

# Fair Registration Practices Report

## Dental Technologists (2018)

The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

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## 1. Qualitative Information

### a) Requirements for registration, including acceptable alternatives

#### i. Describe any improvements / changes implemented in the last year.

No changes this year

#### ii. Describe the impact of the improvements / changes on applicants.

No changes this year

#### iii. Describe the impact of the improvements / changes on your organization.

No changes this year

### b) Assessment of qualifications

#### i. Describe any improvements / changes implemented in the last year.

During 2018, the College conducted a review of the ICAS Assessment of the Program of Dental Technology package for the purposes of facilitating a bilingual option for applicants. A French ICAS Assessment of the Program of Dental Technology package is now available to be provided to French speaking applicants.

#### ii. Describe the impact of the improvements / changes on applicants.

French speaking applicants who request access to the French version of the ICAS Assessment of the Program of Dental Technology package (Demande d'évaluation d'un programme de technologie dentaire) will be able to do so and ensure that their application will proceed without unnecessary delay.

#### iii. Describe the impact of the improvements / changes on your organization.

The College's ability to offer a bilingual ICAS Assessment of the Program of Dental Technology (Demande

d'évaluation d'un programme de technologie dentaire) package improves the Colleges communications with French speaking applicant and improves the College's and dental technology professions employment market viability.

### **c) Provision of timely decisions, responses, and reasons**

#### **i. Describe any improvements / changes implemented in the last year.**

No changes this year

#### **ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

#### **iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

### **d) Fees**

#### **i. Describe any improvements / changes implemented in the last year.**

On June 8, 2018, the College's Council approved the 2018-2019 Operating Budget and circulated to the Membership for information, the fee increase of 2.3% only for Consumer Price Index (CPI) taking effect September 1, 2018.

#### **Expenditures**

Each year the College engages in a zero-based budgeting process to capture the known and anticipated expenditures for the upcoming year. The types and level of expenditures are based on economic trends (inflation/CPI and interest rates), legislative directives (Bill 87), growth in registration, reductions from efficiencies (reduction in occupancy footprint, eliminating external storage) and Council's priorities (QA Program Review).

We isolate the expenditures that will be incurred for special one-time and non-recurring projects and identify a source of funding, other than the annual renewal fee - which are used to deliver programs and to provide Member and public support. In 2018, \$66,000 of the College's "internally restricted for strategic initiatives" reserve was spent on developing, implementing, and streamlining registration and examination online applications, renewals and expanding data collection. Fee stabilization was also achieved by securing government funding to employ post-secondary students who completed projects such as website content translation, while gaining employability skills.

The projected total College expenditures for 2018-2019 have increased by approximately \$21,255 or 2.1% over the 2017-2018 approved budget.

#### **Revenues**

Every expense needs a revenue. Annually, the College predicts registration growth by applying statistical data to the upcoming graduating class. Registration trends show that there are not enough newly minted RDTs to replace the RDTs who are retiring. Overall projected revenues decline by 0.2% due to flat to negative growth in membership size combined with a decline in interest rates.

## **Fees for 2018-2019**

The College derived the fee increase of approximately 2.3% from the increase in expenditures of 2.1% and decrease in revenues of 0.2%. The fee increase is necessary to cover the initial 2018-2019 operating budget deficit of \$23,000, to ensure financial sustainability and to allocate resources to support the College's mandate and the Council's strategic priorities of providing transparency and accountability.

### **ii. Describe the impact of the improvements / changes on applicants.**

Applicants for examinations and registration receive value for their fee payments because of CDTO's improved budgeting process and justifiable annual fee increases that mitigate the need to substantially increase fees year over year.

### **iii. Describe the impact of the improvements / changes on your organization.**

Improvements to CDTO's budgeting process has positively impacted the setting of fees for examinations and registration, creating a cycle of continuing improvements. The 2018-2019 fee increase was set at 2.3% or CPI.

## **e) Timelines**

### **i. Describe any improvements / changes implemented in the last year.**

On March 23, 2018, the Registration Committee approved the Time Limitation for Validity of Examination Results Procedure (E06-P01) which sets out the steps to be followed to achieve the guiding principle of the new Policy approved by Council. The procedures were implemented to provide a clear, consistent and structured approach and ensure that all applicants are adequately informed of the 15-month validity of successful examination results.

### **ii. Describe the impact of the improvements / changes on applicants.**

Applicants are made aware of the time limit to apply for registration after successful completion of the examinations required for registration. Additionally, applicants see the College's methods of communicating the policy information and that referrals of applications received after the 15-month time limitation will be referred to the Registration Committee for decision.

### **iii. Describe the impact of the improvements / changes on your organization.**

Time Limitation for Validity of Examination Results Procedure (E06-P01) provides the College with a clear documented approach to consistently apply in a transparent manner the established policy. The procedure further formalizes the College's position on the timeframe for the validity of examination results and ensures application for registration continue to meet the entry-to-practice requirements at the time of applying for registration. Both the policy and procedure reinforces the College's timeline for examination results to be valid and its commitment to transparency, fairness and best practices.

## **f) Policies, procedures and/or processes, including by-laws**

### **i. Describe any improvements / changes implemented in the last year.**

#### **Time Limit Procedures (E06-P01)**

Refer to improvements/ changes implemented described in "e) Timelines" above.

### **Testing Accommodation Procedure (E03-P01) & Forms**

On March 23, 2018, the Registration Committee approved the Testing Accommodation Procedure (E03-P01) to reflect the changes made to the Policy approved by Council in December 2017. The key change to the policy was the removal of the requirement to provide a medical diagnosis in order to qualify for testing accommodation.

The procedure provides a clear, consistent and structured guidance to candidates with a documented disability to request testing accommodation. To further support accommodation requests the forms were updated to reflect the changes to the policy and procedure.

Revised Accommodation Request Forms:

- Request for Testing Accommodation Form (Form A),
- Testing Accommodation Request – Health Care Professional Form (Form B) and
- Documentation of Examination Accommodation Form (Form C).

### **ii. Describe the impact of the improvements / changes on applicants.**

#### **Time Limit Procedures (E06-P01)**

Refer to improvements/ changes implemented described in “**e) Timelines**” above.

#### **Testing Accommodation Procedure (E03-P01) & Forms**

Applicants are not obligated to release sensitive medical information to the College in order to receive testing accommodation during the entry-to-practice examinations required for registration.

The applicant may present to their health care profession the Testing Accommodation Request (Form B) for completion. The form outlines the information required for the College to consider an applicant’s request and specifically states that candidates are not required to disclose a specific diagnosis to qualify to receive accommodation. Examples of information required for the College to consider requests for testing accommodation:

- a description of the candidate’s functional limitations due to the diagnosed disability,
- specific recommendations for testing accommodations, and
- an explanation as to why the candidate needs the requested testing accommodations.

### **iii. Describe the impact of the improvements / changes on your organization.**

#### **Time Limit Procedures (E06-P01)**

Refer to improvements/ changes implemented described in “**e) Timelines**” above.

#### **Testing Accommodation Procedure (E03-P01) & Forms**

The College revisions to the policy in 2017 brought the policy up-to-date with current day accommodation principles which respect the applicant’s right to privacy and to determine whether to provide a specific diagnosis to their future regulator when requesting testing accommodation. The procedure provides the College with a clear documented approach which requests/collects only the information required to make a determination of accommodation requests in a transparent and fair manner. The procedure further formalizes the information

requirements in conjunction with the accommodation request forms.

## **g) Resources for applicants**

### **i. Describe any improvements / changes implemented in the last year.**

2018 Registration Examination Handbook:

Enhancements for 2018 included the following:

- New Policy -Time Limitation for Validity of Examination Results Policy (E06)
- Revised Policy -Testing Accommodation for Examination Candidates Policy (E03)
- Updated Jurisprudence & Ethics Examination information
- Revisions to the handbook for improved clarity

Communications with Potential Applicants:

Overhaul of the initial contact emails directed to examination applicants and applicants for registration to provide consistent messaging. As well, Staff will provide responses to specific questions asked by the potential applicant. The implementation of a letter for potential applicants who have secured employment in the dental technology professional prior to their arrival in Canada and have been requested by Immigration, Refugees and Citizenship Canada for proof job requirements are met when an applicants' occupation is regulated.

### **ii. Describe the impact of the improvements / changes on applicants.**

2018 Registration Examination Handbook:

Applicants have a reference of current examination information which supports to their improved examination performance. The Handbook informs applicants of existing policies and provides current Jurisprudence & Ethics examination content areas.

Communications with Potential Applicants:

Receiving accurate and consistent information regarding registration and examination requirements and processes supports for expedited registration of both international and domestic applicants.

### **iii. Describe the impact of the improvements / changes on your organization.**

2018 Registration Examination Handbook:

Revisions to the 2018 Registration Examination Handbook supports the College's fair testing objectives and provides applicants with current examination information to support their entry into the Dental Technology profession.

Communications with Potential Applicants:

Ensures that the College provides consistent, accurate and clear information to potential applicants making them aware of the requirements, processes and timelines in a fair and transparent fashion.

## **h) Review or appeal processes**

### **i. Describe any improvements / changes implemented in the last year.**

No changes this year

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**i) Access to applicant records**

**i. Describe any improvements / changes implemented in the last year.**

No changes this year

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**j) Training and resources for registration staff, Council, and committee members**

**i. Describe any improvements / changes implemented in the last year.**

Professional development of Council and Staff is important to the College and during 2018 this included participation in a number of professional development and training opportunities, as follows:

- 2018 Annual Education Conference (CLEAR) held in Philadelphia, Pennsylvania
- 2018 Inspiring Public Confidence Conference (Ontario College of Teachers)
- 2018 Annual Conference (CNAR) held in Banff, Alberta
- Speaking from Experience - Being Heard in a Noisy World
- Issues of Parallel Criminal Proceedings & Registration or Complaint Matters
- Culture Shift: Communicating a Singular Duty in a Dual Mandate Organization
- Council Training:
  - Council Orientation & Governance Session, Judy Rigby, CDTO Registrar and Michael Karrandjas, CDTO President (April)
  - The Budget Process - Judy Rigby, CDTO Registrar (June)
- Committee Training & Resources:
  - Registration Committee Training - Orientation, Registration Referral Decision Training
  - Toolkits for each College Committee (includes current legislation, policies and reference information)
  - OFC Online Learning Modules

In addition, Registration Staff participated in the several professional development and training

Opportunities held:

- Steinecke, Maciura, and LeBlanc online webinar training series
- CLEAR's Introduction to Regulatory Governance Five Part Webinar Series: Foundations of Occupational and Professional Regulation (included Foundations of Occupational and Professional Regulation, The Roles and Responsibilities of a Board Member, The Administrative Rulemaking, The Professional Discipline and The Assessing Competence)
- ORAC's Managing Cultural Differences training
- Staff also attend ORAC meetings which provide information on best practices, current regulatory issues and the opportunity to share knowledge with other regulators.

**ii. Describe the impact of the improvements / changes on applicants.**

Applicants benefit from Council and staff's greater understanding of best registration practices which leads to better decision making that is fair and transparent and ensures that applicants' rights are protected including accessibility to the profession.

**iii. Describe the impact of the improvements / changes on your organization.**

The professional development and training of Council and staff increases the understanding of registration, regulatory issues and best practices which provides a stronger foundation for Committee decisions resulting in improved communications with applicants.

**k) Mutual recognition agreements**

**i. Describe any improvements / changes implemented in the last year.**

No changes this year

**ii. Describe the impact of the improvements / changes on applicants.**

No changes this year

**iii. Describe the impact of the improvements / changes on your organization.**

No changes this year

**l) Other (include as many items as applicable)**

**i. Describe any improvements / changes implemented in the last year.**

**Strategic Plan 2018-2022: Year 1 - All About Protecting the Public**

The College's Council developed a comprehensive, 5-year Strategic Plan in 2017 that directs us to continue fulfilling our role in protecting the public interest as we think ahead. CDTO's Strategic Plan serves as a road map to guide us to where we are going and how we will get there. It also provides opportunities for members of the public, RDTs, licensed health care professionals and other stakeholders alike to provide input, contribute to our priorities, and share in our successes.

Recognizing that strategic planning is a dynamic process, Council committed to annually evaluate the progress made towards the priorities and reassess the Strategic Plan against the current environment. In June 2018, Council reviewed the risks and opportunities that lay ahead and recommended minor amendments to the mission, vision and six strategic priorities.

*Mission: To protect the public interest by providing leadership and by setting and enforcing the ethical and professional standards of its members, the Registered Dental Technologists of Ontario.*

*Vision: The CDTO continues to be known as a regulatory leader and RDTs are viewed as integral members of the oral health care team, inspiring public trust and confidence.*

## **STRATEGIC PLAN PROGRESS AND ACHIEVEMENTS 2018:**

Improve transparency and communications:

- the launch of our new, informative, and user-friendly website resulted in over 33,000 views
- improved access to the public register
- provided educational brochures to raise public awareness and outreach

Complete standards of practices review

- revised and disseminated the Infection Prevention & Control Standard of Practice to Members and stakeholders

Implement a best practice redesigned QA program

- proposed revisions of the National Competency Profile to reflect the current minimum expectations for entry-level practice and continued competence for practising RDTs\*

Ensure Ontarians have access to RDTs

- conducted member and applicant outreach through surveys and focus groups to identify barriers to licensure\*
- assessed demographic composition of the dental technology workforce\* to determine future regulatory initiatives

Improve governance effectiveness

- strengthened Council governance through the newly approved annual Council evaluation policy and Council meeting evaluation process

Implement best practice regulation

- assessed current registration process and legislation in Canada\*
- initiated review of the Professional Conduct regulation to ensure that RDTs practise in the public's best interests

*\*through the Access to Dental Technology Project*



Additional improvements and changes in 2018:

- The online application details were finalized and once testing has been completed it is expected to launch in early 2019. The online application process will allow applicants to complete information 24/7, self-monitor and track their application progress, view required documents (transcripts/assessments), required examinations, scheduling and results, and update information as necessary.
- 2018 Online Renewal additional questions were included for the 2018-2019 renewal to gather data in order to gain a better understanding of sourcing of dental materials, component parts and laboratory equipment for future planning and standard setting.
- Presentation delivered to GBC third year dental technology students was further enriched by including recent headlines regarding the #MeToo movement and explaining how this impacts them as future health care providers and healthcare regulation, what they can expect as future members that are integral to the oral healthcare team and tips to prepare for entry-to-practice examination.

## ii. Describe the impact of the improvements / changes on applicants.

Applicants benefit from the College's strategic plan through the availability of clear and up-to-date information in both English and French\*. Applicants can better understand the registration requirements and will make better informed decisions. By having access to more up-to-date information, applicants will recognize that Members of CDTO are an integral part of the oral healthcare team, have up-to-date standards to guide them in their practise and their responsibility to protect the public through continued competency and improvement of their knowledge, skills and judgement throughout their careers. The availability of an online application will allow applicants to complete the application 24/7 and easily monitor their application progress.

*\*French translation of website content was completed during 2018 and once finalized will be posted.*

## iii. Describe the impact of the improvements / changes on your organization.

The Strategic Plan is the road map guiding the College to where we are going and how we will get there. By having access to more up-to-date information, applicants will recognize that Members of CDTO are an integral part of the oral healthcare team, have up-to-date standards to guide them in their practise and their responsibility to protect the public through continued competency and improvement of their knowledge, skills and judgement throughout their careers. On an organizational level, the strategic plan will help achieve best practices in our registration process, ensure that our practices continue to sufficiently protect the public, increase human resource capacity and provide analytics to support Committee and stakeholder decisions that inform regulatory changes.

## Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

### Access to Dental Technology (ADT) Project

In 2017-2018, the College was instrumental in launching a pan-Canadian effort between Dental Technology regulators to create a fair, accessible, transparent, and efficient harmonized registration process for both internationally educated dental professionals and Canadian graduates. Funding for this project was received from the Government of Canada through the Foreign Credential Recognition Program (FCRP).

The College is excited to share some of the achievements of the Access to Dental Technology (ADT) Project:

- Conducted an environmental scan to gather current information on the state of the dental technology profession across Canada and to inform the development of best practice competency assessments (credential and experiential), communication portals (website), and pre-arrival tools. The scan will focus attention on harmonization of national registration requirements including the design and implementation of an

accessible and fair competency assessment.

- From the environmental scan, we identified the need for an applicant engagement plan to ensure potential applicants who are currently employed but not licensed or not fully licensed as dental technologists in Canada are aware of the benefits to become Registered Dental Technologists and to ensure we have enriched awareness and preparedness of highly skilled newcomers searching for professional level jobs in dental technology prior to immigration to Canada.
- Completed a comprehensive review of the Competency Profiles used by Canadian dental technology regulators, the review showed a need for:
  - An increased level of detail and articulation of required skills and judgment of a dental technician/technologist to support a competency-based criteria reference assessment.
  - Consideration of key competencies which emerged over the past 5-years and are found to be critical to professional practice and public protection (e.g. professional boundaries, leadership, collaborator, use of technology).
- Established a working group of subject matter experts to begin a comprehensive revision of the Competency Profile that will be adopted by all Canadian dental technology regulators. It comprises of both educators and dental technologists/technicians who practice in a variety of settings, various roles, and from different provinces across Canada.

During 2018, the project received additional government funding (+\$144K) in order to complete further work to support the initially identified deliverables, as follows:

- **Competency Profile Revision – Phase 2**

Following an exhaustive research, writing and review process, the proposed Competency Profile document has been approved to be circulated for validation in both English and French.

In October 2018, a validation survey for the proposed Competency Profile document was sent to Registered Dental Technologists/Technicians (RDTs) and non-RDT's. The survey was distributed to over 2000 individuals and open for one month. The purposes of the validation survey were to:

- obtain confirmation from RDTs that the new competency framework is relevant, universal, and current;
- identify the level of frequency performed;
- identify the level of importance to the public safety of each competency and performance indicators.
- obtain additional practice illustration.

The survey has more than 500 responses of which half of them completed the entire survey. In Ontario, approximately half of our membership responded to the survey which is a very good response rate.

In December 2018, following a comprehensive review process of the survey results, the final draft of Competency Profile document got ready to be approved nationally and be adopted by each jurisdiction.

- **Education Benchmark**

An Education Benchmark study will define the minimum required course content for Canadian dental technology programs. The benchmark study will identify commonalities and differences among the Canadian education programs and thereby provide the criteria needed to develop a Profession Specific Credentialing Assessment (PSCA) tool, which will be used for the purpose of assessing academic equivalence of IEDTPs and applicants who have graduated from an “unapproved” education program. This benchmark will also support CADTR's efforts to establish an “approved program” criteria as a separate project.

The Education Benchmark project kicked-off in December. A working group of subject matter experts was established. It comprised of eight (8) educators from different Canadian dental technology programs. The working group participated in a full-day working group meeting. The group worked from the programs' course curricula and course outlines to create an inclusive list of Program Areas, Course Content, and Descriptors, which are key words and phrases that describe the course content. Following the in-person session, the group provided written comments on the draft Program Areas and Course Description document.

- **PSCA Tool**
- **Applicant Engagement Strategy**

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## 2. Quantitative Information

### a) Languages

Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

Documents available in French upon request.

### b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	13
Female	11
None of the above	0

Additional comments:

### c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
Male	419
Female	136
None of the above	0

Additional comments:

**d) Jurisdiction where applicants obtained their initial education**

Indicate the number of applicants by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
19	1	0	Italy 1 Israel 1 Jordan 1 U.K. 1 Total 4	0	24

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**e) Jurisdiction where applicants who became registered members obtained their initial education**

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
16	2	0	Syrian Arab Republic 1 Total 1	0	19

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**f) Jurisdiction where members were initially trained**

Indicate the total number of registered members by jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
330	31	9	Albania 1 Argentina 1 Bosnia And Herzegovina 2 Bulgaria 2 China 3 Colombia 1	56	555

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Croatia 2		
			Czech Republic 1		
			Ecuador 1		
			Egypt 3		
			Fiji 1		
			Germany 7		
			Greece 2		
			Hong Kong 4		
			Hungary 3		
			India 2		
			Iran 2		
			Israel 4		
			Jordan 2		
			Kazakhstan 1		
			Latvia 1		
			Lebanon 3		
			Philippines 1		
			Poland 25		
			Romania 9		
			Russia 4		
			Serbia 9		
			Slovenia 1		
			S. Africa 6		
			Korea, Republic Of 8		
			Syrian Arab Republic 2		
			Ukraine 3		
			U.K. 10		
			Uruguay 2		
			Total 129		

<sup>1</sup> Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

**Additional comments:**

**g) Applications processed**

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
<b>New applications received</b>	28	1	0	9	0	<b>38</b>
<b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b>	19	1	0	4	4	<b>28</b>
<b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>	0	0	0	1	0	<b>1</b>
<b>Applicants who met all requirements and were authorized to become members but did not become members</b>	23	0	0	2	0	<b>25</b>
<b>Applicants who became FULLY registered members</b>	16	2	0	1	0	<b>19</b>
<b>Applicants who were authorized to receive an alternative class of licence<sup>3</sup> but were not issued a licence</b>	0	0	0	0	0	<b>0</b>
<b>Applicants who were issued an alternative class of licence<sup>3</sup></b>	0	0	0	0	0	<b>0</b>

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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<sup>1</sup> An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

**Additional comments:**

**h) Classes of certificate/license**

Indicate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description
a)	General Certificate of Registration	<p style="text-align: center;"><b>Description (a)</b></p> <p>A class of certificate of registration issued to those individuals who have met all of the registration requirements set out in the Ontario Regulation 874/93 of the Dental Technology Act, 1991 and are eligible to practice dental technology in Ontario and use the restricted title “Dental Technologist”, “Registered Dental Technologist” or “RDT”.</p>
b)	Inactive Certificate of Registration	<p style="text-align: center;"><b>Description (b)</b></p> <p>A class of registration issued to those individuals who have met all of the registration requirements set out in the Ontario Regulation 874/93 of the Dental Technology Act, 1991 and are eligible to use the restricted title “Dental Technologist”, “Registered Dental Technologist” or “RDT”. Inactive members are not permitted to practise dental technology in any capacity in Ontario.</p>

**Additional comments:**

**i) Reviews and appeals processed**

State the number of reviews and appeals your organization processed in the reporting year (use only whole

numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	86	4	0	16	0	106
Applicants who initiated an appeal of a registration decision	0	0	0	1	0	1
Appeals heard	0	1	0	0	0	1
Registration decisions changed following an appeal	0	0	0	0	0	0

Additional comments:

#### j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	5.5
Staff involved in appeals process	2
Staff involved in registration process	2

Additional comments:

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## 3. Submission

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:

Judy Rigby



**Title:**

Registrar/CEO

**Date:**

2019/03/01

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