

# Fair Registration Practices Report

## Dental Technologists (2017)

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.

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

### 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 May 23, 2017, the College conducted a sixty (60) day consultation process to seek feedback from Members and stakeholders on its proposed fee increases of approximately 2.4% that would take effect on September 1, 2017.

**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 (electronic communications) and Council's strategic priorities (Standards of Practice 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 upcoming annual renewal fee. For example, the College currently uses its reserves to fund the Standards and Regulations review, Database upgrade projects, and makes use of government funding opportunities for special projects.

The projected total College expenditures for 2017-2018 have increased by \$8,878 or 0.9% over the 2016-2017 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. Flat to negative growth in registration over the past few years is anticipated to result in a 0.8% decline in revenues before any fee increases are contemplated. Also with the decline in interest rates we expect to lose 0.6% in revenue.

The projected revenues without changes in fees have decreased by \$14,160 or 1.4% over the 2016-2017 approved budget.

**Fees for 2017-2018**

The College derived the fee increase of approximately 2.4% from the increase in expenditures of 0.9% and decrease in revenues of 1.4%. The fee increase is necessary to cover the initial 2017-2018 operating budget deficit of \$23,038, ensure financial sustainability and support all RDTs in delivering safe, ethical and competent care to Ontarians.

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

Applicants for examinations and registration receive value for their fees payment 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 2017-2018 fee increase was set at 2.4%, just above CPI.

**e) Timelines**

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

On December 8, 2017, the College's Council approved a new policy that outlines the timeframe for successful examination candidates to apply for registration with the College. The Time Limitation for Validity of Examination Results Policy (E06) applies to all examination candidates who have successfully completed the examinations required for registration and plan to register with the College. The policy is effective as of January 1, 2018. The policy specifies that registration examination results are valid for 15-months starting from the date the notice of results is received by the examination candidate. If the candidate does not apply within 15-months and desires to register with the College at a later date, all relevant registration examinations will need to be completed again.

Previously, the timeline from successful completion of the Registration Examination and applying for registration was not formally documented. Applicants were informed that they were required to apply to the College for a General Certificate of Registration within three (3) years of passing the registration examination.

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

This new policy formally documents for all applicants the maximum timeline for applying for a General Certificate of Registration from the time they are notified that they have successfully completed the examinations required for registration. This policy codifies and demonstrates the College's commitment to equitable, consistent and fair registration practices.

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

The Time Limitation for Validity of Examination Results Policy (E06) formalizes the College's position on the timeframe for the validity of examination results and ensures applicants for registration continue to meet the entry-to-practice requirements at the time of applying for registration. This policy formalizes the College's timeline for exam 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.**

Three policies were approved by the College's Council on December 8, 2017:

- Upgrading & Remediation Policy (E04) - REVISED
- Time Limitation for Validity of Examination Results Policy (E06) - NEW
- Testing Accommodation for Examination Candidates Policy (E03) - REVISED

**Upgrading/Remediation Policy (E04):**

This revised policy applies to all examination candidates who have not achieved a passing score on the College's examinations within two years after he/she failed their first examination attempt. In accordance with the Examinations Regulation (O. Reg. 733/93), after two years, or three attempts, whichever comes first, a candidate must submit a formal request along with an upgrading/remediation proposal for each failed examination to the Registration Committee. The Committee may approve an additional examination if the upgrading/remediation proposal

is satisfactory.

This policy required revision to reflect changes to the availability of continuing education courses at the only dental technology education institute (George Brown College) in Ontario and changes to the slate of registration examinations. As a result of the limited availability of continuing education courses, the Registration Committee permitted candidates to complete private upgrading/remediation under the supervision or mentorship of a Registered Dental Technologist (RDT) to become eligible to receive an additional examination attempt. In recent years, the College has implemented a more formal process to document prospective candidates upgrading and remediation. Both the candidate and their RDT mentor are required to complete an Upgrading Program Log as evidence of upgrading completion.

#### **Time Limitation for Validity of Examination Results Policy (E06):**

This new policy applies to all examination candidates, as of January 1, 2018, who have successfully completed and passed the examinations required for registration and plan to register with the College. The registration examination results are valid for 15-months, starting from the date the notice of results is received by the examination candidate. If the candidate does not apply within 15-months and desires to register with the College at a later date, all relevant registration examinations will need to be completed again.

Previously, the timeline from successful completion of the Registration Examination and applying for registration were not formally documented. Applicants were informed that they were required to apply to the College for a General Certificate of Registration within three (3) years of passing the registration examination. The College believes that the 15-month time limitation ensures that applicants for registration continue to meet the entry-to-practice requirements at the time of application.

#### **Testing Accommodation for Examination Candidates Policy (E03):**

The revised policy applies to all examination candidates who are required to complete one or all of the College's examinations and need testing accommodations due to a disability. The College is committed to ensuring that all qualified candidates with disabilities are provided with appropriate accommodation when taking the registration examination(s).

Previously, it was established practice that in order for a student or examination candidate to receive accommodation, the disclosure of a diagnosis from a medical professional was required. Recently, a university student challenged this requirement. Due to the importance of the outcome of this challenge, the Ontario Human Rights Commission was granted intervenor status. The outcome of the challenge was the removal of the medical diagnosis requirement in order to receive academic accommodation. The College has now officially removed the requirement for examination candidates to provide a diagnosis in order to receive testing accommodation.

Revisions to this policy included the following: elimination of the requirement to provide a diagnosis, expanded definitions, specific timelines for health care practitioner's assessment/diagnosis/evaluation of the examination candidate, examples of testing accommodation available, confidentiality of accommodation requests, and specific timeframe for College Staff to complete assessment of application.

#### **Examination Appeals Procedure (E02-P01) - REVISED**

In June 2016, the College's Council approved the establishment of an Examination Committee commencing 2017. Changes to the Committee roles and responsibilities also required revisions to the Examination Appeals Policy (E02) and procedures. Amendments to the Appeals Procedure were approved in 2017 by the Examinations Committee to account for the committee's oversight of the exam appeal process.

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

**Upgrading & Remediation Policy (E04)** - Applicants faced with the unavailability of continuing education courses may now refer to the revised policy that now includes the provision for private tutoring under the supervision and

mentorship of a Registered Dental Technologist (RDT).

**Time Limitation for Validity of Examination Results Policy (E06)** - Applicants now have a specified timeline, in writing, from when they successfully complete the Registration Examination and then apply for registration with the College. This policy ensures that applicants continue to meet the entry-to-practice requirements at the time of registration.

**Testing Accommodation for Examination Candidates Policy (E03)** - Applicants are no longer required to disclose their medical diagnosis in order to be eligible to receive testing accommodation. The revised policy provides applicants with additional information for example expanded definitions, specific timelines for health care practitioner's assessment/diagnosis/evaluation of the examination candidate, examples of testing accommodation available, confidentiality of accommodation requests, and specific timeframe for College Staff to complete assessment of application.

**Examination Appeals Procedure (E02-P01)** - Applicants benefit from the oversight of the Examinations Committee. This includes a clear and structured approach to handling all appeals and decisions of examination results in a fair and timely manner for all examination candidates who have not achieved a passing mark.

These policies and procedures provide accessibility for all applicants with respect to examinations and registration.

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

**Upgrading & Remediation Policy (E04)** - Demonstrates the College's responsiveness to the availability of continuing education in dental technology and provides applicants with the opportunity to seek upgrading opportunities with a Registered Dental Technologist who can tailor the upgrading/remediation to meet the applicant's specific needs.

**Time Limitation for Validity of Examination Results Policy (E06)** - Ensures that applicants for registration remain relevant and apprised of technological advancements and continue to meet the entry-to-practice requirements.

**Testing Accommodation for Examination Candidates Policy (E03)** - Ensures that the College only collects necessary information about the accommodation required by the applicant. Personal health information is not requested as it is not required to determine whether an applicant's accommodation request would be granted.

**Examinations Committee approved revised Examination Appeals Procedure (E02-P01)** - Ensures that appeals process is completed under the oversight of the new Examinations Committee in a fair and timely manner.

### g) Resources for applicants

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

2017 Registration Examination Handbook enhancements included:

- Statement of purpose
- Several sample questions for written examinations including the correct answers
- Description of multiple-choice testing
- Strategies for selecting the correct answer are described

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

The revisions to the Registration Examination Handbook provides applicants with an understanding that the College is using the registration examination as a method of measuring their competency, knowledge and skills. As well, providing applicants with information about the multiple choice questions for improved examination performance.

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

The revisions to the 2017 Examination Handbook supports applicant's with examination information and is in line with the College's fair testing objectives.

**h) Review or appeal processes**

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

**Examination Appeals Procedure (E02-P01) - REVISED**

In June 2016, the College's Council approved the establishment of an Examination Committee commencing 2017. Changes to the Committee roles and responsibilities also required revisions to the Examination Appeals Policy (E02) and procedures. Amendments to the Appeals Procedure were approved in 2017 by the Examinations Committee to account for the committee's oversight of the exam appeal process.

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

Revised Examination Appeals Procedure (E02-P01) - Applicants benefit from the oversight of the Examinations Committee. This includes a clear and structured approach to handling all appeals and decisions of examination results in a fair and timely manner for all examination candidates who have not achieved a passing mark.

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

Examinations Committee approved revised Examination Appeals Procedure (E02-P01) - Ensures that appeals process is completed under the oversight of the new Examinations Committee in a fair and timely manner.

**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.**

During 2017, the College continued its commitment to professional development of Council and staff members through participation in a number of professional development and training opportunities.

- Council and staff attended the International Conference on Licensure, Enforcement & Regulation (CLEAR) held in Denver, USA and Melbourne, Australia
- Council and staff attended the Canadian Network of Agencies for Regulation (CNAR) held in Halifax, Nova Scotia
- Council Training:

- Governance & Transparency Training - Irwin Fefergrad, Registrar RCDSO - CDTO Council Meeting of January 13, 2017
- Council Orientation - Judy Rigby, CDTO Registrar - CDTO Council Meeting of January 13, 2017
- Effective Council Training - Brenda Kritzer, Registrar COKO - CDTO Council Meeting of April 7, 2017
- The Budget Process - Judy Rigby, CDTO Registrar - CDTO Council Meeting of May 26, 2017
- Committee Training & Resources:
  - Registration Committee Training - Orientation, Registration Referral Decision Training
  - Toolkits for each College Committee (statutory and ad-hoc)
  - OFC Online Learning Modules

In addition, Registration Staff participated in the following professional development and training opportunities:

- Steinecke, Maciura, and LeBlanc online webinar training series (Human Rights Update, Bill 87, Regulators Under Siege, Incapacity Issues, Making Cross-Border Telehealth Rules, etc.)
- CLEAR webinar - New Research on Licensing's Effect on Employment
- ORAC training - Managing Cultural Differences (Part 1 and 2)

**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 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.**

Professional development and training of Council and staff positively impacts the College through improved understanding of registration matters, best practices and 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.**

**Strategic Plan 2017-2021**

The Council of CDTO embarked on an in-depth strategic planning process in 2016-2017, its goal was to set out the priorities and objectives of the College that will span over the next five years. An extensive public consultation process was undertaken which provided us with valuable insight on the current major drivers of change in the external environment and to listen to the feedback of the Membership and other relevant stakeholders. We listened to what the public and our membership had to say and have formulated a strategic plan that will lead us to become a regulatory leader of tomorrow and respond to advancements in technology. From the consultation process, key themes emerged, and Council worked extensively to formulate a strategy that will lead the College into 2021. The

5-year strategic plan was borne and unanimously approved by Council at its September 2017 meeting.

#### 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 College of Dental Technologists of Ontario is known as a regulatory leader of tomorrow and Registered Dental Technologists are viewed as integral members of the oral health care team, inspiring public trust and confidence.*

#### Six Strategic Priorities

- *Redesigned College website to improve transparency and communications for applicants, members and for the Public.*
- *Implement a best practice redesigned QA program supported by changes to QA regulations*
- *Complete standards of practices review*
- *Conduct research on the present state of the dental technology profession*
- *Improve governance effectiveness*
- *Increase membership enrolment to ensure Ontarians have access to skilled, qualified RDTs*

#### CDTO Website Launched on August 1, 2017:

Launched a completely redesigned website aimed to provide clear and frequent communications at our target audiences, providing up to date news and events and public consultations. The website is the gateway for the public to access relevant information about dental technologists, some of which was gleaned from consultations held with the MOHLTC and the implementation of Bill 87: Protecting Patients Act 2017. In the coming month's additional up-to-date and valuable resources for the public, applicants and the profession will be uploaded to the website. During 2018, the website content will be translated into French.

#### CDTO Launched Applicant Outreach Initiative:

As part of our examination process a presentation is delivered to GBC third year students only which focused on the importance of becoming registered and the regulatory aspects of the College, including self-regulation. What we did not appreciate fully is the target audience and the how the method of delivery would impact their receptiveness. In 2017 we overhauled the presentation to address the millennials and placed more emphasis on an onboarding strategy. Key themes were the recent media coverage placing the integrity of regulatory bodies in question and the College's evolution to mitigate risk and respond to changing needs such as newly enacted legislation (Bill 87: Protecting Patients Act 2017). Emphasis is placed on the Registered Dental Technologists as an integral member of oral health care team to meet the increased demand for quality dental devices in particular areas of geriatric and cosmetics.

The outcome was that we fielded a lot of great questions from an engaged audience about the profession, regulation and the examination process. We listened to their concerns about student debt and their suggestions alternative ways of administering the exams. Responses to questions posed during the CDTO's presentation were

posted to GBC's "Blackboard" for students. In addition, students were invited to the College's Council meetings.

**CDTO Online Renewal Questions:**

In 2017 included new questions in the online renewal to gain better understanding of those not licensed and are practising dental technology under supervision of Registered Dental Technologist. The data gathered during renewal will be used to help determine what barriers exist for non-licensed workers to achieve licensing.

**Under Development:**

Development of the online application process which will be accessible 24/7 allowing applicants to complete information when and where they choose, view application progress, view required documents (transcripts/assessments), required examinations, scheduling and results. The online application process will flow from examination applicant to registration applicant seamlessly.

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

Applicants benefit from the College's strategic plan twofold. First, availability of clear, frequent and up to date information in English and French will help applicants make better informed decisions. Second, the information provided will help applicants understand that as a Member they are recognized as an integral part of the oral health care team and will benefit from up to date standards to guide them in their daily practise to protect the public and a continued competence program to further their knowledge, skills and judgement.

**Under Development:**

An 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.

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

The 2017-2021 Strategic Plan focuses the College into the right direction and incorporates the key concepts of Communication, Consultation and Collaboration. When we regulate with integrity through the eyes of the public lens, we communicate outwards in a clear and transparent manner. The College launched a redesigned website for the public, prospective applicants, and our membership to keep them apprised of our roles and any pertinent information.

Consultation and collaboration are the corner stone of the Access to Dental Technology Project, launched in 2017, the College aims to ensure that Canada has an adequate number of qualified RDTs to provide quality oral health services. The project aims to bridge the gap between internationally educated dental technology professionals with the dental technology practice across Canada.

Finally, our continued participation with other health care regulators, driven by the priorities of the strategic plan, provides us with a broad appreciation for how we can best serve the public and incorporate best practices in our registration process.

**Under Development:**

An online application process will increase human resource capacity by decreasing data entry and increasing capacity to monitor and provide analytics to support Committee and stakeholder decisions and inform regulatory

changes.

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

The College of Dental Technologists of Ontario, in collaboration with the Canadian Alliance of Dental Technology Regulators (CADTR), has received funding from the Government of Canada through the Foreign Credential Recognition Program (FCRP) for close to \$575,000 over two years to support the Access to Dental Technology Project (ADT). Led by CDTO, this pan-Canadian project will help reduce barriers to employment in Dental Technology for internationally trained newcomers.

CADTR is the national federation of dental technology regulators in Canada. It is comprised of regulatory bodies that have been established and mandated by their respective provincial governments to regulate the practice of dental technology and govern their regulated members in 7 out of the 13 jurisdictions in Canada. CADTR member jurisdictions include: Alberta, British Columbia, New Brunswick, Nova Scotia, Ontario, Québec and Saskatchewan. The profession of dental technology is also regulated in Newfoundland and Labrador and is not yet regulated in Manitoba, Prince Edward Island, Yukon, Northwest Territories and Nunavut.

The overriding objective of this project is to ensure that Canada has the educated and skilled workforce needed to support professional and economic growth by expediting the assessment and licensure processes of Internationally Educated Dental Technology Professionals (IEDTPs) to practise the profession of dental technology in Canada. The overall project objectives are directly linked to the objectives of the FCRP and aim to provide fair, accessible, transparent, consistent, and rigorous service that optimizes the effectiveness and efficiency of registering IEDTPs and contribute to improving labour market integration outcomes of IEDTPs in the dental technology sector.

The project will be informed by research carried out to date and published, such as “Improving Pre-Arrival Information Uptake for Internationally Educated Professionals”, B. Baomal and K. Johnson, June 2016, which “indicates that for many skilled immigrants the true realities associated with meeting entry-to-practice standards, upgrading technical and language skills, and securing meaningful employment are very different than originally assumed. Pre-arrival research, related to their chosen professions, conducted in an orderly or systematic way is rarely carried out. The provision of timely pre-arrival resources, accessed throughout the immigration process can help to better align the perceptions skilled immigrants have of working in Canada (while in their home countries) with the realities they face on arrival.”

The project aims to create a coherent assessment criterion that is standardized across Canada. The assessment criteria/methodology of one jurisdiction directly affects the quality of practitioners working in all jurisdictions. Greater harmonization of international credential assessment practices and entry-to-practice policies, including a national examination based on a national competency profile, is essential in ensuring the integrity of assessment and recognition of IEDTPs seeking licensure to practice Dental Technology in Canada.

### **Project Objectives**

- Ensure IEDTPs preparedness for registration through the creation of practical pre-arrival self-assessment tools
- Enable fair and consistent assessments of both domestic and internationally educated professionals based on a national credential assessment and a national competency-based examination; and
- Strengthen the relationship between regulators and educators (i.e., schools) to advance the foreign credential recognition agenda for the benefit of IEDTPs, the dental technology profession and the Canadian public.

### **Project Outcomes:**

- A clear, consistent and transparent articulation of the credential, registration/licensure and work experience assessment processes of IEDTs;
- Enriched awareness and preparedness of highly skilled newcomers, including those starting the process prior to immigration, searching for professional level jobs in the dental technology profession;
- Strengthened and harmonized regulation of the dental technology profession which enables fair treatment for all applicants;
- Improved public protection and quality of dental technology services through the use of same set of entry-to-practice standards;
- Increased and sustainable supply of highly skilled newcomers to provide services to Canadians;
- Enhanced confidence that all registered practitioners have been admitted to the profession using the same set of entry-to-practice standards to provide quality services and public protection (including Labour Mobility applicants); and
- Improved capacity, collaboration, communication, cooperation, and consultation between regulators, educators and other related stakeholders to further reduce duplication and assist in the continuation of system-wide enhancements.

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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:

Materials available in French upon request.

### b) Gender of applicants

Indicate the number of applicants in each category as applicable.

| Gender            | Number of Applicants |
|-------------------|----------------------|
| Male              | 14                   |
| Female            | 16                   |
| 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              | 422               |
| Female            | 131               |
| 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 |
|---------|--------------------------|-----|--|---------|-------|
| 65      | 3                        | 0   | Bulgaria 1<br>Egypt 2<br>Iran 1<br>Israel 1<br>Korea, Republic Of 3<br>Romania 1<br>Syrian Arab Republic 3<br>Total 12 | 0       | 80    |

<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 |
|---------|--------------------------|-----|---|---------|-------|
| 15      | 2                        | 0   | Korea, Republic Of 1<br>Romania 1<br>S. Africa 1<br>Syrian Arab Republic 1<br>Total 4 | 0       | 21    |

<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 |
|---------|--------------------------|-----|--------------------------|---------|-------|
|         |                          |     | Albania 1                |         |       |
|         |                          |     | Bosnia And Herzegovina 1 |         |       |
|         |                          |     | Bulgaria 1               |         |       |
|         |                          |     | Chile 1                  |         |       |
|         |                          |     | China 2                  |         |       |
|         |                          |     | Colombia 1               |         |       |
|         |                          |     | Czech Republic 2         |         |       |
|         |                          |     | Egypt 3                  |         |       |
|         |                          |     | Ecuador 1                |         |       |
|         |                          |     | Fiji 1                   |         |       |
|         |                          |     | Germany 7                |         |       |
|         |                          |     | Greece 4                 |         |       |
|         |                          |     | Hong Kong 3              |         |       |
|         |                          |     | Hungary 2                |         |       |
|         |                          |     | India 2                  |         |       |
|         |                          |     | Indonesia 1              |         |       |
|         |                          |     | Iran 2                   |         |       |
|         |                          |     | Iraq 1                   |         |       |
|         |                          |     | Israel 7                 |         |       |
|         |                          |     | Japan 1                  |         |       |
| 294     | 18                       | 6   | Jordan 1                 | 99      | 553   |
|         |                          |     | Korea 2                  |         |       |
|         |                          |     | Korea, Republic Of 5     |         |       |
|         |                          |     | Latvia 1                 |         |       |
|         |                          |     | Lebanon 6                |         |       |
|         |                          |     | Peru 1                   |         |       |
|         |                          |     | Philippines 2            |         |       |
|         |                          |     | Poland 25                |         |       |
|         |                          |     | Romania 10               |         |       |
|         |                          |     | Russia 2                 |         |       |
|         |                          |     | Scotland 2               |         |       |
|         |                          |     | Serbia 1                 |         |       |
|         |                          |     | Singapore 1              |         |       |
|         |                          |     | S. Africa 4              |         |       |
|         |                          |     | Syrian Arab Republic 3   |         |       |
|         |                          |     | Trinidad 1               |         |       |
|         |                          |     | Ukraine 2                |         |       |
|         |                          |     | U.K. 12                  |         |       |
|         |                          |     | Uruguay 2                |         |       |
|         |                          |     | OTHER 9                  |         |       |
|         |                          |     | Total 136                |         |       |

<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:**

OTHER - Nine (9) members were initially trained in former Yugoslavia.

**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>   | 21      | 6                        | 0   | 3                   | 0       | <b>30</b> |
| <b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b> | 65      | 3                        | 0   | 12                  | 0       | <b>80</b> |
| <b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>                      | 0       | 0                        | 0   | 2                   | 0       | <b>2</b>  |
| <b>Applicants who met all requirements and were authorized to become members but did not become members</b>                  | 35      | 2                        | 0   | 2                   | 0       | <b>39</b> |
| <b>Applicants who became FULLY registered members</b>  | 15      | 2                        | 0   | 4                   | 0       | <b>21</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>  |

<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". <b>Inactive members are not permitted to practise dental technology in any capacity in Ontario.</b></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 | 101     | 11                       | 0   | 19                  | 0       | <b>131</b> |
| Applicants who initiated an appeal of a registration decision   | 0       | 1                        | 0   | 0                   | 0       | <b>1</b>   |
| Appeals heard   | 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 |
|---|---------|--------------------------|-----|---------------------|---------|-------|
| 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 | 7     |
| 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:

2018/03/01

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