

# Fair Registration Practices Report

## Denturists (2016)

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

This Fair Registration Practices Report was produced as required by:

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

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## 1. Qualitative Information

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

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

No changes this year

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

No changes this year

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

No changes this year

### b) Assessment of qualifications

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

The College has developed an academic equivalency assessment process, form, and instructions to assist internationally educated individuals and those educated outside of Ontario in assessing the equivalency of their completed academic program. The establishment of academic equivalency is a necessary prerequisite for Qualifying Examination.registration. This articulated process also provides the Registration Committee with a clear framework to use in their deliberations on academic equivalency, thereby ensuring consistency and transparency in the process.

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

Prior to the submission of an academic equivalency request, internationally educated individuals and those educated outside of Ontario can use this framework and form to identify any specific gaps in their education. The framework adheres to the the course/curriculum Schedule of the Registration Regulation. When a potential candidate uses this process and framework prior to submission of credentials for an academic equivalency assessment, the candidate

will be aware of any gaps in their education prior to receiving the decision of the Registration Committee. When the Registration Committee's decision is received, the potential candidate will already be aware of the gaps.

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

With this framework, the Registration Committee is provided with more comprehensive information regarding an individual's education and coursework. This will allow equivalency assessments and decisions to be made quickly and accurately.

**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.**

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

**e) Timelines**

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

Registration timelines have been posted on the website for graduates of approved Ontario programs, graduates of Canadian Colleges outside of Ontario, and Internationally Educated graduates.

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

All potential candidates and applicants are aware of the timelines associated with their registration application. The Registration Committee is also aware of the posted timelines, using that information as a benchmark.

In almost all cases, applications are processed faster than the published timelines. Applicants and potential candidates receive responses from the College and/or Registration Committee as soon as possible after decisions and reasons have been written and confirmed.

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

All files are processed in a timely manner, preventing delays and application backlogs so that the application process is more positive for candidates and applicants.

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

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

The Academic Equivalency Review Policy was developed. It describes the assessment process employed by the Registration Committee when it seeks to determine whether or not a potential candidate's diploma or degree is equivalent to a diploma in denture therapy or denturism from George Brown College, per Ontario Regulation 833/93 (Registration Regulation). The policy will be implemented this year.

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

The policy is scheduled to be implemented in March 2017. This policy will provide clarity and transparency to the academic assessment process. Potential candidates will be aware of how the process that the Registration Committee uses when considering academic assessment requests.

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

The policy will be implemented in March 2017. The intended impact of this policy on the CDO is to provide clear, consistent responses to potential candidate inquiries related to the academic assessment process and serves as a defined framework for the processing of academic assessments.

**g) Resources for applicants**

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

The Guide to the Registration Process, which is posted on the CDO website, has been updated. The information contained in the Guide is consistent with current information and policies. Additional amendments to the Guide will be made when the new CDO website is launched this spring.

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

The updated Guide provides transparent, accessible information regarding the process and requirements for registration application.

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

The updated Guide establishes clear requirements that are consistent with the policies.

**h) Review or appeal processes**

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

No changes this year

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

No changes this year

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

No changes this year

**i) Access to applicant records**

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

No changes this year

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

No changes this year

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

No changes this year

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

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

The Registration Coordinator attended the Canadian Association for Prior Learning Assessment (CAPLA) 2016 Boot Camp and earned the Recognized Prior Learning (RPL) badge for demonstrating knowledge and application of Recognized Prior Learning fundamentals which included a review of tools, systems, assessment, advising/career counselling and public policy. This information will be shared with Registration Committee members to see how our processes can be refined. College staff responsible for Registration and Qualifying Examination processes participate in all ORAC workshops.

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

The impact of the improvements/changes on applicants and potential candidates will be examined after the changes are implemented. Staff attendance at the ORAC workshops increases awareness of cultural differences that inform interactions with applicants.

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

The information learned through participation in the CAPLA program will be used to inform and refine the prior learning assessment process at the CDO. The Registration Committee and Council will be informed of how RPL can fit into the academic equivalency assessment process.

**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

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

**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

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

In anticipation of the revised Registration Regulation coming into force, a jurisprudence manual and online examination was developed.

The College's Registration Regulation provides for College approval and accreditation of academic programs. The Registration Committee and College Council are currently examining modifications to the current process that will establish a more rigorous approval and accreditation process.

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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	No

**Other (please specify)**

**Additional comments:**

Applicants and potential candidates can request materials in French, as needed. There have been no requests to date.

**b) Gender of applicants**

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	27
Female	10
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	478
Female	204
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
35	2	0	n/a 0 Total 0	0	37

<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
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	Provinces				
35	2	0	n/a 0	0	37
			Total 0		

<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
608	16	0	Philippines 4 China 1 Ukraine 1 Total 6	52	682

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

**Additional comments:**

**g) Applications processed**

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

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

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
<b>New applications received</b>	35	2	0	0	0	<b>37</b>
<b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b>	35	2	0	0	0	<b>37</b>
<b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>	0	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	0	<b>0</b>
<b>Applicants who became FULLY registered members</b>	35	2	0	0	0	<b>37</b>
<b>Applicants who were authorized to receive an alternative class of licence<sup>3</sup> but were not issued a licence</b>	0	0	0	0	0	<b>0</b>
<b>Applicants who were issued an alternative class of licence<sup>3</sup></b>	0	0	0	0	0	<b>0</b>



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

**Additional comments:**

The Registration Regulation only allows for one class of registration at this time.

**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 Class	<p style="text-align: center;"><b>Description (a)</b></p> <p>This class is not specifically named in the Registration Regulation. It has been labelled as the General Class for reporting purposes. It is the only class available to applicants.</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	2	0	0	0	0	2
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals heard	0	0	0	0	0	0
Registration decisions changed following an appeal	0	0	0	0	0	0

from January 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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**Additional comments:**

The College's registration appeal policy is published on the College website. This appeal policy establishes a defined process for applicants who have not been successful in their application for registration.

The College has established a process for candidates who wish to appeal the results of their qualifying examination attempt. This request is reviewed by the College's Qualifying Examination Appeals Committee. The College's policy that supports this process is located on the College website. All candidates are informed of the appeal process prior to attempting the examination.

**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
<b>Total staff employed by the regulatory body</b>	5
<b>Staff involved in appeals process</b>	2
<b>Staff involved in registration process</b>	2

**Additional comments:**

One full time staff member is responsible for overseeing the registration processes and programs. This individual is also responsible for the Quality Assurance program support. Additionally, one full time staff member, who also undertakes other duties, is responsible for overseeing the qualifying examination processes.

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### 3. Submission

**I hereby certify that:**

**Name of individual with authority to sign on behalf of the organization:**  
Dr. Glenn Pettifer

**Title:**  
Registrar & CEO

**Date:**  
2017/02/24

