

# Fair Registration Practices Report

## Denturists (2014)

The answers that you submitted to OFC can be seen below.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACKTA) s. 20 and 23 (1), for regulated professions named in Schedule 1 of FARPACKTA
- 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.

### Provision of Information About Registration Practices (1 / 13)

**Describe how you make information about registration practices available to individuals applying or intending to apply for registration. Specify the tools used to provide information, and the manner in which you make that information available, current, accurate and user friendly in each of these subcategories:**

#### a) steps to initiate the registration process

The College of Denturists of Ontario ("CDO" or the "College") details the steps to initiate the registration process in its Registration Information Guide and the Career Map for Internationally Trained Applicants. Both of these documents are posted on the registration portion of the CDO website. Telephone and email registration inquiries are directed to the Registration Coordinator and hard copies of the registration documents are available upon request.

To initiate the registration process, the person making the inquiry will either be provided with the necessary links to the online forms and required documentation or, if preferred, a hard copy application package will be mailed. This package contains the forms that person must complete and return to the College, including the required documentation to process an application for a certificate of registration.

#### b) requirements for registration

The College specifies the requirements for registration in the Registration Information Guide and Career Map for Internationally Trained Applicants. These documents are posted on the registration portion of the CDO website. Telephone and email registration inquiries are directed to the Registration Coordinator and hard copies of the registration documents are available upon request. The CDO website also contains a link to the College's current Registration Regulation (O. Reg. 833/93; <http://www.denturists-cdo.com/ORegsRegistration.pdf>).

The documents outline the registration requirements, as follows:

- Applicants must have a diploma in denturism (from George Brown College), or an equivalent diploma or degree, and provide the College with a notarized copy of the same. Applicants are also required to specify their educational information as part of the *Application Form for Certificate of Registration*.
- The application form imposes certain reporting requirements on applicants (e.g., the CDO asks

applicants whether they have ever been found guilty of a criminal offence.)

- Applicants must be Canadian citizens, permanent residents of Canada, or have authorization under the Immigration and Refugee Protection Act, S.C. 2001, c. 27, to work in Canada.
- Applicants must pass the CDO administered qualifying examination. The examination is made up of two components - a written examination and a practical (clinical) examination. Eligible candidates must successfully complete the written examination before they are permitted to attempt the practical examination. Applicants must initiate the qualifying examination within twelve months of the date they signed their application form for a certificate of registration, and they must continue to be actively engaged in the examination process until successful completion or the application will expire/be considered abandoned. Applicants, who successfully complete both the written and clinical examinations, are eligible to complete the registration process for a certificate of registration as a dentist in the Province of Ontario.
- Denturists, who are registered in another jurisdiction and are applying through labour mobility, are exempt from the taking qualifying examination.
- Where applicants are or have been registered/licensed with another professional regulatory body in Ontario or another jurisdiction, or are registered/licensed to practice denturism in a jurisdiction other than Ontario, they must submit a letter of good standing from the appropriate regulatory body to the College. The applicants also have to consent to having their registration records (complaints history) transferred from the practicing jurisdiction to the CDO.

c) explanation of how the requirements for registration are to be met, such as the number of years of schooling required for a degree to be deemed equivalent to an Ontario undergraduate degree, length and type of work experience, credit hours or program content

The College's current Registration Regulation (O. Reg. 833/93) states that the applicant must have a diploma in denture therapy or denturism from George Brown College or any other institution that, in the opinion of the Registration Committee, issues an equivalent diploma or degree. Note that the Registration Committee accepts the diploma in denturism from Trillium College, which is a private college in Toronto as an equivalent. A diploma or degree is equivalent if it offers courses in the areas listed in CDO's Registration Regulation Schedule. The Registration Committee is responsible for determining whether the applicant has training in the subject areas listed in the Schedule. Applicants who have graduated from a denturism (or dental) program outside of Canada must submit with their application, a Comprehensive Credential Report from one of the specified credentialing agencies (World Education Services, International Credential Assessment Service, International Credential Evaluation Services, Comparative Education Services or Educational Credential Evaluators Inc.) to enable the Registration Committee to assess equivalency with the George Brown College denturism program. The CDO website also contains a link to the College's current Registration Regulation (O. Reg. 833/93; <http://cdo.in1touch.org/uploaded/64/web/documents/Registration%20Regulations.pdf>).

d) any education or practical experience required for registration that must be completed in Ontario or practice that must be supervised by a member of the profession who is registered in Ontario

The CDO does not require any education or practical experience be completed in Ontario. Training can occur anywhere as long as it is deemed equivalent to training specified in our registration regulation.

e) requirements that may be satisfied through acceptable alternatives

Applicants must meet the non-exemptible Registration Regulation requirements for a certificate of registration.

f) the steps in the assessment process

The College informs potential applicants of the steps in the assessment process in both the Registration Information Guide and Career Map posted on the College website. Both documents are available in hard copy or via email upon request. These documents indicate that all applications for registration must pass through a review process. If an application does not meet the requirements for registration, the Registrar will refer the applicant to the Registration Committee for review. The Committee consists of members of the denturism profession and public appointees to the Council of the College.

The applicant is provided with an opportunity to make written submissions to the Committee supporting his/her position. The Registration Committee will inform the applicant in writing of its decision regarding his/her application. The applicant may be required to provide additional information regarding his/her qualifications or to complete additional studies in order to become eligible to sit the College's qualifying examination.

g) the documentation of qualifications that must accompany each application; indicate which documents, if any, are required only from internationally trained applicants

The application for a certificate of registration and process is the same regardless of whether an applicant is internationally trained or Ontario trained. The only difference is the documentation required for Registration Committee to render a decision if the applicants education is equivalent. Documentation required to do this: WES report to verify documents are in fact true documents, details about the course (used to determine equivalency). If applicants were educated in another language other than english or french or english or french is not their first language, applicant will require a fluency test.

h) acceptable alternatives to the documentation if applicants cannot obtain the required documentation for reasons beyond their control

The College must have some form of documentation in order to assess an applicant's credentials and proceed with the registration process. While the College has not yet encountered an applicant who could not provide the required information, the Council did pass a insufficient and/or incomplete documentation policy which sets out alternative documentation or persuasive evidence an applicant can provide to the Registration Committee for its consideration. This is available for applicants and will be posted on our College website in April 2015.

i) how applicants can contact your organization

Contact information for registration (including email addresses, the College address, telephone and fax numbers) are listed on the CDO website.

j) how, why and how often your organization initiates communication with applicants about their applications

The College corresponds both verbally and in writing with applicants who have initiated the application process. Furthermore, there is timely follow-up with applicants who have incomplete applications, are missing required documents, or where errors or omissions have been identified in their applications.

k) the process for dealing with documents provided in languages other than English or French

The Registration Information Guide and Career Map indicate that documentation submitted in a language other than English or French must be accompanied by a copy translated by a certified translator.

l) the role of third-party organizations, such as qualification assessment agencies, organizations that conduct examinations or institutions that provide bridging programs, that applicants may come into contact with during the registration process

The Registration Information Guide and Career Map indicate that applicants who graduated from a denturism or dental program outside of Canada must submit with their application, a comprehensive credential report from one of the specified credentialing agencies as set out above to enable the CDO to assess equivalency with the George Brown College denturism program. The credentialing agencies' contact information is included in the Registration Information Guide and Career Map.

m) any timelines, deadlines or time limits that applicants will be subject to during the registration process

The current Registration Regulations state that applicants must have successfully completed the qualifying examination in denturism set by Council within 12 months of the application.

n) the amount of time that the registration process usually takes

The Registration Information Guide and Career Map state that the time required to complete the entire registration process, i.e. meet all of the exemptible requirements, varies considerably and can take anywhere from three months to three years. Delays occur when:

- there are errors or omissions in the application and where a candidate is unsuccessful in a portion(s) of the qualifying examination and is required to re-take a portion(s),
- where the candidate requests a deferral of the qualifying examination, or
- when the Review and Appeals Committee determines whether the applicant is permitted a third and final examination attempt, and whether the applicant must complete further study prior to being permitted a third attempt.

Note: once all of the requirements are met and the all of the documentation is complete, an applicant can become within 2 weeks of submission of the completed application form.

o) information about all fees associated with registration, such as fees for initial application, exams and exam rewrites, course enrolment or issuance of licence

Registration fees are listed in the Registration area of the CDO website. Information pertaining to examination and examination rewrites are forwarded to eligible examination candidates, and outlined in the examination protocol distributed at the Qualifying Examination Candidate Orientation. This orientation is scheduled prior to the qualifying examination (covering both the written and practical components) and it is mandatory for all candidates.

p) accommodation of applicants with special needs, such as visual impairment

The College posted the Qualifying Examination Special Needs Accommodation Policy to address modifications/support required for examination process.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

QUALIFYING EXAMINATION SPECIAL NEEDS ACCOMMODATION POLICY July 2014

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### **Amount of Fees (2 / 13)**

Are any of the fees different for internationally trained applicants? If yes, please explain.

There are no differences in fees for internationally trained applicants. All applicants are subject to the same application, qualifying examination, and registration fees.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

Fee Form explaining fees was passed in principle for posting on website at December council meeting. The next reporting period will reflect this action.

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## Provision of Timely Decisions, Responses and Reasons (3 / 13)

a) What are your timelines for making registration decisions?

Applications are reviewed within 2 weeks of receipt. Completed application who meet all of the requirements for registration are contacted within said 2 weeks regarding the decision to issue a certificate of registration. Applications that require a referral to registration committee are reviewed at the next Registration Committee meeting after the receipt of application. The Registration Committee purposely sets meeting dates in advance of peak times registration applications are received (College graduation dates, exam dates, etc.)

b) What are your timelines for responding to applicants in writing?

Upon receipt of an application, the CDO will correspond with the applicant verbally and/or in writing within two weeks of receiving the application. Communication may include advising applicant he/she have met the requirements to be issued a certificate of registration, any errors or omissions in his/her package therefore asking for more information to properly review package or a notice that the Registrar will be making a referral of he/she application . Applicants who are notified of referral to the Registration Committee will also be advised of the next Registration Committee meeting date, and will also be provided an opportunity to make additional written submissions for the Committee's consideration.

The CDO notifies applicants about the next available qualifying examination dates. Once candidates have completed their written examination, the College notifies candidates in writing whether they were successful on the examination within 15 days of the examination. Practical examination candidates are advised whether they were successful on their examination within 30 days of completion of the examination.

c) What are your timelines for providing written reasons to applicants about all registration decisions, internal reviews and appeal decisions?

The Registration Committee provides written Decisions and Reasons no later than 30 days after rendering a decision. This includes registration decisions, internal reviews of equivalency for education requirements and appeal decisions.

d) Explain how your organization ensures that it adheres to these timelines.

The College ensures that it adheres to these timelines by holding regular Committee meetings and by apprising Committee members of time sensitive issues as soon as possible. We have a system that tracks registration applications which sends alerts and assistss CDO in the case management of all files to ensure we meet our target deadline.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

Please note the CDO has a action plan, portions of this plan included portions of work being completed by late December 2014. However, the end result was completed in March 2015, in order to not confuse things I have

not reported this work on this report.

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### Access to Records (4 / 13)

a) Describe how you give applicants access to their own records related to their applications for registration.

The College grants applicants access to their own application documents upon request. The College forwards copies of documentation and permits applicants to review documentation by appointment at the College office.

b) Explain why access to applicants' own records would be limited or refused.

The College does not refuse or restrict access to applicants' own records. The College prohibits reproduction and distribution of the qualifying examination for the purposes of maintaining examination integrity and security.

c) State how and when you give applicants estimates of the fees for making records available.

The College does not currently charge applicants a fee for accessing their records.

d) List the fees for making records available.

The College does not currently charge applicants a fee for accessing their records.

e) Describe the circumstances under which payment of the fees for making records available would be waived or would have been waived.

The College does not currently charge applicants a fee for accessing their records.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The CDO passed an Access to Records policy at the December Council meeting to formalize this process. This policy will be available on the CDO website by April 2015.

### Resources for Applicants (5 / 13)

a) List and describe any resources that are available to applicants, such as application guides, exam blueprints or programs for orientation to the profession.

The Registration Information Guide and Career Map for Internationally Trained Applicants are available on the CDO website. Candidates deemed eligible to participate in the qualifying examination are provided with an examination protocol.

The College also facilitates a candidate orientation session prior to each examination session to review the protocol, evaluation criteria, and answer any candidate questions.

An online forum is also available to candidates following the orientation and prior to the examination to allow them to pose questions, which will be responded to within 48 hours.

b) Describe how your organization provides information to applicants about these resources.

Applicants with internet access are referred to the registration portion of the CDO website for information pertaining to registration requirements. Hard copies are available upon request. Upon being deemed eligible to take the qualifying examination, the College notifies candidates in writing that they must attend the mandatory orientation session, where copies of the examination protocol and evaluation criteria are distributed. Applicants, who unable to attend the orientation session due to extenuating circumstances, are forwarded hard copies of the protocol and evaluation criteria.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The CDO is going through a total revamp of the registration guides and website, this will be available by September 2015.

### Internal Review or Appeal Processes (6 / 13)

In this section, describe your internal review or appeal process. Some regulatory bodies use these two terms (*internal review* and *appeal*) for two different processes, some use only one of these terms, and some use them interchangeably. Please use the term that applies to your profession. If you use both terms (for two different processes), please address both.



a) List your timelines for completing internal reviews or appeals of registration decisions.

The CDO does not have a system to internally review or appeal decisions made regarding the decisions and reasons of an application decision.

It does however have a process set-up to appeal examination results, we have used this section to reflect that information.

i. State the number of internal reviews or appeals of registration decisions that exceeded your timelines.

There were no requests for an internal review or an appeal.

ii. Among internal reviews or appeals that exceeded your timelines, state the number that were from internationally trained applicants.

None.

b) Specify the opportunities you provide for applicants to make submissions regarding internal reviews or appeals.

Applicants have 30 days from the date of the letter notifying them that the Registrar plans to refuse their application for certification with the College to provide submissions for consideration by the Registration Committee. Applicants are informed of this opportunity to make submissions in the same letter.

c) Explain how you inform applicants about the form in which they must make their submissions (i.e., orally, in writing or by electronic means) for internal reviews or appeals.

Applicants are not required to make their submissions in any specific form. Applicants are encouraged to write a letter to the Registration Committee outlining the reasons why their application should not be refused and to provide documentation supporting their position. This letter could be sent to the College via mail or email.

d) State how you ensure that no one who acted as a decision-maker in a registration decision acts as a decision-maker in an internal review or appeal of the same registration decision.

The Registrar makes the initial determination to refuse the application for a certificate of registration based on

the Registration Regulation. The Registration Committee is not involved in the initial decision of the Registrar. Impartiality of the Registration Committee is maintained by ensuring that the Registration Committee members are neither examiners for the College nor members of the Review and Appeals Committee, and are also not directly involved in evaluating the applicants' performances on the qualifying examination.

e) Describe your internal review or appeal process.

Applications to the College are considered by College staff on behalf of the Registrar to determine whether the requirements for registration are met. If it is determined that the application does not meet the requirements for certification with the College, the applicant is provided with a letter notifying them that the Registrar plans to refuse their application for certification with the College to provide submissions for consideration by the Registration Committee. The applicant is advised of the statutory grounds for refusal and is provided with 30 days to make written submissions to the Registration Committee in support of their application to the College. The Registration Committee typically meets every six to eight weeks and will consider these applications at their meetings. The Registration Committee may schedule a teleconference in the interim if a matter requires a timely decision. The Committee considers the Registrar's recommendation and the submissions made by the applicant and renders a decision in writing to the applicant. If a decision is unfavourable to the applicants, they are advised of their right to appeal to HPARB within 30 days of the date the decision.

f) State the composition of the committee that makes decisions about registration, which may be called a Registration Committee or Appeals Committee: how many members does the committee have; how many committee members are members of the profession in Ontario; and how many committee members are internationally trained members of the profession in Ontario.

The Registration Committee is comprised of two professional members of Council, one non-Council professional member, and two public members. There are currently no internationally trained Committee members, and no statutory requirements or by-law provisions stating mandatory internationally trained members.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

QUALIFYING EXAMINATION APPEAL POLICY was passed at Council in December 2014.

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### Information on Appeal Rights (7 / 13)

This section refers to reviews or appeals that are available after an internal review or appeal. Describe how you inform applicants of any rights they have to request a further review of or appeal from a decision.

The Registration Information Guide outlines the appeal process to the government-appointed Health Professions Appeal and Review Board (<http://www.hparb.on.ca/>). The decision letter sent to candidates whose application for certification for registration is denied also refers to the appeal process to HPARB. .

The Examination Appeal Policy is on website under Registration/Examinations. This is also available in Candidate Handbook.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The new Examination Appeal Policy.

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### **Assessment of Qualifications (8 / 13)**

This category covers your processes for assessing all qualifications, such as academic credentials, competencies, language ability or practical experience.

a) List the criteria that must be met in order for an applicant's qualifications to satisfy the entry-to-practice requirements for your profession.

To be eligible to attempt the College's qualifying examination, an applicant must have a diploma in denturism from George Brown College or a diploma or degree from any other institution that in the opinion of the Registration Committee is equivalent to a diploma in denturism from George Brown College. Applicants must provide an original or a notarized copy of the diploma with complete official transcripts from the college or university.

Applicants who graduated from a denturism (or dental) program outside of Canada must submit with their application, a Comprehensive Credential Report from one of the following credentialing agencies (World Education Services, International Credential Assessment Service, Comparative Education Services, Educational Credential Evaluators Inc, or International Credential Evaluation Services) to enable the CDO to assess equivalency with the George Brown College denturism program.

Applicants who graduated from a denturism (or dental) program that was not taught in English or French must submit with their application, proof of English or French language proficiency. For English, TOEFL results (a minimum score of 580 points for the TOEFL PBT, 237 points for the TOEFL CBT, or 92 points for the TOEFL iBT is required), the CDO accept tests no older than four years. For French, the results of the test used by the Office de la langue Française of the Government of Quebec (a minimum result of 60% is required) or DALF French Language Proficiency with Alliance Francaise. Documentation submitted that is not in either English or French must be accompanied by a copy translated by a certified translator.

All applicants must submit a criminal clearance report that is valid within the previous six month from their application date.

If applying under a name which is different from the one recorded on the denturism/dental diploma, a certified

copy of the name change, marriage certificate, or divorce decree (as applicable) must accompany the application.

The College administers a qualifying examination, which is currently held at least once per year. The examination is comprised of two components - a written examination and a practical examination. Eligible candidates must successfully complete the written examination before they will be permitted to attempt the practical examination. Candidates must successfully complete both the written examination and the practical examination in order to qualify for registration as a denturist in the province of Ontario.

b) Describe the methodology used to determine whether a program completed outside of Canada satisfies the requirements for registration.

In accordance with the College's current Registration Regulation (O. Reg. 833/93), the Registration Committee is obligated to base equivalency of applicants, who have graduated from a program other than the George Brown College denturism program, on George Brown College denturism subjects identified in the Registration Regulation Schedule. An applicant whose diploma or degree is equivalent if the program offers courses listed in the Schedule to the Registration Regulation. The Registration Committee determines whether the applicant has training in subject areas listed in the Registration Regulation Schedule based on the information provided in the Comprehensive Credential Report.

c) Explain how work experience in the profession is assessed.

The CDO has no specific work experience or practical requirements for registration beyond the practical components already built into the George Brown College denturism program. The CDO expects that any applicant with academic credentials in denturism from another accredited Canadian school of denturism will have practical experience similar to that provided in the George Brown College denturism program. The Registration Committee considers an applicant's work experience if she/he is lacking in a subject area.

d) Describe how your organization ensures that information used in the assessment about educational systems and credentials of applicants from outside Canada is current and accurate.

The CDO ensures the validity of information regarding educational systems and credentials of internationally trained applicants through the use of the following credentialing agencies: World Education Services (WES), International Credential Assessment Service (ICAS), and International Credential Evaluation Service (ICES).

Note that two other credentialing agencies used by other regulators were added to the options available to applicants and have been mentioned in questions above. They are Comparative Education Services and Educational Credential Evaluators Inc.

e) Describe how previous assessment decisions are used to assist in maintaining consistency when assessing credentials of applicants from the same jurisdictions or institutions.

The Registration Committee bases equivalency of applicants who have graduated from a program other than the George Brown College denturism program against George Brown College denturism subjects identified in

the Schedule to the Registration Regulation (O. Reg. 833/93) made under the authority of the Denturism Act, 1991, S.O. 1991, c. 25. If the candidates have graduated from another Canadian school of denturism, they are entitled to challenge the College's qualifying examination as well.

f ) Explain how the status of an institution in its home country affects recognition of the credentials of applicants by your organization.

ICAS Assessment Reports compare credentials held by an individual to the education systems in Ontario. The evaluation policies are established by the ICAS Management Board, which is composed of individuals from senior levels of government, education and industry, each of whom has extensive experience in education in Canada and internationally. Policies are established using recognized credential evaluation criteria, taking into account assessment practices in Canada and internationally. ICAS has an extensive onsite research library and an electronic database of comprehensive information on education systems around the world. Thousands of academic qualifications are recorded through a tracking system which provides reference sources. ICAS uses electronic databases and communicates on an ongoing basis with governments, national academic assessment bodies and other credential evaluation agencies to remain current on changes in educational systems and specific qualifications.

WES has over thirty years' experience evaluating international credentials. It employs over 100 professionals, from more than 30 countries around the world who are sensitive to concerns of foreign-educated clientele. WES evaluators have extensive experience and training in Canadian, North American, and international education systems and are recognized authorities in their fields. WES maintains an evaluation database compiled from the evaluation of more than 350,000 assessments, which contains more information on more than 45,075 foreign academic institutions, one million courses, 1600 grading scales. Evaluators assess credentials through various criteria including: admissions requirements, education level, type of institution, objective of educational program, information measured against Canadian standards, all grades and courses converted to Canadian equivalents, and the evaluations are reviewed by senior evaluators.

ICES evaluates the credentials of people who have studied in other provinces or countries and determines comparable levels in British Columbia and Canadian terms, based on several factors: the minimum academic credential one must hold in order to be admitted to the program; the level and duration of the program; the program of study to which the credential provides access in the country of origin; and recognition of the institution and program. ICES follows the standard methodology used in evaluation services throughout Canada and the United States. ICES is a founding member of the Alliance of Credential Evaluation Services of Canada (the Alliance), which ensures that individuals have access to fair and credible credential assessment services. Members of the Alliance follow principles of good practice that are consistent with international standards.

g) Describe how your organization accommodates applicants with special needs, such as visual impairment.

Currently the College does not have information available regarding applicants with special needs. However, the College is prepared to accommodate special needs as required by the Human Rights Code, R.S.O. 1990, c. H.19. The College has provided alternative testing environments when petitioned to do so, and provided with the necessary documentation to validate the special needs.

h) State the average length of time required to complete the entire registration process, from when the process is initiated to when a registration decision is issued.

The average length of time required to complete the entire registration process, from when the process is initiated to when a registration decision is issued, can be anywhere from three months to three years.

Delays occur when:

- there are errors or omissions in the application and where a candidate is unsuccessful in a portion(s) of the qualifying examination and is required to re-take a portion(s),
- where the candidate requests a deferral of the qualifying examination, or
- when the Review and Appeals Committee determines whether the applicant is permitted a third and final examination attempt, and whether the applicant must complete further study prior to being permitted a third attempt.

Furthermore, candidates who fail their second attempt may require remedial training prior to being permitted a third attempt, which could alter timelines.

i. State whether the average time differs for internationally trained individuals.

The average time does not differ for internationally trained individuals. Internationally trained individuals can apply all year to the College and were entitled to sit the qualifying examination at the next available offering. The College offers the qualifying examination at least once a year. Assuming the internationally trained individual submitted their application to the College shortly before the deadline for registering for the College's examination, the process could have taken as little as three months. When applicants have failed portions of the qualifying examination, the process can take a couple of years.

ii. If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.

The average time for internationally trained applicants is approximately the same as that of domestically educated students. The time may vary depending on the length of time required to gather the relevant documentation (e.g., credential and TOEFL reports) for applying to the College.

i) If your organization conducts credential assessments:

i. Explain how you determine the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

The College does not conduct credential assessments.

ii. Describe the criteria that are applied to determine equivalency.

The College does not conduct credential assessments.

iii. Explain how work experience is taken into account.

The College does not conduct credential assessments.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

The College does not conduct competency assessments.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

The College does not conduct competency assessments.

iii. Explain how work experience is used in the assessment of competency.

The College does not conduct competency assessments.

k) If your organization conducts prior learning assessment:

i. Describe the methodology used to evaluate prior learning.

The College does not conduct prior learning assessments.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

The College does not conduct prior learning assessments.

iii. Explain how work experience is used in the assessment of prior learning.

The College does not conduct prior learning assessments.

l) If your organization administers examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

**Format of the Qualifying Examination**

December 2013, Council approved the new format for the QE - 1 day multiple choice questions (MCQ) examination, day of rest followed by 2 days of an objective structured clinical examination (OSCE). Part I (MCQ) of the QE would, for this administration (summer 2014), used the existing test blueprint as described below.

## Part I of the QE: MCQ Subject Matter Categories and Weighting

Dental Anatomy, Physiology & Histology 18%

Dental Materials 10%

Dentures, Implants & Prosthetics 30%

Jurisprudence 6%

Microbiology & Infection Control 7%

Nutrition 2%

Pathology 17%

Pharmacology 8%

Radiographic Pattern Recognition 2%

MCQ assess a candidate's knowledge based on the subject matter categories. Part I consists of 300 MCQ independent items.

Part II (OSCE stations) of the QE would be developed using the competency profile as the test blueprint. The competency profile also sets out what percentage of stations should address each competency area, i.e. the relative importance each competency category would be given to the OSCE. An OSCE is comprised of a series of stations through which all QE candidates rotate on a timed basis. In each station, the candidate is faced with a simulated task or problems; the candidate is required to perform specific functions to complete the task or address the problem. The OSCE stations can be interactive and non-interactive. OSCE stations that are interactive use a "standardized patient" (individuals who have been specially trained to portray denturism patients). A candidate in an interactive station is observed and assessed by a trained assessor/examiner using a standardized and objective marking guide. Non-interactive (or quiet) stations have multiple choice responses to tasks or problems and involve no direct observation or assessment.

## Part II of the QE: Competency Profile and OSCE Station Weighting

Clinical Practice 35.0%

Laboratory Procedures 28.9%

Professional Collaboration 8.5%

Practice Management 8.4%

Jurisprudence & Prof. Responsibility 9.7%

Communication 9.5%

The OSCE assess a candidate's interpersonal skills + clinical knowledge + problem solving skills.

## Scoring the Qualifying Examination

### Arriving at a Cut (pass) Score

The setting of a cut score or pass score for licensure or qualifying examination is one of the most important elements of a defensible assessment process. As the examination is designed to assess a candidate's competence with a focus on safe, effective and ethical practice, therefore, setting a standard is about determining how effectively a candidate is in providing effective and ethical denturism services in the public interest, i.e. is the candidate minimally competent to provide denturism services without risk of harm to the public. Another way of to illustrate this is to ask whether the candidate has achieved a sufficient level of mastery of the core competencies as set out in the 6 categories set out in the National Competency Profile for Denturists. The standard for the QE is based on an understanding of "minimal competence", defined as the level of competence that separates those who should receive a certificate of registration to practise denturism from those who should not. The standard setting process the College incorporates is the Angoff method which is the most widely used standard setting approach to determine the required level of performance for entry level candidates in high stakes licensure examinations.

The standard setting group, a group of 8-12 practitioners reflecting a range of professional maturity along with varied experiences, are trained to use this method. Through a process of extensive discussion and interactive exchange, they arrive at a cut (pass) score that the profession has determined that the candidates must meet to ensure safe and effective patient care at the entry-to-practice level. Arriving at the cut score for both Part I and Part II of the QE requires that each item be rated by the standard setting group in terms of the percentage of minimally competent candidates who "would" answer the item correctly. The cut score for both Part I and Part II of the QE is based on the grand mean (overall average) of all of the items what will count toward the scores of the candidates. The Angoff method is fair because it is based on a standard derived from the ability level required of the minimally competent candidate. It is important to note that unsuccessful candidates are provided with a performance report which identifies areas of strength as well as deficiencies in the overall



competency categories. Items that do not perform as expected are deleted from the overall cut score.

### **Overview of the Scoring Procedures**

For the MCQ, the examination response sheets are scanned and scored using computer software. Each correct multiple choice item will contribute one point to the candidate's score. In the interactive OSCE stations, the assessors are provided with a standardized objective marking criteria for each OSCE station as well as a global rating scale by which to reflect a candidate's overall performance. The non-interactive stations are in a multiple choice format and each correct multiple choice item will contribute to one point to the candidate's score for that station. All stations are rated equally. For both Part I and Part II of the QE, only one outcome results from the scoring of the examinations, an overall pass/fail. A number of widely acceptable statistical standards and procedures are used by the College's assessment consultant to arrive at the candidates pass/fail reports, assess the effectiveness of the QE overall and the individual items. At the end of each administration of the QE, items are reviewed, refined and/or deleted and new items for the MCQ and OSCE stations are developed so that the QE bank is fluid.

### **Number of Rewrites Permitted**

Currently we do not have a policy that limits the amount of rewrites.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

With the assistance of an exam consultant, a psychometrician, the College reviews and revises the written examination item databank to reflect trends in the profession (i.e., implants and partials). Currently the standard is set at a pass mark of 70%, and the College endeavors to facilitate standardized administration by adhering to specifications including format, location, materials, equipment, number of invigilators, candidate seating arrangements, time limits, and security.

The practical exam uses objective-based criteria, and a blind evaluation process for the partial denture projects. CDO examiners (invigilators) are bound by contract to responsibly proctor the examination (by adhering to ethics policy, conflict of interest policy, etc.). They also sign a confidentiality agreement and are required to participate in a mandatory training session. For marking purposes, the examiners use and complete comprehensive evaluation tools that are designed to reflect the principle of objectivity, diminish the examiner's impact on candidate scores, and ensure uniformity and consistency in marking.

The College conducts a statistical analysis of performance results after each exam session to identify anomalies for the purposes of quality improvement and bringing problem areas to the attention of educators. In addition, the College introduced a new statistical analysis this past summer of examiner marking patterns to verify the objectivity of the examiners.

Unsuccessful candidates receive notification of the projects they failed and are provided with performance reports. They are also given the opportunity to inquire into the appeals process, including the College's appeals examination policy, all of which is available on the CDO website and in the examination protocol.

Performance reports provide an analysis of the examination content areas the candidate was deficient in, i.e failed. The purpose of the performance reports are to provide specific feedback to candidates about their performance on the examination. For each of the criteria, candidates will be given a report based on the rating scale below in addition to how they scored in each component of the examination.

- Significantly Below Standards
- Below Standards
- Meets Standards
- Significantly Above Standards

The CDO continuously encourages feedback from both the examiners and candidates on the examination and considers recommended changes.

iii. State how often exam questions are updated and the process for doing so.

The written item databank is updated before and after each examination session for quality assurance and security purposes. A written examination subcommittee consisting of subject matter experts from the Qualifying Examination & Curriculum Committee and past and present denturism faculty members work to develop, review and revise items based on the blueprint.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

<http://cdo.in1touch.org/uploaded/web/QE%20materials/QE%20web%20updates/2014-11-14%20QE%20Foundation%20Document-FINAL.pdf>

The CDO has provided a Blueprint document on the website to outline the exam process, the validity and reliability of testing. The entrance exam moved to an OSCE exam format in 2014, This is based the entry to practice competencies of the profession.

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### Third-Party Organizations (9 / 13)

a) List any third-party organizations (such as language testers, credential assessors or examiners) relied upon by your organization to make assessment decisions.

The CDO relies upon TOEFL to determine language proficiency and the following credentialing agencies to make educational assessments: World Education Services (WES), International Credential Assessment Service (ICAS), and International Credential Evaluation Services (ICES).

b) Explain what measures your organization takes to ensure that any third-party organization that it relies upon to make an assessment:

i. provides information about assessment practices to applicants

The credentialing agencies' assessment practices are posted on their websites.

ii. utilizes current and accurate information about qualifications from outside Canada

The Registration Committee has confirmed that the credentialing agencies are legitimate and that they update assessment practices.

iii. provides timely decisions, responses and reasons to applicants

The credentialing agencies have turn around times, most of which are listed on their websites.

iv. provides training to individuals assessing qualifications

After researching various credentialing agencies, the Registration Committee is of the view that individuals assessing qualifications from WES, ICAS, CES, ECE Inc, and ICES have received adequate training.

v. provides access to records related to the assessment to applicants

The credentialing agencies forward assessment results to the applicants.

vi. accommodates applicants with special needs, such as visual impairment

The College would assist any applicants with special needs with applications to credentialing agencies.

c) If your organization relies on a third party to conduct credential assessments:

i. Explain how the third party determines the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

The credentialing agencies determine the level of the credential presented for assessment based on the college or university transcripts provided.

ii. Describe the criteria that are applied to determine equivalency.

ICAS Assessment Reports compare credentials held by an individual to the education systems in Ontario. The evaluation policies are established by the ICAS Management Board which is composed of individuals from senior levels of government, education and industry, each of whom has extensive experience in education in Canada and internationally. Policies are established using recognized credential evaluation criteria, taking into account assessment practices in Canada and internationally. ICAS has an extensive on-site research library and an electronic database of comprehensive information on education systems around the world. Thousands of academic qualifications are recorded through a tracking system which provides reference sources. ICAS uses electronic databases and communicates on an ongoing basis with governments, national academic assessment bodies and other credential evaluation agencies to remain current on changes in educational systems and specific qualifications.

WES has over thirty years experience evaluating international credentials. It employs over 100 professionals, from more than 30 countries around the world who are sensitive to concerns of foreign-educated clientele.

WES evaluators have extensive experience and training in Canadian, North America, and international education systems and are recognized authorities in their fields. WES maintains an evaluation database compiled from the evaluation of more than 350,000 assessments, which contains more information on more than 45,075 foreign academic institutions, one million courses, 1600 grading scales. Evaluators assess credentials through various criteria including: admissions requirements, education level, type of institution, objective of educational program, information measured against Canadian standards, all grades and courses converted to Canadian equivalents, and the evaluations are reviewed by senior evaluators.

ICES evaluates the credentials of people who have studied in other provinces or countries and determines comparable levels in British Columbia and Canadian terms, based on several factors: the minimum academic credential one must hold in order to be admitted to the program; the level and duration of the program; the program of study to which the credential provides access in the country of origin; and recognition of the institution and program. ICES follows the standard methodology used in evaluation services throughout Canada and the United States. ICES is a founding member of the Alliance of Credential Evaluation Services of Canada (the Alliance), which ensures that individuals have access to fair and credible credential assessment services. Members of the Alliance follow principles of good practice that are consistent with international standards.

iii. Explain how work experience is taken into account.

The credentialing agencies do not consider work experience.

d) If your organization relies on a third party to conduct competency assessments:

i. Describe the methodology used to evaluate competency.

The CDO does not rely on a third party to conduct competency assessments.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

The CDO does not rely on a third party to conduct competency assessments.

iii. Explain how work experience is used in the assessment of competency.

The CDO does not rely on a third party to conduct competency assessments.

e) If your organization relies on a third party to conduct prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

The CDO does not rely on a third party to conduct prior learning assessments.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

The CDO does not rely on a third party to conduct prior learning assessments.

iii. Explain how work experience is used in the assessment of prior learning.

The CDO does not rely on a third party to conduct prior learning assessments.

f ) If your organization relies on a third party to administer examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

The CDO does not rely on a third party to administer examinations.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

The CDO does not rely on a third party to administer examinations.

iii. State how often exam questions are updated and the process for doing so.

The CDO does not rely on a third party to administer examinations.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

The Council approved a Credential Agency policy at December Council meeting, this will be posted on College website April 2015.

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## Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

The educational qualifications of internationally trained individuals are assessed by third party organizations such as TOEFL, World Education Services (WES), International Credential Assessment Service (ICAS) and International Credential Education Services (ICES). After researching various credentialing agencies, the Registration Committee is of the view that individuals assessing qualifications from these organizations have received adequate training. All other candidates are assessed by members of the Registration Committee and College staff. Members of the Registration Committee and College staff are provided with copies of the guide to registration, the Regulated Health Professions Act, 1991, S.O. 1991, c. 18, and the Registration Regulation, O. Reg. 833/93. In addition, the Registration Coordinator of the CDO is provided with a guide to the College's registration practices, policies, procedures and governing legislation. College staff monitors and informs Committee members of legislation changes and registration best practices promoted by the Office of the Fairness Commissioner and other health regulatory bodies.

## ii. individuals who make registration decisions

Members of the Registration Committee and staff are provided with copies of the guide to registration, the Regulated Health Professions Act, 1991, S.O. 1991, c. 18, the Registration Regulation, O. Reg. 833/93. In addition, the Registration Coordinator of the CDO is provided with a guide to the College's registration practices, policies, procedures and governing legislation. College staff monitors and informs Committee members of legislation changes and registration best practices promoted by the Office of the Fairness Commissioner and other health regulatory bodies.

## iii. individuals who make internal review or appeal decisions

Internal reviews and appeals are decided by the Registration Committee and registration panels. Committee and panel members are provided with copies of the guide to registration, the Regulated Health Professions Act, 1991, S.O. 1991, c. 18, the Registration Regulation, O. Reg. 833/93. In addition, the Registration Coordinator of the CDO is provided with a guide to the College's registration practices, policies, procedures and governing legislation.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

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## Agreements on the Recognition of Qualifications (11 / 13)

Examples of agreements on the recognition of professional qualifications include mutual recognition, reciprocity and labour mobility agreements. Such agreements may be national or international, between regulatory bodies, associations or jurisdictions.

a) List any agreements on the recognition of qualifications that were in place during the reporting period.

The scope of practice of denturism related to complete and partial dentures is almost uniform across Canada. All provinces and territories have denturism legislation and all are signatories of the Denturist Association of Canada's DAC Agreement on Internal Trade for mutual recognition of denturism across the country. Under this labour mobility agreement, graduates from a two-year denturism program must supplement their education with a one-year internship in order to meet equivalency with the three-year George Brown College program, which is a requirement to be eligible to take the CDO qualifying examination.

The Ontario government introduced Bill 175 (now the Ontario Labour Mobility Act, 2009, S.O. 2009, c. 24) to fulfill its obligations under the amended Agreement on Internal Trade (Chapter 7). The Ontario Labour Mobility Act, 2009 ("OLMA") received Royal Assent on December 15, 2009 and amends the registration section of the Regulated Health Professions Act, 1991, S.O. 1991, c. 18 ("RHPA"). As a result of the amendments to the RHPA, the CDO revised its Registration Regulation to ensure that our registration requirements and practices conform with legislative requirements. This was done so that individuals with equivalent out-of-province certificates of registration are not restricted from obtaining certificates of registration in Ontario.

The CDO has not obtained an Agreement on Internal Trade exception.

b) Explain the impact of these agreements on the registration process or on applicants for registration.

The labour mobility agreements expedite the registration process as applicants can be registered as soon as the College has received letters of standing from the other Canadian denture licensing board(s).

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

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## Data Collection (12 / 13)

### Languages in which application information materials are available

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

Language	Yes/No
English	Yes
French	No
Other (please specify)	

### **Paid staff employed by your organization**

b) 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, 1 full-time employee and 1 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.

<b>Category</b>	<b>Staff</b>
<b>Total staff employed by the regulatory body</b>	6
<b>Staff involved in appeals process</b>	2
<b>Staff involved in registration process</b>	3

### **Countries where internationally educated applicants were initially trained**

c) In the following table, enter the top source countries where your applicants<sup>1</sup> were originally trained in the profession (**excluding** Canada), along with the number of applicants from each of these source countries.

Enter the country names in descending order. (That is, enter the source country for the greatest number of your applicants in the top row, the source country for the second greatest number in the second row, etc.)

Use the dropdown menu provided in each row to select the country.

Note that only one country can be reported in each row. If two or more countries are tied, enter the information for these tied countries in separate rows.

<b>Country of training (Canada excluded)</b>	<b>Number of applicants in the reporting year</b>
Egypt	3
India	2
Philippines	1
n/a	
n/a	
n/a	
n/a	



n/a	
n/a	
n/a	

<sup>1</sup>Persons who have applied to start the process for entry to the profession.  
 Select "n/a" from the drop-down list if you do not track this information. Enter "0" in a "Number of applicants" field if you track the information, but the correct value is zero.

**Jurisdiction where members were initially trained**

d) Indicate where your members<sup>2</sup> were initially trained in the profession (use only whole numbers; do not enter commas or decimals).

The numbers to be reported in the **Members** row are the numbers on December 31<sup>st</sup> of the reporting year. For example, if you are reporting registration practices for the calendar year 2009, you should report the numbers of members in the different categories on December 31<sup>st</sup> of 2009.

	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
<b>Members on December 31<sup>st</sup> of the reporting year</b>	40	5		6		<b>51</b>

<sup>2</sup> Persons who are currently able to use the protected title or professional designation of the profession.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

n/a

**Applications your organization processed in the past year**

e) State the number of applications your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

	<b>Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)</b>					
<b>from January 1<sup>st</sup> to December 31<sup>st</sup> of the reporting year</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
<b>New applications received</b>	40	5		1		<b>46</b>
<b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b>	0	0	0	0		<b>0</b>
<b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>	0	0	0	0		<b>0</b>
<b>Applicants who met all requirements and were authorized to become members but did not become members</b>	0	0	0	0		<b>0</b>
<b>Applicants who became FULLY registered members</b>	40	5	0	1		<b>46</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		<b>0</b>
<b>Applicants who were issued an alternative class of licence<sup>3</sup></b>	0	0	0	0		<b>0</b>

<sup>3</sup> An alternative class of licence enables its holder to practise with limitations, but additional registration requirements must be met in order for the member to be fully licenced. Please list and describe below the alternative classes of licence that your organization grants, such as student, intern, associate, provisional or temporary.

*Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.*

Additional comments:

n/a

	<b>Class of licence</b>	<b>Description</b>
<b>a)</b>		<input type="text"/>
<b>b)</b>		<input type="text"/>
<b>c)</b>		<input type="text"/>
<b>d)</b>		<input type="text"/>
<b>e)</b>		<input type="text"/>
<b>f)</b>		<input type="text"/>
<b>g)</b>		<input type="text"/>
<b>h)</b>		<input type="text"/>
<b>i)</b>		<input type="text"/>
<b>j)</b>		<input type="text"/>

**Reviews and appeals your organization processed in the past year**

f) State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of 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)					
	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	0	0		0		0
Applicants who initiated an appeal of a registration decision	0	0		0		0
Appeals heard	0	0		0		0
Registration decisions changed following an appeal	0	0		0		0

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

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## Certification (13 / 13)

I hereby certify that:

- i. I have reviewed the information submitted in this Fair Registration Practices Report (the "Report").
- ii. To the best of my knowledge:
  - all information required to be provided in the Report is included; and
  - the information contained in the Report is accurate.

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

Title: Registrar

Date: March 3, 2015

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