



FAIRNESS COMMISSIONER

COMMISSAIRE À L'ÉQUITÉ

OFFICE OF THE FAIRNESS COMMISSIONER

595 Bay Street, Suite 1201, Toronto ON M7A 2B4

Fair Registration Practices Report 2020

The Fair Registration Practices Report was created as required in the:

- Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA) s.20 and 23(1), for the regulated professions named in Schedule 1 of FARPACTA
- Health Professions Procedural Code set out in Schedule 2 of the Health Professions Act, 1991 (RHPA) s. 22.7(1) and 22.9(1), for health colleges

Guidelines for this report are available to download as a .pdf on the OFC website.

<https://www.fairnesscommissioner.com/en/Publications/Pages/Guidelines.aspx>

Organization: [College of Dental Technologists of Ontario](#)

Name of the regulated profession: [Dental Technology](#)

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Qualitative Information

The following qualitative information is collected for the purpose of highlighting a regulator's enhancements to improve fair access year over year, including actions that result from recommendations made in the OFC's Assessment of Registration Practices.

For each of the categories below, where applicable, please describe any improvements/changes implemented in the last year by your organization or a third-party for the purpose of changing fair access.

Please also describe the impact of these improvements/changes on applicants. If you have been working on improvements/changes over the last year that have not yet been implemented, describe your progress and the expected impact the improvements/changes will have on applicants and your organization.

Provide as much detail as possible. This can include the rationale for the improvements/changes, relevant findings from preliminary work leading up to the improvements/changes, methodology, relevant dates and anything else you think is important.

Include as much supporting material as possible to support your description (e.g., relevant reports, policies, protocols, websites, other documents and anything else you think is important). This material can be provided in the form of hyperlinks to electronic sources.

a. Requirements for registration, including acceptable alternatives

- i) Describe any improvements / changes implemented in the last year
In 2020, the College decided not to make any seismic changes to its registration processes, instead, we focused our resources towards the successful completion of the Access to Dental Technology (ADT) project and outreach.

The ADT project poises the members of the Canadian Alliance of Dental Technology Regulators (CADTR) including our College, for success through the launch of a centralized and harmonized registration pathway, improving access to the profession and labour mobility. We have worked on the building blocks since 2018 as referenced in section "m" of this report. As a result of this project, CADTR will provide credentialing and assessment services to and on behalf of its members. A



Memorandum of Understanding (MOU) was adopted which sets out the key deliverables:

- French language applicant portal and other French language services
- Review and appeal process for credential and competency assessment
- Complaint resolution customer service (applicants and DTRs)
- Credentialing, assessment and administration policies and procedures
- Ongoing development of the Dental Technology Entry-to-Practice Assessment (DTETPA)

It also guarantees that CADTR will adhere to professional standards, comply with applicable laws of all Regulators, meet defined performance standards and benchmarks and make reasonable efforts to ensure that its manner of performing these services uphold the OFC's TOIF principles. The MOU signed in the fall 2020 will take effect in 2021 (Q1).

It is important to note that CADTR plays no role in registration decisions of the College. This MOU in no way affects the responsibility of the College concerning these decisions.

Due to the COVID-19 pandemic, CDTO examinations were cancelled in 2020. Legal opinion was sought to determine whether applicants could be registered with terms, conditions or limitations. However, as the registration examinations are a non-exemptible registration requirement and a temporary class is not specified in our regulations, there were no options to license new applicants. Under the current scope of practice, applicants may work under the supervision of a Registered Dental Technologist or Dentist providing continued experiential learning until they become registered with the College.

Outreach to applicants was enhanced to contend with the launch of CADTR credentialing and assessment, and the implications of COVID-19. As the College was unable to take on new applications for examination, we took the opportunity to focus on heightened communication with potential applicants, domestic and international, through MailChimp, web postings, e-newsletters and interactive webinars. We also held an educator stakeholder meeting and connected with credential agencies about changes to the CDTO application processes.



- ii) Describe the impact of the improvements / changes on applicants
Applications for registration declined by 25% in 2020 due to the delay in implementing the new CADTR DTETPA because of COVID-19. We anticipate overachieving the 2021 application target as we prepare to roll out the new applicant pathway to registration through CADTR. Information about changes were made available in advance to applicants from CADTR and CDTO through an applicant engagement strategy including announcements, e-newsletters, targeted emails, an e-learning module with survey and webinars. The ADT project will bring benefits to applicants including a clear, consistent and transparent articulation of credential, registration/licensure and work experience requirements, enriched awareness and preparedness of international applicants through an Orientation and Self-Assessment webpage, and ensuring fair treatment of applicants through strengthened and harmonized credentialing and assessment processes.
- (iii) Describe the impact of the improvements / changes on your organization
The future impact of directing new applicants to CADTR for credentialing and assessment services is improved efficiencies from pooled resources (e.g., national online applicant portal and database). CDTO is now able to strengthen execution of its provincial mandate by focusing more of its resources on improving fair registration practices, and process and policy improvements, such as exploring changes to the Jurisprudence & Ethics requirement and finding opportunities to reduce barriers to becoming registered.

b. Assessment of qualifications

- i) Describe any improvements/changes implemented in the last year
Council approved, on the recommendation of the Registration Committee, to accept:
- five (5) dental technology programs offered outside of Ontario to be equivalent to George Brown College's program through an Education Benchmark study
 - all credentialing agencies designated by the Alliance of Credential Evaluation Services of Canada (ACESC) reducing duplication and cost for internationals
 - CADTR credentialing services for each route of entry (domestic, international, previously licensed, and applicants in process of completing credentialing/competency-assessment with a DTR)



- Education Currency Policy, 2-year currency limitation and program based experiential learning requirement in home country based on researched evidence and best practice
- CADTR administered DTETPA, including Knowledge-Based Assessment (KBA) and Performance-Based Assessment (PBA), and method of delivery (e.g., virtual proctoring for KBA)

These changes will be implemented in 2021. Credentialing information will be made available on the CDTO website and linked to the new CADTR website.

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

Applicants will realize the benefits of these changes in 2021 as listed below:

- One stop shopping for applicants through a single online applicant portal
- Streamlined and cost-effective credential authentication and evaluation process for internationally educated applicants and graduates of approved Canadian dental technology programs
- Access to self-assessment tools (credential self-evaluation and knowledge-based practice test) and learning resources
- Virtual proctoring allows applicants to challenge the KBA from anywhere in the world
- Streamlined and cost-effective competency-assessments (virtually proctored KBA and PBA replaces the weeklong CDTO practical examination)
- Feedback is provided at an earlier stage when an applicant has an unsuccessful competency-assessment attempt

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

The future impact of directing new applicants to CADTR for credentialing and assessment services is improved efficiencies from pooled resources (e.g., national online applicant portal and database). CDTO is now able to strength execution of its provincial mandate by focusing more of its resources on improving fair registration practices, and process and policy improvements, such as exploring changes to the Jurisprudence & Ethics requirement and finding opportunities to reduce barriers to becoming registered.



c. Provision of timely decisions, responses, and reasons

- i) Describe any improvements/changes implemented in the last year
n/c
- ii) Describe the impact of the improvements/changes on applicants
n/c
- iii) Describe the impact of the improvements/changes on your organization
n/c

d. Fees

- i) Describe any improvements/changes implemented in the last year
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, registrant numbers, operational efficiencies and strategic initiatives that are now operational. We improve financial efficiencies by seeking external funding opportunities like the Canada Summer Jobs program to retain talented youth who contribute to program delivery while gaining work experience and skills (e.g., policy, research and communications).

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 due to flat to negative growth in membership size combined with a decline in interest rates.

Fees for 2019-2020

On May 22, 2020, Council resolved to provide a one-time registration fee relief to offset some of the financial burden experienced by applicants and registrants as a result of the practice limitations of the pandemic. In arriving at this decision, Council considered both its duty and role in reducing the transmission of COVID-19.

This Fee Relief resulted in a significant deficit for the fiscal year ending on August 31, 2020. However, Council is satisfied that the long-term viability of the College and its ability to regulate the profession in the public interest will not be at risk. The College considered the option of not increasing fees in light of the uncertainties of COVID-19 for the profession, however, approved the 2.2% fee increase to help reduce the resulting deficit in the 2020-2021 Operating Budget.



In addition to the fee relief fee, the College waived two months of late payment fees and arranged payment plans for applicants and registrants impacted financially due to COVID-19.

The cancellation of examinations had no financial impact on the College as the examination budget is cost-neutral and expenditures incurred only when there is an administration.

- ii) Describe the impact of the improvements/changes on applicants
Eligible applicants received the COVID-19 fee relief and were able to arrange for a payment plan to complete their application for a Certificate of Registration. This reduced the hardships faced as a result of health care providers having to cease non-essential services which was announced on March 19, 2020 by the Chief Medical Officer of Health. These measures facilitated applicants in meeting the registration deadline which requires application for registration within 15 months of receiving notice of successful examination results.

Additionally, applicants and registrants 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 in any one 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 2020-2021 fee increase was set at CPI (2.2%).

During 2020 and due to the pandemic, the College received an increase in the volume of telephone calls and emails from applicants and registrants requesting support for fees resulting in more resources allocated to payment plans requests/approvals/monitoring.

e. Timelines

- i) Describe any improvements/changes implemented in the last year
Processing timelines for a General Certificate of Registration were not affected by COVID-19 as the online application implemented in 2019 allows for electronic document submission and payments. Applicants may access their application 24 hours a day, 7 days a week, and receive email status updates on the progress of their application and submitted documents.



- ii) Describe the impact of the improvements/changes on applicants
Applicants appreciate the ability to access their applications online, and check the status of each document they have uploaded and their application. Applicants are not required to mail, courier or hand deliver their completed application and documents, thus creating efficiencies, and reducing the transmission of COVID-19. Applicants waiting to take the DTETPA will realize the benefits of competency-assessment changes in 2021.

Although the examinations were cancelled due to COVID-19, applicants may continue to work under the supervision of a Registered Dental Technologist or Dentist until they can challenge the examinations and become registered with the College.
 - iii) Describe the impact of the improvements/changes on your organization
Online applications have allowed staff to efficiently monitor the progress of applications, collect and track data on its applicants, and contribute to reducing our carbon footprint. This fully automated process is COVID-19 pandemic friendly, eliminating business continuity disruption and the promoting remote working for staff.
- f. Policies, procedures and/or processes, including by-laws**
- i) Describe any improvements/changes implemented in the last year
The documented [Registration Process](#) was updated in November to reflect changes resulting from the launch of the CADTR Credentialing and Assessment services, effective in 2021, that would impact all new applicants.
 - ii) Describe the impact of the improvements/changes on applicants
The Registration Process document provides applicants with the assurance that their application will be evaluated using the Application Checklist to confirm requirements for registration or, where there are doubts, that their application will be escalated to the Registrar using the Decision Chart, and referrals to the Registration Committee follow the Regulated Health Professions Act, 1991, referral procedures.
 - iii) Describe the impact of the improvements/changes on your organization
Provides Registration Staff with a reference to ensure that each application is assessed in a fair and consistent manner, and escalated to the Registrar if necessary.



g. Resource for applicants

- i) Describe any improvements/changes implemented in the last year
A Registration Examination Handbook was not made available to candidates as the 2020 CDTO Registration Examinations for repeat candidates were postponed to 2021.
- ii) Describe the impact of the improvements/changes on applicants
n/c
- iii) Describe the impact of the improvements/changes on your organization
n/c

h. Review or appeal processes

- i) Describe any improvements/changes implemented in the last year
n/c
- ii) Describe the impact of the improvements/changes on applicants
n/c
- iii) Describe the impact of the improvements/changes on your organization
n/c

i. Access to applicants' records

- i) Describe any improvement/changes implemented in the last year
n/c
- ii) Describe the impact of the improvements/changes on applicants
n/c
- iii) Describe the impact of the improvements/changes on your organization
n/c



j. Training and resources for registration staff, Council, and committee members

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

Council Training:

- Council Dialogue on Future Direction by facilitator Charles Holmes, CE Holmes Consulting
- Patient Protection and Right Touch Regulation by Terence Price, Chair of Council
- Council Development – Citizen’s Advisory Group facilitated by Craig Roxborough CAG
- COVID-19 Emergency Plan Policy, and Return to Practice Guidance Document for RDTs
- College Performance Measurement Framework
- Governance Policy Manual overview
- 2020 Annual CNAR Conference
- Diversity, Equity and Inclusion Presentation by Laurie Cabanas, CPSO and Preeya Singh, CASLPO
- HPRO Anti-BIPOC Racism – updates provided to Council
- Strategic Plan update by Chair of Council and Registrar
- Accommodation Issues in Professional Regulation, SML Webinar
- What Makes a Difference for Candidates Taking Computer-based Tests? CLEAR Podcast Episode 27
- Coping with COVID-19 – Regulatory Examinations and Virtual Proctoring, CNAR Webinar
- How to Write Reasons, SML Webinar
- Security & Psychometrics for Online Exams, Yardstick Webinar
- Sexual Abuse Complaints, Conflict of Interest and Unconscious Bias, CPO livestream

Registration 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



- 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.

Describe the impact of the improvements/changes on your organization
Professional development and training of Council and staff increases the understanding of registration, regulatory issues and best practices. Training in areas such as diversity, equity and inclusion ensures that Council prioritizes recruitment of individuals with diverse backgrounds and experiences to strengthen Council and Committee decision-making.

k. Mutual recognition agreements

- i) Describe any improvements/changes implemented in the last year
n/c
- ii) Describe the impact of the improvements/changes on applicants
n/c
- iii) Describe the impact of the improvements/changes on your organization
n/c

l. Describing any improvements/changes implemented in the last year

- i) Describe any improvements/changes implemented in the last year
Changes were made to the College Election process to encourage Diversity and Equity of candidates, create awareness of required competencies and urging eligible members (including young and BIPOC dental technology professionals) to be agents of change, to fulfil the College's mandate to protect the public and strengthen inclusivity.
- ii) Describe the impact of the improvements/changes on applicants
Applicants benefit from a skilled and diverse Council that make unbiased decisions, increasing applicants' accessibility into the profession and reduction of barriers.
- iii) Describe the impact of the improvements/changes on your organization
The College benefits from having capable diverse voices at the Council table to strengthen inclusivity and to fulfil the College's mandate to protect the public.



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

Improvements have been discussed above and achievements related to the ADT Project follow below.

The ADT project, a multiyear, pan-Canadian project fully funded by the Government of Canada, started in December 2017 and was completed at the end of October 2020. It created consistent credentialing and assessment processes across Canada to ensure Canadians have access to an educated and skilled dental technology workforce. The project was led by CDTO in collaboration with CADTR and is well aligned with our strategic priorities to serve in the best interest of the public and the Government of Canada's "Targeted Employment Strategy for Newcomers" to help newcomers get their credentials more quickly so they can find jobs that suit their skills and experience.

FOUNDATIONAL INITIATIVES

CADTR's [National Essential Competencies for Dental Technology Practice in Canada, 2019 \(NEC\)](#) and the education benchmark are foundational documents that support other deliverables, tools and programs in the harmonized national registration pathway and provide the foundation for using the same set of entry-to-practice standards.

National Essential Competencies (NEC)

NEC is a comprehensive list of the competencies and performance indicators including knowledge, skills, and abilities that may be expected of a licensed dental technology professional that is currently practicing in Canada, at the start and throughout their career. These competencies and performance indicators required for safe and effective dental technology practice were identified by subject matter experts. Focus groups across Canada were consulted and a national survey was conducted to validate the competencies and performance indicators on criteria such as level of importance to public safety and level of frequency performed in dental technology practice in Canada.

National Essential Entry-to-Practice Competencies (NEETPC)

NEETPC are competencies and performance indicators that describe the knowledge, skills, abilities, and judgment that fully licensed dental technology professionals will require at the beginning of their careers. These entry-to-practice competencies and performance indicators are a subset of the NEC. The entry-to-practice competencies and indicators were identified through a comprehensive process involving focus groups which comprised of a nationally representative sample of practicing dental technology professionals.



Education Benchmark

It defines the minimum Canadian dental technology program requirements, curriculum, and course content based on the education programs currently offered in Canada. This ensures fair, evidence-based, and transparent evaluation of education programs and establishes nationally consistent determinants of academic substantial equivalency.

CREDENTIALING INITIATIVES

A credential evaluation process consists of two requirements: credential verification and comparing applicants' credentials to the required entry-level dental technology education standard in Canada, which includes 1300 experiential hours.

Dental Technology Profession Credential Evaluation (DTPCE)

The DTPCE tool will enable Credential Evaluators to assess the education of applicants who graduated from an unapproved dental technology or dental health program, against the Canadian Education Benchmark to determine if the education is substantially equivalent. This will support and ensure fair and consistent credential evaluation.

COMPETENCY ASSESSMENT INITIATIVES

The Dental Technology Entry-to-Practice Assessment (DTETPA), is a national entry level competency-based assessment that will replace provincial regulators' entry-to-practice examinations for new candidates. The DTETPA launch date has been postponed to 2021 due to the COVID-19 pandemic. It is comprised of a Knowledge-Based Assessment (KBA) and a Performance-Based Assessment (PBA) and will be administered solely by CADTR. Regulatory jurisdictions will continue to enforce provincial specific requirements such as Jurisprudence and Ethics examination or training.

National Competency-Based Assessment Framework

The KBA and PBA Master Blueprints were developed to outline the content to be tested. The master blueprint shows the percentage of questions from each competency unit, competency, and performance indicator as well as other variables such as the cognitive complexity of items, area of practice, and type of dental materials. This framework also includes the recommendations for the KBA and PBA formats. It will standardize entry-to-practice assessment requirements across Canada and enable fair and consistent assessments of qualifications and competencies of applicants.

Dental Technology Entry-to-Practice Assessment (DTETPA)

The DTETPA will assess the qualifications and competencies of applicants at the beginning of their career in the dental technology profession in Canada. This is accomplished in a



transparent, objective, impartial, and fair manner which is defensible, publicly credible, and economically affordable. It is aligned with Ontario's Fairness Commissioner requirements.

Knowledge-Based Assessment (KBA): The KBA is a virtually proctored computer-based assessment comprising of 150-180 multiple choice, multiple select and image-based questions, taking no more than four hours to complete. KBA is offered twice a year virtually.

Performance-Based Assessment (PBA): The PBA consists of 8-12 stations to assess technical and non-technical skills, taking no more than four hours to complete. PBA stations simulate professional practice and set-up, and require participants to demonstrate entry-to-practice skills. PBA is offered once a year at multiple locations across Canada.

COMMUNICATION AND SYSTEM PARTNER

One of the key components of this project is the collaboration, communication and engagement of our partners and stakeholders, including regulators, educators, the Government of Canada, and subject matter experts to ensure the success, longevity, and sustainability of project outcomes. Four successful stakeholder meetings and six formal CADTR meetings were held to make key decisions necessary for the successful implementation of these ADT project initiatives. We continue to raise awareness about the ADT project and actively engage our stakeholders by using the bilingual tools including a video, webinar, subscriber form, on-line survey, and discussion guide on the CADTR website.

2020 ACHIEVEMENTS

The main achievements in the past year are as follows:

- Developed a harmonized national registration pathway which includes credential and assessment processes and requirements
- Defined a clear, consistent, and transparent articulation of the credential process and practice experience for licensure
- Developed standardized, transparent, objective, fair and impartial entry-to-practice assessments at the national level
- Developed policies to support CADTR credentialing and assessment (e.g., Education Currency, Appeals, Accommodation)
- Established CADTR Governance Structure, Committees, Terms of Reference to oversee the Credential and Assessment Services
- Collaborated with other national regulators (NAPRA; CAPR; ACOTRO; NNAS)



- Developed a new online Applicant Portal and new CADTR Website
- Developed Applicant Tools (Dental Technology Profession Credential Self-Evaluation, Cost Estimator, KBA Practice Test)
- Signed the Memorandum of Understanding with CADTR, which was also signed by all DTRs
- Outreach to applicants, Canadian dental technology educators and DTR Councils across Canada

In 2021, CADTR will expand its services and will be responsible for the credentialing and competency assessment processes including the administration of the national DTETPA.

Provide any additional information: Visit [CADTR website](#) for more information and updates.

Quantitative Information

The following quantitative information is collected for the purpose of observing statistical changes and trends related to application, licensure, appeals and staffing year over year.

a. Languages

Indicate the languages in which application materials and information about the application process are available.

Language	Yes/No
English	Yes
French	Yes

Other (please specify): none

b. Gender applications

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: none



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	397
Female	139
None of the above	0

Additional Comments: none

For the following sections d, e & f, the OFC recognizes that the term initial education infers that applicants may receive their education in multiple jurisdictions.

For the purpose of these questions, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

d. Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education in the profession or trade

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
14	2	0	2 1 – Lebanon 1 – Romania	0	18

Additional comments: none



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 in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
14	2	0	2 1 – Lebanon 1 – Romania	0	18

Additional comments: none

f. Jurisdiction where members were initially trained

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

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
332	7	8	138 INTL 1 – Albania 1 – Argentina 2 - Bosnia and Herzegovina 3 – Bulgaria 3 – China 1 – Columbia 2 – Croatia 2 - Czech Republic 1 – Ecuador 3 – Egypt 1 – Fiji 6 – Germany	51	536



			2 – Greece 3 – Hong Kong 3 – Hungary 2 – India 3 – Iran 1 – Iraq 5 – Israel 1 – Japan 2 – Jordan 1 – Kazakhstan 1 – Latvia 6 – Lebanon 1 – Moldova 2 – Philippines 21 – Poland 11 – Romania 5 – Russia 8 – Serbia 1 – Slovenia 6 – South Africa 10 – South Korea 3 – Syria 2 – Ukraine 10 – United Kingdom 2 – Uruguay		
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g. Application processed

Indicate the number of applications your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	14	2	0	2	0	18
Applicant actively pursuing licensing. Those who had some contact with your organization in the reporting year	33	1	0	15	0	49
Inactive applicants. Those who had no contact with your organization in the reporting year.	12	3	0	0	0	15



Applicants who met all requirements and were authorized to become members <u>but did not become</u> members	5	0	0	0	0	5
Applicants who became <u>fully</u> registered members	14	2	0	2	0	18
Applicants who were authorized to receive an alternative licence <u>but were not</u> issued a licence	n/a	n/a	n/a	n/a	n/a	n/a
Applicants who were issued an alternative class of licence*	n/a	n/a	n/a	n/a	n/a	n/a

- 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: [New applications for examination were not received as the 2020 examinations for both the CDTO and the new national Canadian Alliance of Dental Technology Regulators examinations were postponed due to COVID-19.](#)

h. Classes of certificate/licence

Provide a description of the classes of certificate/license offered by your organization. You should have at least one class listed.

#	Certification	Description
1	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.



2	Inactive	<p>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.</p>
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Additional comments: none

i. Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applicants that were subject to an internal review or that were referred to a statutory committee	14	2	0	2	0	18



of your governing council, such as Registration Committee						
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals hear	0	0	0	0	0	0
Registration decisions changed following an appeal	0	0	0	0	0	0

Additional comments: [New applications for examination were not received as the 2020 examinations for both the CDTO and the new national Canadian Alliance of Dental Technology Regulators examinations were postponed due to COVID-19.](#)

j. Paid Staff

Provide the number of paid staff employed by your organization in the categories shown, as of December 31, 2020.

You may use decimals if you need to count half units. For example, on full-time employee plus one part-time employee will be equivalent to 1.5 employees.

Category	Number of staff
Total number of staff employed by the regulatory body	6
Number of staff involved in the appeals process	1.5
Number of staff involved in the registration process	1.5

Additional comments: [none](#)

Submission

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

Title: [Judith Rigby, Registrar/CEO](#)

Date: [April 30, 2021](#)