

Fair Registration Practices Report

Dental Surgeons (2015)

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.

In January 2015, a new standardized passing score came into effect for the National Dental Examining Board's Written Examination, Objective Structured Clinical Examination (OSCE), and Assessment of Clinical Judgement (ACJ). Based on the recommendation of an expert committee, the NDEB revised the standardized passing score for these examinations and assessments from 65 to 75. This brought Canada in line with international standards.

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

It is important to note that this change will not have any impact on the difficulty or reliability of NDEB examinations and assessments. The Board continues to use a test equating process to ensure that all administrations of a particular examination or assessment are of equivalent difficulty.

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

The above change had no affect on the provincial dental regulatory bodies.

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.

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.

Starting in 2015, the Dental Specialty Core Knowledge Exam (screening exam for internationally trained dental specialists) was reviewed and re-worked to be administered in a half-day session. "Changing the format of the DSCKE has enabled the NDEB to lower fees for participants, and to offer the Examination multiple times a year."

National NDEB Register: In the summer of 2015 the NDEB launched a revised website enabling dental regulatory bodies to log in with security to confirm NDEB certificate information for applicants seeking licensure. Completing the NDEB examinations and being issued a Certificate number is a "non-exemptible" requirement for registration. Previously we required applicants to provide certified copies of the NDEB Certificate plus the wait time connected to delivery. Another option was waiting up to two weeks for NDEB to process proof for candidates who requested one to be sent to a DRA. Either option caused delay and expense for the applicants. Having direct access to the information now eliminates potentially weeks of delay and the cost for applicants to obtain certified copies.

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

Having direct access to the information now eliminates potentially weeks of delay and the cost for applicants to obtain certified copies.

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

Allows us to provide more efficient and quicker service thus speeding up processing time for applicants.

g) Resources for applicants

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

The College created an information youtube video for dentists who received their dental training outside of Canada. The video, in a straightforward and easy to follow format, describes the qualifications, pathways and requirements for applicants. It is available on the internet and on the College website in the section on the "Internationally Trained." Since being released on August 12, 2015 the video has been viewed 924 times with 84% seeing it directly from the College's website.

Our "Career Map", a joint venture between the College and the Government of Ontario, was also updated and refined.

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

Hopefully potential applicants are better informed of the pathways to licensure.

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

We always hope that improved communication or information output will not only aid applicants but reduce the number of emails and phone calls that inundate a very busy registration department.

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.

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

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.

1) The practice of dentistry continues to change at a rapid pace. In order to ensure that dentists are being trained and tested at an appropriate entry to practice level requires a periodic practice analysis review. This ensures that practitioners have the knowledge, skill and judgment to practice safely and competently but also addresses fairness

in that no one is being assessed at a level beyond entry level competency. Accordingly, the NDEB contracted with external testing and training experts to conduct a survey and perform a practice analysis for general dentistry in Canada. The practice analysis was carried out over 18 months culminating in a draft report in June of 2015. "The results of this practice analysis will be primarily used for the NDEB's certification examinations to inform changes required to the examination blueprints. It is anticipated that the results will also be of use to the Association of Canadian Faculties of Dentistry for curriculum planning of dental programs, and to the Commission on Dental Accreditation of Canada for accreditation purposes."

2) The number of participants taking the NDEB assessments continues to increase each year. In 2015 the NDEB increased the number of sittings and administered a second Assessment of Fundamental Knowledge and a second Assessment of Clinical Judgement to accommodate demand.

3) In January 2015 the NDEB launched the development of a renewed three-year plan. The new plan identifies priorities in key areas including by-laws and policies, finance, human resources, legal matters, examinations and assessments, research, accreditation standards, processes and reciprocal agreements, credential verification, and stakeholder communications. It calls for enhanced transparency; improved communications with applicants, participants and candidates; increased security for and improved efficiency of all examination and assessment processes; strengthened relationships with the dental regulatory authorities, the Association of Canadian Faculties of Dentistry and the Commission on Dental Accreditation of Canada, amongst others; increased dialogue with provincial and federal governments; and, heightened visibility of the NDEB internationally.

4) New Zealand - The Dental Council of New Zealand replaced its current examinations for graduates of non-accredited programs with the NDEB Equivalency Process. The first Assessment of Fundamental Knowledge was successfully administered at the University of Otago, New Zealand, in August 2015. The Assessment of Clinical Judgement and Assessment of Clinical Skills are anticipated to be administered in 2016.

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

- 1) Ensures validity and fairness that candidates are being assessed at an appropriate entry to practice level.
- 2) Increased sittings reduces the amount of waiting time for candidates.
- 3) On-going reviews and self-analysis with goals to enhance transparency, communications, examination efficiency etc. assists candidates and again ensures validity and fairness in the assessment process.
- 4) Increases off-shore accessibility/pre-arrival opportunity for internationally trained.

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

1) 2) & 3) Speaks to the OFC's requirements for "continuous improvement" and acts as supporting evidence that the assessments/examinations are fair and appropriate. 4) demonstrates increasing international recognition of the NDEB's expertise in the field of testing.

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

No changes this year

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)	0

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	230
Female	214
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	6087
Female	3398
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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
105	38	64	Albania 1	0	444
			Armenia 3		
			Australia 16		
			Bangladesh 1		
			Brazil 1		
			China 2		
			Cuba 1		
			Denmark 1		
			Egypt 18		
			Hungary 3		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			India 63		
			Iran 41		
			Iraq 23		
			Ireland 5		
			Jordan 6		
			Kazakhstan 1		
			Kenya 1		
			Korea 1		
			Lebanon 1		
			Libyan Arab Jamahiriya 2		
			Lithuania 1		
			Macedonia, The Former Yugoslav 4		
			Pakistan 5		
			Philippines 6		
			Poland 1		
			Romania 7		
			Russia 4		
			S Arabia 1		
			S. Africa 1		
			Sri Lanka 3		
			Sudan 1		
			Sweden 1		
			Syrian Arab Republic 3		
			Turkey 2		
			United Arab Emirates 2		
			U.K. 1		
			Venezuela 3		
			Total 237		

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:

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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
105	38	64	Albania 1 Armenia 3	0	444

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Australia 16		
			Bangladesh 1		
			Brazil 1		
			China 2		
			Cuba 1		
			Denmark 1		
			Egypt 18		
			Hungary 3		
			India 63		
			Iran 41		
			Iraq 23		
			Ireland 5		
			Jordan 6		
			Kazakhstan 1		
			Kenya 1		
			Korea 1		
			Lebanon 1		
			Libyan Arab Jamahiriya 2		
			Lithuania 1		
			Macedonia, The Former Yugoslav 4		
			Pakistan 5		
			Philippines 6		
			Poland 1		
			Romania 7		
			Russia 4		
			S Arabia 1		
			S. Africa 1		
			Sri Lanka 3		
			Sudan 1		
			Sweden 1		
			Syrian Arab Republic 3		
			Turkey 2		
			United Arab Emirates 2		
			U.K. 1		
			Venezuela 3		
			Total 237		

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:

f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
5081	1234	1083	OTHER 2087 Total 2087	0	9485

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:

This is a duplication of question e).

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 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	105	38	64	237	0	444
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	0	0	0	0	0	0
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	0	0	0	0	0	0
Applicants who became FULLY registered members	105	38	64	237	0	444
Applicants who were authorized to receive an alternative class of licence³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence³	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:

In addition to system limitations (and we are currently investigating new systems), the requested data does not reflect how our processes work. We do not track applications. All applicants must have met all registration requirements before submitting an application to us. Accordingly, barring issues that are not part of these discussions, namely, issues respecting health matters, past complaints/disciplinary history and the like, all applicants have met the competency standards and are registered. It is also typical that individuals will apply in November/December of one year requesting registration for January 1 of the following year in order to save fees. Accordingly, the numbers recorded above reflect the number of applicants seeking full, unrestricted general or specialty certificates of registration and who were registered in 2015.

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)	Academic	Description (a)
		For full-time University faculty appointments. Restricted to their duties within the school.
b)	Graduate	Description (b)
		Post dental degree students enrolled in specialty programs and restricted to those studies.
c)	Education	Description (c)
		Hospital internship for students in residency based specialty programs such as oral and maxillofacial surgery. Restricted to the hospital and their training.
d)	Post-Specialty Training	Description (d)
		As the name suggests, advanced training after completion of a specialty program - often called a "fellowship". Individual is restricted to the studies and training of their University/Hospital approved research.
e)	Academic Visitor	Description (e)
		Essentially cultural exchanges for Academics. Someone with a full-time professorial appointment at a University anywhere in the world can be given a one year appointment at an Ontario University.
f)	Instructional	Description (f)
		University offer to conduct a course sponsored by a faculty or school of dentistry that is 14 days in length or less.
g)	Short Duration	Description (g)
		University offer to attend a course sponsored by a faculty or school of dentistry that is 14 days in length

or less.

Additional comments:

We are interpreting the statistical questions throughout this report within the context of applicants seeking the right of unrestricted licensure to practice on the public, namely general dentists and specialists. Some Colleges have "alternative or provisional" forms of licensure that permit candidates to practice while pursuing and fulfilling the requirements for full licensure. We do not have such a class. We do have different classes of certificates of registration created as stand alone forms of licensure with their own scope of practice and with specific conditions and restrictions all relating to the particular situation. For example, we have a "student" class of certificate ("Graduate") but it is not for undergraduate students or those attending the bridging programs. These are educational programs created for individuals enrolled in graduate (specialty) programs. They do not directly relate to licensing requirements or private practice. Many of these students are from outside of Ontario and leave when the program finishes. Examples of restricted/non-private practice certificates of registration are listed in the above table. The figures used throughout this report do not include members holding these restricted forms of registration.

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 st to December 31 st 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	0	1	0	0	0	1
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:

There was one application that was referred based on the applicant's complaints and disciplinary history in another province. The person was registered.

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	84
Staff involved in appeals process	1
Staff involved in registration process	9.5

Additional comments:

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3. Submission

I hereby certify that:

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

Irwin Fefergrad

Title:

Registrar

Date:

2016/02/26

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