

Fair Registration Practices Report

Dental Surgeons (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.

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.

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.

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

g) Resources for applicants

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

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.

The RCDSO and our national examiner/assessor, the National Dental Examining Board of Canada, continually strive to improve communication with all stakeholders. Stakeholders include our shared applicants, each other, Government and Fairness Commissioners.

NDEB: Communications Strategy

"To meet the rising demand for information and transparency," the NDEB created a Communications Department. NDEB informs us that "the department is currently undertaking initiatives to improve, develop, and implement communications strategies with all stakeholders." In addition, the NDEB launched a new website and created the NDEBulletin. "With over 1500 subscribers, the NDEBulletin is a tool used in conjunction with the NDEB news section of the website to broadcast NDEB information to a diverse audience."

NDEB: Regulatory Oversight

Ontario and all the dental regulatory authorities in Canada continue to work with the NDEB to ensure examination and assessment processes are fair and transparent. In 2016 we attended several assessment and examination sessions as observers. We also sent representatives to an NDEB Standard Setting Workshop. This particular workshop concerned the Equivalency Process which consists of the assessments for the Internationally Trained. There were observers from all four provincial dental regulators that have Fairness Commissioners. It proved very informative.

The NDEB invited a carefully selected group to provide a good cross section of the dental community in this country. It included recently graduated dentists, general practice dentists with a range of years of experience, specialists, University professors and Deans, and individuals who became certified through the NDEB Equivalency Process.

This exercise, which also included two psychometricians, provides insight and advice in design, operational support and quality assurance matters. The workshop assists in developing practical solutions and standards that help ensure the reliability, validity and fairness of the assessment program. Much to the surprise of our observers, the NDEB asked that some actually take the two written, multiple choice assessments - the Assessment of

Fundamental Knowledge and the Assessment of Clinical Judgment. One of the lucky chosen was the RCDSO Chair of Registration who reported: "I got a much more comprehensive understanding of what the internationally trained candidate goes through to qualify for licensure in Canada."

Such an exercise also provides invaluable information and confirmation to the NDEB that a fair, legitimate and entry level test is being provided. Our Chair is a general dentist who has been practicing for over 40 years. He had no warning that he would be asked to take these assessments and therefore had no time whatsoever to prepare or study. He successfully passed. We believe this sufficiently addresses the claims of some that only new graduates with fresh memories out of dental school can pass these assessments. Our position has consistently been that they are at the entry level and that any competent practitioner regardless of when or where they graduated should and must be able to pass them to prove base level competence and standards.

TRADE AGREEMENTS: Submission to Government

At both the provincial and national level, a decision was made to prepare a submission to the provincial and federal Ministries of Trade. [The document will of course be useful in conversations with Immigration and Fairness Commissioners as well.] The direction came from the Canadian Dental Regulatory Authorities Federation (CDRAF). The genesis of the project was to assist and educate Government respecting the registration requirements of dentists in Canada in the context of international trade agreements. At the time of the decision, the Comprehensive Economic and Trade Agreement (CETA) with the European Union was being heavily reported in the media. At the time of this writing, CETA is on the verge of being ratified.

The submission, which at the request of the CDRAF was prepared by the RCDSO, offers the most comprehensive review and explanation to date of dentistry's registration protocols. It spans the role of dental regulators, how we work in a symbiotic relationship with the accreditation body, the universities and national examiners. It expounds how successfully we are at meeting the government mandated "Framework for the Assessment and Recognition of Foreign Qualifications" and in fact that we far surpass it. The procedures for the internationally trained are addressed and all the pathways for every candidate are described in detail. And of course, the submission speaks to the viability of Mutual Recognition Agreements and in particular the challenges with having an MRA with the European Union.

The submission was completed in 2016 and is now on the CDRAF and RCDSO websites.

TRADE AGREEMENTS: European Union Dental Conference

Concurrent to the above project, a representative was sent to the FEDCAR conference in November 2016. FEDCAR is the Federation of European Dental Competent Authorities and Regulators. The conference had a single agenda item – CETA.

Points of concern were expressed by the EU and Canada. There are fears among most regulated professions, including the health sector and dentistry, that the ability to set standards respecting training, entry to practice requirements, quality assurance (pre and post-graduation), ethics, enculturation and other matters affecting public protection will be compromised by these trade agreements.

Our representative suggested Canadian Dental Regulatory Bodies would be willing to enter into discussions respecting MRA's with any jurisdiction if their dental programs are able to meet Canadian accreditation requirements. The conversation must include the EU's approach to curricula, methods of validating outcomes, standards, processes of competency evaluation and oversight mechanisms.

We were prepared for push-back from the Europeans but experienced a completely opposite reaction. They agreed with what we've stated for many years; that dental training across the globe varies dramatically and that there are too many inconsistencies in quality, curriculums and standards.

The President of the European Dental Students Association (EDSA), presented a recent survey that created substantial concern among all the delegates. The survey was sent to 964 dental students in various countries. The results showed overall training was heterogeneous between dental schools and that there was no harmonization of curricula and clinical practice in dental programs. One alarming element showed that 10% of dental students graduate without having done any clinical procedures in the mouth.

Students stated that they do not know what is expected of them during their education. They urged immediate action to develop a high level of standardized dental education. Recognition of this significant challenge by the current generation of dental students speaks volumes about the need for change. Many other delegates at the meeting expressed concern about the results of the survey and urged that action be taken immediately.

Other revealing and critical comments from the attendees included:

The Spanish Dental Council and FEDCAR President stated that *competence appears to be tough in Canada but not in the EU*, and that he *appreciates what Canada is doing*;

The Irish delegate stated that he *has learned a great deal from Canada as a result of the MRA which was developed between Ireland and Canada*;

Dr. Grolleau from the French Chamber and an EU and International Affairs Advisor stated that *in the EU, there is a lack of harmonized standards and principles. He further stated that we need to discuss standardization in education*;

Quite significantly, the President of the Association of Dental Education in Europe (ADEE) stated that *ADEE supports the Canadian system of Accreditation; the profession must develop a standard of competencies as Canada has done. He went on to indicate that it is to this type of universal system with established standards that all jurisdictions in the world must work towards.*

We are relieved to find that the European Union recognizes the efficacy of the Canadian approach. We are proud to share this acceptance, recognition and validation of Canada's dental protocols with the Office of the Fairness Commissioner.

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

Increases clarity and information provided to applicants.

Standard setting exercises maintains the validity and fairness of the assessments.

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

Validates our process as it exists.

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

No changes this year

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2. Quantitative Information

a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

The application form is in English but the information/instruction sheets are in English and French.

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	250
Female	252
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	6168
Female	3594
None of the above	0

Additional comments:

This figure represents the entire membership including those holding various restricted classes of registration.

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
120	58	61	Albania 3	0	502
			Armenia 2		
			Australia 24		
			Bangladesh 1		
			Belarus 1		
			China 8		
			Colombia 2		
			Croatia 2		
			Egypt 19		
			El Salvador 1		
			France 2		
			Hungary 10		
			India 68		
Iran 34					

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Iraq 26		
			Ireland 3		
			Jordan 4		
			Korea 2		
			Macedonia, The Former Yugoslav 1		
			Moldova, Republic Of 1		
			Nepal 3		
			New Zealand 1		
			Pakistan 4		
			Philippines 5		
			Poland 1		
			Romania 3		
			Russia 1		
			Sri Lanka 1		
			Sudan 2		
			Syrian Arab Republic 11		
			Taiwan, Province Of China 1		
			Trinidad 1		
			Turkey 2		
			Ukraine 4		
			United Arab Emirates 6		
			Venezuela 2		
			Yemen 1		
			Total 263		

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
			Albania 3		
			Armenia 2		
			Australia 24		
120	58	61	Bangladesh 1	0	502
			Belarus 1		
			China 8		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Colombia 2		
			Croatia 2		
			Egypt 19		
			El Salvador 1		
			France 2		
			Hungary 10		
			India 68		
			Iran 34		
			Iraq 26		
			Ireland 3		
			Jordan 4		
			Korea 2		
			Macedonia, The Former Yugoslav 1		
			Moldova, Republic Of 1		
			Nepal 3		
			New Zealand 1		
			Pakistan 4		
			Philippines 5		
			Poland 1		
			Romania 3		
			Russia 1		
			Sri Lanka 1		
			Sudan 2		
			Syrian Arab Republic 11		
			Taiwan, Province Of China 1		
			Trinidad 1		
			Turkey 2		
			Ukraine 4		
			United Arab Emirates 6		
			Venezuela 2		
			Yemen 1		
			Total 263		

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
			Afghanistan 1		
			Albania 6		
			Argentina 2		
			Armenia 9		
			Australia 55		
			Azerbaijan 3		
			Bangladesh 4		
			Belarus 9		
			Belgium 2		
			Bolivia 2		
			Brazil 25		
			Bulgaria 12		
			Chile 4		
			China 74		
			Colombia 20		
			Croatia 11		
			Cuba 5		
			Czech Republic 10		
			Denmark 2		
			Dominican Republic 8		
			Ecuador 6		
4999	1216	1024	Egypt 119	0	9524
			El Salvador 5		
			Estonia 1		
			Finland 1		
			France 10		
			Germany 6		
			Greece 3		
			Guatemala 2		
			Haiti 1		
			Hong Kong 17		
			Hungary 26		
			India 462		
			Indonesia 4		
			Iran 275		
			Iraq 177		
			Ireland 13		
			Israel 5		
			Italy 1		
			Japan 3		
			Jordan 24		
			Kazakhstan 2		
			Kenya 1		
			Korea 16		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Kyrgyzstan 1		
			Latvia 2		
			Lebanon 4		
			Libyan Arab Jamahiriya 4		
			Lithuania 5		
			Macedonia, The Former Yugoslav 58		
			Malta 1		
			Mexico 18		
			Moldova, Republic Of 4		
			Morocco 2		
			Nepal 3		
			Netherlands 1		
			New Zealand 3		
			Nicaragua 3		
			Nigeria 7		
			Norway 3		
			Pakistan 46		
			Panama 1		
			Peru 1		
			Philippines 98		
			Poland 99		
			Romania 133		
			Russia 26		
			Singapore 1		
			Slovakia 5		
			Slovenia 1		
			S. Africa 25		
			Sri Lanka 42		
			Sudan 7		
			Sweden 5		
			Syrian Arab Republic 42		
			Taiwan, Province Of China 11		
			Tanzania, United Republic Of 1		
			Thailand 2		
			Trinidad 2		
			Turkey 19		
			Ukraine 42		
			United Arab Emirates 16		
			U.K. 64		
			Uzbekistan 2		
			Venezuela 15		
			Viet Nam 15		
			Yemen 1		
			Total 2285		

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 figure represents those holding full, unrestricted licensure to practice on the public.

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	120	58	61	263	0	502
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	120	58	61	263	0	502
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 2016.

We do not have "alternative" classes of license as defined above or by some Colleges (applicants working towards full licensure). Our other classes of license were created for specific situations such as for students or academic professors.

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	Description (a)
		Full, unrestricted registration for general practitioners practicing on the public.
b)	Specialty	Description (b)
		Dentists who have completed a post-graduate specialty program in a scope of practice recognized as a specialty, e.g. Oral Radiologist, Orthodontist, Oral and Maxillofacial Surgeon. Those who are only registered with a specialty certificate are restricted to the scope of practice of that specialty. The majority of specialists are also registered as General Practitioners and are therefore permitted the full scope of practice of dentistry.
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	<p align="center">Description (e)</p> <p>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.</p>
f)	Instructional	<p align="center">Description (f)</p> <p>University offer to conduct a course sponsored by a faculty or school of dentistry that is 14 days in length or less.</p>
g)	Short Duration	<p align="center">Description (g)</p> <p>University offer to attend a course sponsored by a faculty or school of dentistry that is 14 days in length or less</p>
h)	Academic	<p align="center">Description (h)</p> <p>For full-time University faculty appointments. Restricted to their duties within the school.</p>
i)	Graduate	<p align="center">Description (i)</p> <p>Post dental degree students enrolled in specialty programs and restricted to those studies.</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 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	0	1	1	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

Additional comments:

There were two reviews conducted by the Registration Committee. They were unrelated to the applicant's training. Both applicants were registered in 2016.

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	94
Staff involved in appeals process	2
Staff involved in registration process	9

Additional comments:

The Registration department processes more than just membership applications. The department reviewed approximately 1,657 new applications in 2016 respecting the various areas of registration: Membership, Health Profession Corporations, Sedation Permits; Sedation Authorizations; and CT Scanner Permits. Each section has an associated renewal process that involves far more than just collecting fees. In addition to full-time staff, 2-3 temporary staff are hired throughout the year. The staff are cross-trained and moved into the different areas as required.

3. Submission

I hereby certify that:

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

Irwin Fefergrad

Title:

Registrar

Date:

2017/03/01

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