander peoples as Traditional Custodians of Country and commit to culturally safe, respectful, and responsive education.

We will:

- Offer culturally appropriate support/referral pathways; where possible, connect students with a First Nations liaison or identified contact.
- Respect cultural obligations, including flexibility for community and cultural responsibilities.
- Address concerns through our **Complaints & Appeals** process with procedural fairness and without reprisal.
- Assist all participants in their efforts to complete our training programmes.

In the event that you are experiencing any difficulties with your studies we would recommend that you see your trainer or another member of The Digital Orthodontic College's staff. We will make every effort to support you in your studies; this could be through additional coaching or mentoring or through any other identified way.

Should you be experiencing any personal difficulties you should make contact directly with The Digital Orthodontic College CEO who will assist you as best as they can and if your needs exceed our support capacity we will refer you onto an appropriate external agency.

Need help? Contact Student Support via info@digitalorthodonticcollege.com.

Full policies: digitalorthodonticcollege.com/policies/

Immediate help?

Interpreting Services (TIS National): 131 450 (24/7)

Lifeline (Crisis Support): 13 11 14 (24/7) | Text 0477 13 11 14 | If life is in danger call 000

Australian Council for Adult Literacy (LLN): info@acal.edu.au | acal.edu.au

Complaints & Appeals

The Digital Orthodontic College treats complaints and appeals from staff, partner organisations, participants, and other parties very seriously and we will deal with these in an effective and timely manner. Participants and other entities can raise feedback or complaints informally or formally—without disadvantage.

Procedures & Timeframes:

- Acknowledgement **within 5 business days**; investigation/outcome **within 15 business days** (or earlier where practicable).
- If you disagree with a decision (e.g., assessment), lodge an **appeal within 10 business days** of the outcome.

External options: NSW Fair Trading (consumer), National Training Complaints Service / ASQA (VET delivery), OAIC (privacy), Ombudsman/independent mediator where applicable.

First Nations support: culturally appropriate assistance and referrals available.

For more information on the complaints and appeal policy and to lodge a grievance visit <https://digitalorthodonticcollege.com/policies/>

Flexible Delivery and Reasonable Adjustment Procedures

The Digital Orthodontic College recognises that not all participants learn in the same manner, and that with an amount of “reasonable adjustment” participants who may not learn best with traditional learning and assessment methods will still achieve good results.

The Digital Orthodontic College will make any necessary adjustment to meet the needs of a variety of participants, the inability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the participant can verbally demonstrate competency. These adjustments may include having someone read assessment materials to participants or they may include having someone record the participant’s spoken responses to assessment questions.

The Digital Orthodontic College undertakes to assist participants achieve the required competency standards where it is within our ability. Where we cannot assist a participant, we will refer them, where possible, to an agency that can assist.

The college currently **delivers directly** and **does not** engage third-party training/assessment partners. If this changes, we will notify learners in advance and publish details on our website.

Principles of Assessment

All assessments conducted by us will:

-  Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications, we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the required **TAE assessor competencies** (or their current equivalent).
-  All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as

competent against the National Endorsed units of competency in the applicable training package.

Rules of Evidence

Evidence collected during assessment must comply with the Rules of Evidence to ensure accuracy and fairness:

Validity – The evidence directly relates to the competency being assessed.

Sufficiency – Enough evidence is collected to support a judgement of competence.

Authenticity – The evidence is the learner's own work.

Currency – The evidence demonstrates current skills and knowledge (relevant to industry standards).

All of our Assessments will be:

 **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,

 **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the learner and from context to context,

 **Fair** - Assessment procedures will be fair, so as not disadvantage any learners.

Assessment procedures will:

- be equitable, culturally and linguistically appropriate,
- involve procedures in which criteria for judging performance are made clear to all participants,
- employ a participatory approach,
- provide for participants to undertake assessments at appropriate times and where required in appropriate locations.

 **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

 careful design of the assessments,

- ▶ validation and moderation of the assessment materials conducted in our annual review,
- ▶ an understanding of the definition and practical application of the above definitions.

Students must:

- ▶ Submit only their own original work and appropriately reference all sources.
- ▶ Avoid plagiarism, collusion, contract cheating, or any other form of academic dishonesty.
- ▶ Use Artificial Intelligence (AI) tools (e.g., generative text, image, or clinical simulation platforms) only where explicitly permitted by their trainer/assessor, and acknowledge such use transparently. Submissions generated wholly or substantially by AI without disclosure may be deemed a breach of integrity.
- ▶ Respect the intellectual property of others, including course materials, clinical case examples, and assessment tasks.
- ▶ Materials provided by The Digital Orthodontic College remain the property of the RTO and cannot be copied, shared, or distributed without permission.

Breaches of academic integrity or misuse of intellectual property will be addressed under the College's **Code of Conduct** and **Complaints and Appeals Policy**, which may include assessment penalties, re-submission requirements, or cancellation of enrolment.

Discipline

The Digital Orthodontic College attempts to provide training and assessment services in a spirit of cooperation and mutual respect. If a trainer or staff member is unhappy or dissatisfied with the behaviour or performance of a participant the trainer has the authority to:

- ▶ warn the participant that their behaviour is unsuitable, or
- ▶ **suspend or cancel** the enrolment under our disciplinary procedure (with written notice and access to the Complaints & Appeals process).

The Digital Orthodontic College, has a zero-tolerance policy towards illegal drugs. Any person found to be under the influence of illegal drugs will be asked to suspend their participation in the course until such time as they are unaffected.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management and participants. Any breach of our disciplinary Standards will be discussed with the trainer and The Digital Orthodontic College CEO and the appropriate action will be taken. If a participant wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.