Fair Registration Practices Report

Denturists (2019)

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

This Fair Registration Practices Report was produced as required by:

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

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1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

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

As part of the ongoing documentation revision project and as part of the Strategic Plan 2017-2020, some registration policies were reviewed and updated. These included:

- Insufficient and Incomplete Documentation Policy - There were no substantive changes to the intent of the policy. Some of the process was incorporated into the policy so that the procedures section could be removed.
- Language Proficiency Requirements Policy - There were several substantial changes made to this policy including:
  - Remove requirement for demonstration of language proficiency prior to attempt the Qualifying Examination
  - Add CLBA, CLBPT, CAEL CE and CELPIP to list of accepted standardized test for English Language Proficiency
  - Update of minimum cut-off scores
  - Add "extending the period of validity of language proficiency test scores" provision
  - Add "acceptance of non-objective evidence (NOE) of language proficiency" provision
- Academic Credential Authentication Policy - There were substantial changes made to the policy regarding the recognition of any member of the Alliance of Credential Evaluation Services of Canada as an approved assessment agency. The process guidelines were removed and a separate document was created.
  - For credential assessment agencies, the College will on the standards set by the Alliance of Credential Evaluation Services of Canada. ACESC is made up of credential assessment services from across Canada. Its members provide employers, professional regulatory bodies and educational institutions with the assistance and quality assurance in assessing the academic credentials of prospective applicants. Members of the Alliance undergo a rigorous self-evaluation process including a review of assessment procedures, experience, file management, personnel qualifications, documentation methods and reference material base. To qualify for Alliance membership, an assessment service must demonstrate that it complies with the membership terms and established quality standards, and it must agree to maintain those standards. Membership indicates that the academic credential assessment service offers the most effective, accurate and efficient method for evaluating international academic credentials and is committed to upholding the highest level of service. Periodically the third-party

agencies conduct registration forums to discuss trends.

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

Insufficient and Incomplete Documentation Policy - There were no substantive changes to the intent of the policy that would impact applicants.

Language Proficiency Requirements Policy - The updates to this policy provide more fairness to applicants by allowing for extensions to the validity of test scores and accepting alternative evidence that the language provision has been met.

Academic Credential Authentication Policy - The updates to this policy provide more fairness to applicants by allowing for choice with respect to which organizations are acceptable for credential authentication.

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

Insufficient and Incomplete Documentation Policy - The format of this policy was updated for consistency purposes. There are no major process changes that would impact the organization.

Language Proficiency Requirements Policy - The format of this policy was updated for consistency purposes. The impact on the organization was the requirement of additional staff training on the new components of the policy.

Academic Credential Authentication Policy - The format of this policy was updated for consistency purposes. The impact on the organization was the requirement of additional staff training on the new components of the policy.

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.

This year, Council adopted a motion to waive the fee increases associated with all College services, including registration and qualifying examination.

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

The fees have not increased for applicants.

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.

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

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

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

As part of the ongoing documentation revision project and as part of the Strategic Plan 2017-2020, some registration policies were reviewed and updated. This included:

- Insufficient and Incomplete Documentation Policy - There were no substantive changes to the intent of the policy. Some of the process was incorporated into the policy so that the procedures section could be removed.
- Language Proficiency Requirements Policy - There were several substantial changes made to this policy including:
    - Remove requirement for demonstration of language proficiency prior to attempt the Qualifying Examination
    - Add CLBA, CLBPT, CAEL CE and CELPIP to list of accepted standardized test for English Language Proficiency
    - Update of minimum cut-off scores
    - Add "extending the period of validity of language proficiency test scores" provision
    - Add "acceptance of non-objective evidence (NOE) of language proficiency" provision
- Academic Credential Authentication Policy - There were substantial changes made to the policy regarding the recognition of any member of the Alliance of Credential Evaluation Services of Canada as an approved assessment agency. The process guidelines were removed and a separate document was created.
    - For credential assessment agencies, the College will on the standards set by the Alliance of Credential Evaluation Services of Canada. ACESC is made up of credential assessment services from across Canada. Its members provide employers, professional regulatory bodies and educational institutions

with the assistance and quality assurance in assessing the academic credentials of prospective applicants. Members of the Alliance undergo a rigorous self-evaluation process including a review of assessment procedures, experience, file management, personnel qualifications, documentation methods and reference material base. To qualify for Alliance membership, an assessment service must demonstrate that it complies with the membership terms and established quality standards, and it must agree to maintain those standards. Membership indicates that the academic credential assessment service offers the most effective, accurate and efficient method for evaluating international academic credentials and is committed to upholding the highest level of service. Periodically the third-party agencies conduct registration forums to discuss trends.

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

Insufficient and Incomplete Documentation Policy - There were no substantive changes to the intent of the policy.

Language Proficiency Requirements Policy - The updates to this policy provide more fairness to applicants by allowing for extensions to the validity of test scores and accepting alternative evidence that the language provision has been met.

Academic Credential Authentication Policy - The updates to this policy provide more fairness to applicants by allowing for choice with respect to which organizations are acceptable for credential authentication.

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

Insufficient and Incomplete Documentation Policy - The format of this policy was updated for consistency purposes. There are no major process changes that would impact the organization.

Language Proficiency Requirements Policy - The format of this policy was updated for consistency purposes. The impact on the organization was the requirement of additional staff training on the new components of the policy.

Academic Credential Authentication Policy - The format of this policy was updated for consistency purposes. The impact on the organization was the requirement of additional staff training on the new components of the policy.

g) Resources for applicants

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

Several sections of our website under Applicants and Registering as a Denturist have been translated into French.

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

French-speaking applicants, particularly Labour Mobility applicants from Quebec are able to access registration information in French.

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

As a result of engaging in this work, the organization has developed awareness of the need for continuing French language services across all of its activities.

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.

Members of the Registration Committee have attended (and will continue to attend) ORAC's Managing Cultural Differences workshops as well as completed an Unconscious Bias online training module.

Members of the Registration Committee participate in an annual orientation session and receive updated reference materials on an ongoing basis (legislation, policies, guides etc.).

College staff attend ORAC and SNAP (Special Needs Accommodation Professionals) member meetings to discuss registration and examination issues, best practices and trends with other regulators.

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

Committee member attendance at the ORAC Managing Cultural Differences workshops improves awareness of cultural differences that inform interactions with potential candidates and applicants.

Committee member completion of the Unconcsious Bias module encourages unbiased decision-making. Committee member orientation promotes excellence in governance and ensures that registration matters are considered carefully within the context of all relevant legislation, policies and by-laws.

College staff attendance at ORAC and SNAP improves understanding of regulatory issues, best practices and trends. This ensures that the policies and procedures pertaining to potential candidates and applicants are current, in addition to being objective, impartial, transparent and fair.

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

Cultural differences and unconscious bias training for Committee members has improved the College's understanding the challenges that potential candidates, applicants, and members face within the context of registration processes.

Annual Committee member orientation and training has improved the proficiency of meetings and developed a stronger regulatory foundation for decision-making.

College staff attendance at ORAC and SNAP improves understanding of regulatory issues, best practices and trends

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.

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

The College has continued to work closely with the Ministry of Health on revisions to the Registration Regulation. The draft revised regulation includes substantial changes to the approval of academic programs, jurisprudence requirements, eligiblity to attempt the Qualifying Examination, and suspensions and revocations. Once the revised regulation is approved for implementation by the Ministry and the College, a robust communication strategy will be developed to advise stakeholders of the changes and their impact on the registration process.

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:

Several sections related to registration are now available in French, including:

- Registering as a Denturist
- Applying for a Certificate of Registration
- Labour Mobility
- Registration Fees and
- Registration FAQs

The CDO continues to modify our website content to ensure that as much information is available in French as possible.

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	15
Female	34
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	485
Female	255
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[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
40	8	0	India 1 Philippines 1	0	**50**

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Total	2		

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

Additional comments:

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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[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
35	8	0	India	1	0	**45**
			Philippines	1		
			Total	2		

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

Additional comments:

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f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
673	15	0	China	1	41	**740**
			Egypt	1		
			India	1		
			Jordan	1		
			Philippines	5		
			Ukraine	1		
			n/a	0		
			S. Africa	1		
			n/a	0		
			n/a	0		
			n/a	0		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			n/a 0		
			Total 11		

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

Additional comments:

g) Applications processed

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total

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 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	37	8	0	2	0	47
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	37	8	0	2	0	47
Inactive applicants (applicants who had no contact with your organization in the reporting year)	0	0	0	0	0	0
Applicants who met all requirements and were authorized to become members but did not become members	2	0	0	0	0	2
Applicants who became FULLY registered members	35	8	0	2	0	45
Applicants who were authorized to receive an alternative class of licence[3] but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence[3]	0	0	0	0	0	0

[1] An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

h) Classes of certificate/license

Inidcate 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	Description (a)

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.

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 1st to December 31st 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	1	0	0	2	0	3
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals heard	0	0	0	0	0	0
Registration decisions changed following an appeal	0	0	0	0	0	0

Additional comments:

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. Applicants referred to the Registration Committee are informed of the appeal process when the Panel's decision and reasons are provided.

The College has an established 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
Total staff employed by the regulatory body	5
Staff involved in appeals process	3
Staff involved in registration process	3

Additional comments:

One full time staff member is responsible for overseeing the registration process and programs. This individual is also responsible for the Quality Assurance Program, policy and practice advisory.

Additionally, one full time staff member, who also undertakes other duties, is responsible for overseeing the qualifying examination process.

The Registrar is responsible for reviewing registration applications and making referrals to the Registration Committee when necessary.

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:
2020/02/19