

Fair Registration Practices Report

Dental Technologists (2019)

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.

The College's Council adopted the National Essential Competencies (NEC) that were developed by the Canadian Alliance of Dental Technology Regulators (CADTR) as part of the Access to Dental Technology (ADT) Project in June 2019. Applicant assessment requirements remained unchanged in 2019, however, it is expected that these changes will impact future applicants. Updates will be made available by CADTR and CDTO.

Please refer to answer provided in "section o)" for further details about the ADT Project.

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

Applicants during 2019 were not affected by the adoption of the NEC. Information about changes to assessment requirements will be provided by CADTR and CDTO to applicants in advance.

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

The NEC outlines the knowledge, skills, and attitudes required for dental technology practice in Canada and is the foundational document which is used for many purposes, including: entry-to-practice assessment, educational program development, professional standards of practice and continued competencies of the profession. The revised competencies are clearer, current and more detailed as they include both core* and functional** competencies, and identify performance indicators for each.

**Core competencies are defined as competencies demonstrated by competent and ethical professionals, regardless of their areas of practice, years of experience, or role.*

***Functional (role-specific) competencies include the knowledge, skill, and judgement required to perform a specific role or job, or to work in a specific area of practice.*

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.

The Operating Budget is developed in collaboration with College staff, committee members, and external consultants to support the day-to-day operations of the College. It includes various program and decision-making areas for the public, professional members and prospective members. It represents an ongoing and iterative process of making the financial operations of the College increasingly open, transparent and financially sustainable and reflects, how we are responding to changes in the industry, professional services delivery, government priorities and technology.

The budget environment continues to be dominated by uncertainties regarding: attrition of RDTs due to retirement, intake of prospective members due to labour market stability/growth for dental technologists, Ministry of Colleges and Universities (MCU) post-secondary funding constraints, and the new governance and operational requirements necessary to stay ahead of increased demands for transparency and accountability from the public. This combination continues to create a challenging budget environment and puts upward pressure on registration and examination fees.

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, growth in examinations and registration, operational efficiencies and strategic initiatives that are now operational. We manage expenses by seeking external funding opportunities like the Canada Summer Jobs program to retain talented youth who contribute to program delivery while gaining employability skills (e.g. policy, research and communications). The total approved 2019-2020 College expenditures of \$1,052,208 has increased by approximately \$3,900 or 0.36% over the 2018-2019 approved budget.

To establish the fees, the College predicts examination and registration growth by applying statistical data to the upcoming graduating class. Trends show that there are not enough newly minted RDTs to replace the RDTs who are retiring. Graduates laden with student debt are not able to dedicate time and money to challenge their exams as they are not required to be licensed to practice the profession. As a result, budget revenues of \$1,025,429 (including a mandatory CPI increase of 1.5%) have declined by 2.2% due to flat to negative growth in membership size combined with a decline in interest rates.

The result is a deficit budget of \$20,238 which Council knowingly approved rather than impose a further membership fee increase. Their decision was made on the expectation that implementing a new condensed national competency-based examination utilizing proven effective and efficient platforms will reduce costs, incentivise more candidates to participate, and increase in-year revenues.

Strategic Initiative Project (SIP) Budget. As an effective regulator, we continue to focus on the future and manage risk through our strategic plan. Achieving the multi-year priorities requires financial and human resources that Council approves in the SIP budget. These initiatives are funded by internally restricted net assets and do not impact the current year examination or registration fees.

Since 2015, Council has approved \$660,619 of which approximately \$240,000 is earmarked, if not already spent on developing, implementing, and streamlining registration and examination programs, including:

- online applications and renewals
- expanding data collection
- enhanced communications and outreach

- addressing required legislative changes necessary to reduce barriers to licensure

It is our expectation that these initiatives will result in cost containment and fee stabilization.

Access to Dental Technology Project

CDTO has taken a leadership role in this pan-Canadian project, the outcome of which is to improve accessibility to the profession, harmonize the qualification and competence assessment processes through a single national access point and enable jurisdictional regulators to ensure that those who enter the profession are qualified, skilled and competent. The accomplishments in 2019 towards this outcome are monumental, including:

- developing national essential competencies for the profession with performance indicators
- establishing the minimum Canadian education standard offered by six (6) Canadian dental technology programs, against which international oral health programs can be measured
- developing a profession specific competency assessment tool to evaluate non-approved programs
- identifying entry-to-practice competencies and developing a Master Blueprint
- developing national competency assessments, knowledge-based and performance based, that will be administered using current technology and shorter in length compared to the current examination without compromising exam validity or reliability
- launch of a successful applicant engagement strategy

It is envisioned that this project will eliminate duplication of efforts by jurisdictional regulators, reduce costs, increase candidate uptake and eliminate some of the upward fee pressures.

This project is fully funded by the Government of Canada through their Foreign Credential Recognition Program.

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 that mitigates 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 2019-2020 fee increase was set at 1.5% or CPI.

e) Timelines

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

On December 13, 2019, the College's Council approved amendments to the Upgrading & Remediation Policy (E04). The policy now specifies that candidates who do not apply to retry at the next available examination session (i.e. over one year from the date of their last unsuccessful attempt) must take the examination in place at the time they re-apply. If the candidate re-applies within a two (2) year period, any successful examination components stand. However, if the candidate re-applies over a two (2) year period, any successful examination components are no longer valid and the candidate will need to re-take the entire examination.

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

Candidates are made aware of the outcomes for not re-applying following a failed examination attempt. In some cases, the candidates will be required to take the examinations in place at the time of re-application, have previously successful examination components may become invalid, or need to participate in upgrading to meet application requirements.

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

The Examination Regulation (O. Reg. 711/93) does not specify the length of time that successful examination results remain valid. Enhancement of this written policy ensures that the College clearly communicates to applicants the consequences of delaying re-application and the timelines associated with examinations. This will ensure transparency in the College's processes and reduce the risk of application decisions being appealed.

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

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

Refer to answer provided in section e)

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

Refer to answer provided in section e)

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

Refer to answer provided in section e)

g) Resources for applicants**i. Describe any improvements / changes implemented in the last year.**

Revisions and enhancements to the 2019 Registration Examination Handbook for updated information on legislation, policy changes and resources.

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

The Examination Handbook provides candidates with detailed information about the examinations, including updated legislation, policies, and links to resources.

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

The Examination Handbook supports candidates with examination details and is in line with CDTO's fair testing objectives.

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. During 2019, Council participated in the following opportunities:

- Council Training:
 - Governance Workshop by Lisa Taylor, CDHO Registrar
 - Council Orientation & Governance Session by Judy Rigby, CDTO Registrar and Michael Karrantjas, CDTO President
 - College Governance Development (Vision 20/20)
 - The Budget Process by Judy Rigby, CDTO Registrar
 - College Performance Measurement Framework
 - Governance Concepts and Trends
 - 2019 Annual CNAR Conference held in Quebec City, Quebec
 - Strategic Planning Session by Erik Lockhart, Lockhart Facilitation Inc.
- 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 following opportunities:

- Steinecke, Maciura, and LeBlanc online webinar training series
- OFC's Black History Month – Discussion of Systemic Racism
- Executive Leadership Program for Regulators
- Strategic Planning Session by Shenda Tanchak, Magnetic North Consulting
- Organizational Restructuring for Regulatory Bodies
- Sixth International Congress on Professional and Occupational Regulation
- Measuring Regulatory Performance (CLEAR)
- FHRCO Information Management Lunch & Learn
- 2019 Annual CNAR Conference held in Quebec City, Quebec
- Communicators Day

Staff also learned about best practices, current regulatory issues and shared knowledge with other regulators at ORAC meetings.

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

Applicants benefit from Council and staff's greater understanding of best registration practices. This knowledge translates into decision making that is fair and transparent. It also ensures that applicants' rights, such as accessibility into the profession, are protected.

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. This creates a stronger foundation for Committee decisions and results in improved communication 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.

The College moved its applications online for examinations in March of 2019 and for registration in August of 2019. Applicants may access the portal at their convenience, and receive emails updating them on the progress of their application and submitted documents.

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

Positive feedback has been received from applicants who appreciate the ability to access their applications online 24 hours a day, 7 days a week. At each step of the application process, emails are automatically generated informing applicants of the status of their application. Also, they have access to each document they have uploaded and may check the status of those documents (i.e. uploaded, not received, approved). Applicants are no longer required to mail, courier or hand deliver their completed application and documents, thus creating efficiencies.

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

Moving the applications online has allowed staff to divert more of their time to strategic priorities. It has also supported the College in efficiently collecting and tracking data on its applicants and the process. Online applications greatly reduce the use of paper allowing a more effective use of physical space and lowering our impact on the environment. The College's profile has also been elevated from the positive applicant feedback.

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year**Access to Dental Technology (ADT) Project Update****Project Purpose:**

The Access to Dental Technology (ADT) project will create a fair, accessible, transparent, and efficient standardized and harmonized credential assessment and licensure processes for Internationally Educated Dental Technology Professionals (IEDTPs) and domestically trained and educated candidates. The goal is to improve labour mobility and expedite the integration of IEDTPs into the workforce, and ensure that there is an adequate number of qualified and competent registered dental technologists/technicians across the country.

Background:

The ADT project is a critical issue facing the profession today that, if left unattended, will severely impact patient outcomes. The Canadian Alliance of Dental Technology Regulators (CADTR), an alliance of seven (7) dental technology regulators across Canada, whose individual mandates are to protect the right of the public to RECEIVE safe, effective and ethical care, agreed to prioritize this issue and formed a strategy. CADTR recognizes that issues of national concern, such as access to Dental Technology, are not always limited to its seven (7) jurisdictions.

Results from an environmental scan showed that there will be a critical shortage of licensed professionals based on four major trends:

- Approximately 50% of licensed professionals are approaching retirement
- Graduates from Canadian dental technology programs are not seeking licensure
- Large numbers of dental lab workers are unregulated due to a broad scope of practice
- Aging Canadian population is increasing the demand for dental technology services

What are we doing about it?

The ADT project, approved by all the Council's of CADTR members, is a complex pan-Canadian, multi-year project that will impact multiple systems, programs, entities, and jurisdictions. It will require close collaboration among partners to develop and implement needed changes to provincial business processes and service delivery models. CADTR has secured funding from the Government of Canada's Foreign Credential Recognition Program (FCRP) for the project. It launched in December 2017 and is expected to complete at the end of October 2020.

Strategic Alignment:

This project is well aligned with the strategic priorities of CDTO, the government, and CADTR:

- To define fair, accessible and transparent processes to effectively and efficiently register IEDTPs;
- To work with partners across the country to ensure that patients have access to adequate numbers of qualified, skilled and competent regulated dental technologists/technicians; and

- To promote collaboration with and among health profession regulatory bodies to address the emerging issues in regulating dental technology practice in the public interest.

Project Overview

Completed activities

- Environmental Scan 1 to gather information on the state of the dental technology profession and uptake across Canada.
- Environmental Scan 2 to gather information on the existing competency profiles across Canada- Review of Competency Profile (Gap Analysis). All the deliverables of this project have been completed. It gathered information about the existing competency profiles in Canada.
- The National Essential Competencies for Dental Technology Practice in Canada (National Essential Competencies or NEC) have been approved by CADTR and are now available on the CADTR website in French and English.

To date, five (5) of the seven (7) jurisdictions, Alberta, Saskatchewan, Nova Scotia, Ontario and British Columbia, have adopted the National Essential Competencies and informed their membership accordingly. The rest are in the process of adopting it.

- The Education Benchmark Study was completed to define the minimum Canadian dental technology program requirements, curriculum and course content that ensures fair and transparent applicant evaluations and nationally consistent determinants of academic substantial equivalency. It provides the criteria needed to develop a Profession Specific Credential Assessment (PSCA) tool. This benchmark can also support CADTR's efforts to establish "approved program" criteria, as a separate project.
- The Harmonized Registration Pathway was revisited to establish the assessment and registration milestones that would be carried out at a national level and those that would be reserved for the licensing jurisdiction. There will be three (3) applicant pools: approved dental technology program graduates; internationally educated and non-approved program graduates; and informally trained dental technology workers.

The national assessment will include "Qualification Recognition" and "Competence Verification".

Qualification Recognition:

- The Qualification Recognition Road Map or Applicant Education and Experience Substantial Equivalence (EESE) Decision Path put the application process into a decision tree format. It was approved by CADTR and will assist applicants in determining their next steps. The Qualification Recognition may include Profession Specific Credential Assessment (PSCA) and national Prior Learning Assessment Recognition (PLAR). A national PLAR is not in the current scope of the ADT project. Hence, applicants who do not meet the criteria to have a PSCA will have to apply directly to regulators who have a PLAR process in place today (e.g. BC). Those jurisdictions will have to update their PLAR for the new competencies.
- A PSCA tool and cut-score study was completed to allow the education of international applicants and domestic applicants who graduated from an unapproved program to be compared against the Canadian Education Benchmark for equivalency.

Competence Verification:

- A Master Blueprint, National Competency-based Assessment Framework (NCAF), for entry-to-practice competencies and performance indicators was approved by CADTR in July. The NCAF will standardize entry-to-practice requirements across Canada, and enable fair and consistent assessments of an applicant's qualifications and competencies.

Ongoing activities

- The Entry-to-Practice Competency-based Assessments Development (ECAD) is a project to develop the first-ever national examination. It will assess the qualifications of applicants in a transparent, objective, impartial, and fair manner which are defensible, publicly credible, and economically affordable.

These assessments are based on the CADTR approved Master Blueprint which reflects the entry-to-practice competencies and performance indicators that are in the National Essential Competencies, 2019. Subject Matter Expert (SME) panels have been selected to review the existing item banks and create new items for both knowledge-based and performance-based assessments.

- Knowledge-Based Assessment utilizes computer-based testing and is comprised of 150-200 multiple choice and/or multiple select questions.
- Performance-Based Assessment is in-person and is comprised of 8-12 interactive and/or non-interactive stations including skill stations.

The first administration of the assessments will be in summer 2020.

- Key decisions are being made on uniform authentication of documents and credential assessment. It will serve as the foundation to a national policy for credential authentication that will streamline the process, improve service delivery and eliminate duplication and cost for persons immigrating to Canada. In addition, developing further internal and external PSCA policies is underway to clearly articulate the requirements, assessors' responsibilities and service levels.
- National Bilingual Website.
- An Orientation and Self-Assessment Tool (OSAT) will be developed to allow IEDTPs, prior to leaving their home country, to assess how closely their education and experience meets Canadian requirements for the profession and identify any eligibility and competency gaps they will need to address before or upon arrival in Canada. The OSAT is expected to be completed in March 2020.

Outreach – Communications and Engagement

- CDTO had the opportunity to be an exhibitor at Spectrum Day Toronto in October 2019, where a number of members, students and those interested in seeking licensure were informed about the project.
- Through the Canada Summer Jobs program, CDTO employed Imani Trusty, Communications Coordinator, to lead ADT project communications including engagement of our stakeholders, website maintenance, and project status updates.
- A live virtual townhall was successfully held on July 15, 2019, to share updates, give an overview of upcoming activities, and provide an open forum for questions and discussion on the ADT project details. Audiences included the CADTR board members, educators and subject matter experts.
- A new bilingual (French and English) website was developed and launched for CADTR in April 2019. The website serves as the primary conduit for applicant, member, educator and stakeholder engagement and communication. Between April to December 2019, there were 1,109 unique visits and 2,532-page views.
- Project communiques were developed, posted to the new CADTR website, and widely distributed across the country following Employment and Social Development Canada (ESDC) approval.
- We continue to actively engage our wide-ranging stakeholders through a web-based Applicant Engagement Strategy designed to quickly reach potential applicants and interested persons across Canada. To date, the promising results from the engagement activities showed that people were visiting the website, watching the webinar, and completing the on-line survey, and that 56 people signed up as subscribers.

Informing all dental technologists/technicians and other stakeholders, including associations and immigration service providers, across Canada about this project is one of the priorities for the Steering Committee. All regulators are engaging their Councils/Boards, members and applicants to enable a smooth transition from provincial to national uniform credential assessment and from provincial to national examination administration.

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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:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	10
Female	8
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	408
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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
17	0	0	Korea, Republic Of 1 Total 1	0	18

¹ 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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
17	0	0	Korea, Republic Of 1 Total 1	0	18

¹ 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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Albania 1		
			Argentina 1		
			Bosnia And Herzegovina 2		
			Bulgaria 3		
			China 3		
			Colombia 1		
			Croatia 2		
			Czech Republic 2		
			Ecuador 1		
			Egypt 3		
			Fiji 1		
			Germany 7		
			Greece 2		
			Hong Kong 3		
			Hungary 3		
			India 2		
			Iran 3		
			Iraq 1		
327	11	8	Israel 5	58	544
			Japan 1		
			Jordan 2		
			Kazakhstan 1		
			Latvia 1		
			Lebanon 5		
			Moldova, Republic Of 1		
			Philippines 2		
			Poland 23		
			Romania 10		
			Russia 5		
			Serbia 9		
			Slovenia 1		
			S. Africa 6		
			Korea, Republic Of 10		
			Syrian Arab Republic 3		
			Ukraine 2		
			U.K. 10		
			Uruguay 2		
			Total 140		

¹ 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 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	17	0	0	1	0	18
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	37	2	0	17	2	58
Inactive applicants (applicants who had no contact with your organization in the reporting year)	10	0	0	3	0	13
Applicants who met all requirements and were authorized to become members but did not become members	24	1	0	1	0	26
Applicants who became FULLY registered members	17	0	0	1	0	18
Applicants who were authorized to receive an alternative class of licence ³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence ³	0	0	0	0	0	0

¹ 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:

Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year):

- Two initial online applications have not provided education information at the time of this report.

Inactive applicants (applicants who had no contact with your organization in the reporting year):

- During the reporting period there was a significant increase in the number of of inactive applicants. The College has attempted to contact these applicants - those that responded stated that they have moved to another province or changed careers.

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
		Description (a)
a)	General	A member holding a General Certificate of Registration can practice dental technology and use the restricted title dental technologist, Registered Dental Technologist and RDT.
b)	Inactive	Description (b)

A member holding an Inactive Certificate of Registration can use the restricted title dental technologist, Registered Dental Technologist and RDT, however, **cannot** do any of the following:

- Practice dental technology, even if supervised by an RDT or dentist;
- Supervise the practice of the profession; or
- Make any claim or representation to have any competence in the profession.

The Inactive Class is designed for Members who wish to take a parental, sick or educational leave, or practice outside of Ontario, but still maintain their membership with the College. The Inactive Class was not designed for Members who become unemployed.

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 st to December 31 st 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	95	3	0	21	2	121
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals heard	0	0	0	0	0	0
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
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:

2020/02/28

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