

Fair Registration Practices Report

Massage Therapists (2013)

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 Act (FARPA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPA
- 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

Individuals interested in applying for registration with the College whether educated in Ontario or out of the province will find information and application forms on the College's website or may contact the college by telephone, in writing or in person to request information or discuss the process and requirements. The "Becoming an RMT" section of the College website describes the processes used to register in Ontario for applicants educated in Ontario or an equivalent program, applicants seeking recognition under the Federal Agreement on Internal Trade (AIT) provisions or applicants applying for recognition of their credentials and prior learning. To assist applicants through the process, the Examination Candidate Handbook, Initial Registration Guide & Document Checklist and the Credential & Prior Learning Assessment (CPLA) Handbook are available on the website.

Applicants from outside Ontario requiring a credential and prior learning assessment must submit an application form and pay a fee in order to initiate the process and can request assistance, clarification or guidance in advance of or during the application process by telephone, in writing or in person. Applications and inquiries can be commenced prior to arriving in Ontario.

b) requirements for registration

The "Becoming an RMT in Ontario" section of the College website provides an overview and guides applicants through the process to register if educated in Ontario or outside of Ontario. At the time of application for registration ("Initial Registration"), all applicants must provide:

- an Initial Registration (IR) application (online or paper form) & the required fees;
- verification that the applicant is either a Canadian citizen, permanent resident of Canada, or is authorized to work in Canada;

- verification of professional liability insurance in the minimum amount and type required by the College;
- a recognized Criminal Record Screening report against the Canadian Police Information Centre (CPIC) database;
- evidence of valid First Aid (Emergency or Standard) and CPR (Level A, B or C) certification;
- a declaration of language fluency or evidence of fluency in written and spoken English or French language if English is not their first language.

In order to apply, the applicant must:

- graduate from a recognized massage therapy program or have been assessed as equivalent to the Ontario Competency Standards through the CPLA process;
- successfully complete the Ontario certification examinations (the Objectively Structured Clinical Evaluation "OSCE" and the Multiple Choice Question "MCQ") or the Agreement on Internal Trade (AIT) equivalent;

Applicants who are registrants of a regulatory body in another province applying under the Agreement on Internal Trade (AIT) provisions must also:

- Have verification sent by their regulatory body that they are registered with an active certificate and are in good standing.
- Complete the College's online Jurisprudence Examination or Standards & Regulations e-workshop;

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

There is no required number of years or hours for a massage therapy program but applicants educated outside Ontario must provide evidence of, or demonstrate, equivalent competencies (knowledge, skills, abilities and judgment) to those provided by an approved Ontario program.

Evidence of work experience is not required but can be provided in support of the application.

Massage Therapy education in Ontario is a diploma program and does not require an undergraduate degree.

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

A refresher course is required for applicants who do not meet the recent education requirement (graduation within the previous three years). The Refresher Course consists of two components, the Standards & Regulations 4 week e-workshop and tutoring with a College Approved Tutor. In most cases this course will be completed in Ontario.

Massage Therapy in Ontario does not have a supervised practice requirement.

e) requirements that may be satisfied through acceptable alternatives

1. Education - Applicants from other jurisdictions may complete the Credential and Prior Learning Assessment (CPLA) process if they have not graduated from an approved Ontario program. This process will determine if they have the required competencies and will provide direction on meeting the education requirement to applicants who do not have the required competencies. They may be required to complete a Bridging Program or a full Ontario diploma program and the Standards and Regulations e-Workshop.

2. Fluency:

The College standard for entry-to-practice fluency as a Registered Massage Therapist based on the Canadian Language Benchmarks (CLB) for ENGLISH:
Listening 8 Reading 8 Speaking 9 Writing 7

The College standard for entry-to-practice fluency as a Registered Massage Therapist based on the Canadian Language Benchmarks (CLB) for FRENCH:
Compréhension orale 8 Compréhension de l'écrit 8 Expression orale 9 Expression écrite 7

The College also accepts the Michener English Language Assessment (MELA) scores that are based on the CLB scale.

An applicant who has completed a different test may request the Registration Committee approve the results of that test as meeting the fluency requirement.

3. Where an applicant does not meet the requirement to have graduated within the previous three years or to have completed a refresher course within the previous fifteen months the Registration Committee accepts 500 hours of direct client care within the scope of practice in the previous three years from out of province.

f) the steps in the assessment process

*** SAME AS LAST YEAR ***

1. Send an application form and fee
2. Have a transcript sent from the massage therapy school.
3. Complete the diagnostic assessment, if required, and complete any required additional study.
4. Pass the certification examinations (the OSCE and the MCQ).
5. Provide evidence of fluency in English or French
6. Apply for registration with the required documentation and fees.

Once the applicant has met the requirements in steps 1 to 4, the College will send/refer the applicant to an application for registration and information about the documentation they must provide regarding their Canadian citizenship status, liability insurance and First Aid and CPR certificates. If the applicant has not yet received permanent work authorization at the time he or she meets all other requirements, the applicant should contact the College to discuss signing an agreement which allows the applicant to become registered with a term, condition and limitation/undertaking on their certificate of registration.

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

1. Transcript of education completed

All applicants must arrange for transcripts to be sent directly from their massage school to CMTO. This process is best commenced prior to arriving in Ontario.

2. Applicants who have not graduated within the previous three years must send evidence that they have practiced massage therapy for at least 500 hours in the previous three years or have evidence sent that they have successfully completed the College Refresher Course.

3. Verification that they have completed any required additional study.

4. If required, evidence that they have received the required scores on the Canadian Language Benchmarks or MELA Placement Test.

5. Provide evidence that the applicant is either a Canadian citizen, permanent resident of Canada, or is authorized to work in Canada.

6. Obtain professional liability insurance in the minimum amount and type required by the College;

7. Provide evidence of valid First Aid and CPR certification.

8. Provide a recognized Criminal Record Screening report.

Internationally educated individuals must also complete the diagnostic assessment process and any additional study required. Verification of completion of the additional study required must be sent to the College.

Internationally educated applicants whose first language is not English or French must send evidence that they have received the required scores on the Canadian Language Benchmarks or MELA Placement Test.

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

Internationally educated or Canadian applicants who are unable to obtain a transcript of their educational program from the massage therapy school they attended may contact the College for information on an alternative method of providing the information. The College will provide a document to these individuals that describes how to provide a statutory declaration regarding their education. The statutory declaration will be reviewed to determine if it provides the required information. The College will consider any relevant documentation the applicant is able to provide in support of demonstrating equivalent massage therapy training/education.

i) how applicants can contact your organization

*** SAME AS LAST YEAR ***

By email: registrationservices@cmto.com

By mail:
College of Massage Therapists of Ontario

801 – 1867 Yonge Street
Toronto, ON M4S 1Y5

By phone: (416) 489-2626

By fax: (416) 489-2625

For information, members can visit the College's website: www.cmto.com

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

*** SAME AS LAST YEAR ***

Communication may be via letter, e-mail or telephone call in accordance with standard procedures and communication practices.

Received application and fees – any questions or missing information.

Received document – any questions or missing information.

Any outstanding documents for Credential and Prior Learning Assessment (CPLA),

Agreement on Internal Trade (AIT) applications, graduates of Ontario or non-Ontario programs.

Enrollment in Standards and Regulations e-Workshop, course completion, results.

For Credential and Prior Learning Assessment applicants – fluency testing required, results and recommendations

Notification that the applicant has been enrolled in the Diagnostic Assessment portion of the CPLA as well as instructions for proceeding with that process and who to contact for questions. Results of the Diagnostic Assessment are referred to the Registration Committee and a decision is sent in writing to the applicant.

Registration Committee decision and reasons are communicated by letter to the preferred mailing address.

Certification Services Department communications including, results of individual examinations, notification of successful completion of both examinations, applicant has failed the examination three times and must complete a new diploma to re-take the examinations – email.

Eligible to apply for registration, documents and fees required - letter

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

If the educational institution sends the College documents that are not in English or French, the College will make a copy of the documents and give them to the applicant who will then need to get the documents translated and certified at his/her expense to then send back to the College.

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 Canadian Language Benchmarks Placement Test and the Michener English Language Assessment (MELA) are administered by a fluency assessor who:

1. Was trained in the administration of the Canadian Language Benchmark Placement Test in speaking, listening, reading and writing English or French by a trainer contracted by the Canadian Language Benchmark Placement Test and is certified as an assessor for the test.

2. Communicates with the College to organize the date and schedule for the testing of CPLA applicants.
3. Administers the testing in accordance with the training received.
4. Creates applicant assessment reports of the benchmark levels for each applicant.
5. Sends a report of the results for each CPLA applicant to Registration Services within five weeks of the test date.

The Standards and Regulations e-Workshop is administered and facilitated by College staff:

1. facilitate the e-Workshop by interacting with each course participant as needed, evaluate and respond to questions from each participant, and evaluate participant responses to the Application Exercises;
2. responds to all e-mails and submission of exercises by participants within two business days; and
3. reports the results for each course participant to the College within one week.

The diagnostic assessment process is administered by the College. The College examination/diagnostic assessment team is responsible for:

1. Development and ongoing assessment of the diagnostic assessment,
2. Communication with the College's psychometric consultants regarding creation and implementation of the written examination,
3. Recruitment and training of diagnostic assessment evaluators,
4. Recruitment and training of mock clients,
5. Communication with candidates (e.g. scheduling and process of diagnostic assessment),
6. Creation of candidate profiles based on the evaluation of their competencies during the diagnostic assessment,
7. Make written recommendations to the Registration Committee regarding the competency of candidates and appropriate further education required.

The tutoring component of the refresher courses is developed and taught by tutors approved by the College. The role of the tutors is:

1. Evaluate the applicant's competencies.
2. Develop a program to remedy any deficiencies in the applicant's competencies as required under the College's Refresher Course Policy.
3. Provide a course proposal to the College for approval.
4. Provide verification that the proposed course has been successfully completed.
5. Provide a written statement to the College that the member is competent to return to practice and any recommendations for further development the applicant should undertake.

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

*** SAME AS LAST YEAR ***

1. The applications for the Credential Evaluation process and for the Credential and Prior Learning Assessment (CPLA) process are valid for two years from the date they are received by the College. If the applicant does not commence the process by supplying documents or beginning the CPLA process the application will be terminated.

2. Under the Registration Regulations, refresher courses are valid for fifteen months from the date they are completed.

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

For international applicants or those from non-regulated provinces, the average amount of time from the date a completed CPLA application is received until the applicant is eligible to register is 4 months and depends on examination availability/scheduling.

For all applicants, the processing time for a completed Initial Registration application is up to 4 weeks from the date of received by CMTO.

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

The fees paid by each type of applicant are given in the following two tables.

Registration Process and Costs by Applicant Type

Ontario graduate:

Examination application \$700.00 for OSCE, \$225.00 for MCQ

Examinations passed

All other requirements met – Insurance, First Aid, Police Check & CPR courses (cost unknown)

Eligible to register – see prorated fee table for the calendar year. Fees change each year.

Application for registration \$100.00

Applicant from province governed by AIT*:

Application for registration \$100.00

Jurisprudence examination \$225.00

Verification of active certificate and in good standing in regulated province (BC or NL)

All other requirements met – Insurance, First Aid, Police Check & CPR courses (cost unknown)

Eligible to register– see prorated fee table

Cdn. Non-Ontario grad – equivalent education

Application for evaluation of credentials \$175.00

Transcript verifying equivalent education

Examination application \$700.00 for OSCE, \$225.00 for MCQ

Examinations passed

All other requirements met – Insurance, First Aid, Police Check & CPR courses (cost unknown)

Eligible to register – see prorated fee table

Cdn. Non-Ontario grad – non-equivalent education

Application for evaluation of credentials \$175.00

Transcript verifying equivalent education

Fee for diagnostic assessment \$1300.00

Diagnostic assessment completed

Registration Committee decision

Additional study completed – Bridging program approximately \$3500.00 + textbooks, or full program.
According to school and length required
Examination application \$700.00 for OSCE, \$225.00 for MCQ
Examinations passed
All other requirements met – insurance, First Aid, Police Check & CPR courses (cost unknown)
Eligible to register – see prorated fee table

International Applicant:

Application for evaluation of credentials \$175.00

Transcript verifying education

Fee for diagnostic assessment \$1300.00

Fluency testing** - \$60.-\$100 for CLB or \$225 for MELA. First attempt included in CPLA Application Fee. For Canadian immigrants, the CLB assessment is free at the YMCA.

Diagnostic assessment completed

Registration Committee decision

Additional study completed – Bridging program \$3500.00 + textbooks, or full program. According to school and length required

Examination application \$700.00 for OSCE, \$225.00 for MCQ

Examinations passed

Fluency requirement met

All other requirements met – Insurance, First Aid, Police Check & CPR courses (cost unknown)

Eligible to register - – see prorated fee table

*NB: If an applicant is not registered with the regulatory body in their province, they follow the process of an international applicant outlined previously.

*Fluency testing is required only where a CPLA applicant self-identifies that English is not his/her first language.

2013 INITIAL REGISTRATION FEES

MONTH ELIGIBLE PRORATED REGISTRATION FEE

BY MONTH ELIGIBLE

January \$565.60

February \$518.47

March \$471.33

April \$424.20

May \$377.07

June \$329.93

July \$282.80

August \$235.67

September \$188.53

October \$141.40

November \$94.27

December \$47.13

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

*** SAME AS LAST YEAR ***

Applicants with special needs can contact the College to request forms or documentation in alternative formats. The College may provide applicants with documents in large formats or Braille.

College personnel would arrange special accommodation for applicants with disabilities should the need arise.

The following is the special accommodation information from the College's Candidate Handbook for applicants wishing to take the certification examinations.

Special Accommodations Policy and Process

Requests for Special Accommodation

Applicants with documented/diagnosed disabilities may apply to the College for special accommodation. The application may not be completed online. Special accommodation forms may be downloaded from the website and submitted to the College along with the application and payment 3 months prior to the exam date applied for, in order to allow the College to assess, and if appropriate, accommodate the request. Requests are not automatically granted. Please allow several weeks for applications to be reviewed and either approved or denied. Applicants will be notified as to the status of their application once a decision has been made.

The condition must affect all aspects of the candidate's life and not just be associated with taking examinations. (For a list of conditions for which special accommodation is not provided, refer to "Exceptions" in 3.3.2).

The following completed forms must be mailed to the College (including the candidate's application and payment). The forms are available for download at <http://www.cmta.com/regist/regist1.htm>

- Special Accommodation Request Form
- Special Accommodation Request Verification Form* (include specific diagnostic data such as test results where applicable in support of the diagnosed disability)
- Documentation of Testing Accommodation Form
- Application Form

Any professional providing documentation must:

- be registered/licensed and/or have credentials appropriate to diagnose and treat the candidate's disability
- and have diagnosed and/or evaluated the candidate or have provided testing accommodations for the candidate within the last five (5) years.

The professional is required to provide:

- an explanation as to the specific aspect of the disability which requires testing accommodation
- the effect of the disability on the candidate's ability to perform under the customary testing conditions
- the impact of the disability on major life activities (e.g. learning, seeing, etc.).

If there has been no history of testing accommodation, the professional verifying the disability should include an explanation as to why testing accommodations are currently needed.

The candidate and the professional recommending the testing accommodation should consult and come to an agreement as to the appropriate testing accommodation being requested. That is, the accommodation requested by the candidate on the Special Accommodation Request Form should agree/match with those recommended by the professional on the Special Accommodation Request Verification Form. Without such agreement the candidate's request for accommodation will not be considered.

The candidate is responsible for ensuring that the professional(s) completing the requested forms provide(s):

- all of the required information
- all documentation is completed
- all supporting documentation and materials are submitted with the candidate's application and payment for the examination.

If additional information is required about the candidate's disability, either the candidate will be requested to obtain it or the College will contact the professional directly. The candidate's signature on the application form acknowledges this and authorizes the College to contact such persons for any additional information about the candidate's disability as it relates to the candidate's testing needs. The College will only communicate with the candidate, professionals knowledgeable about the candidate's disability, and the candidate's authorized representative (verification required).

Candidates who qualify for Special Accommodations will be scheduled for their OSCE examinations on the

specified OSCE examination dates and notified accordingly.

Where the College has approved an accommodation for an eligible candidate, a Test Accommodation Agreement will be prepared by the College specifying the elements and exact nature of the accommodation(s) and signed by the candidate and the College.

Exceptions

Persons with observable disabilities (e.g., requiring accessibility accommodation) need not complete the Special Accommodation Request Verification Form. The candidate may indicate the request for elevator or wheelchair accessibility on the Special Accommodation Request Form.

Persons with transitory conditions, which are generally not “disabilities” (e.g. pregnancy, sprains, fractures, medical emergencies), are not eligible for some special testing accommodations (e.g. extra time).

Massage Therapy is a regulated healthcare profession in Ontario and as such, the expectation for regulated healthcare practitioners is to provide the public with access to treatment without discriminating on any of the prohibited grounds as outlined in the Ontario Human Rights Code.

The Certification Services Department provides the following accommodations to examination candidates as needed and as approved:

- Additional time,
- A scribe to record answers to the written examination,
- A reader to read the questions,
- A semi-private room or private room,
- Paper on which the examination candidate can write notes,
- Large font documents and instructions,
- A guide/reader for visually impaired candidates,
- A dog-walker for an applicant’s guide dog (the dog is not allowed into the examination and a guide/reader is provided, as noted above),
- A person to push a wheelchair, and
- Adjustments to the massage table height and the room set-up during the practical examination.

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

Until 2013, the CPLA assessments were only conducted annually each fall. As of 2013, the College has implemented changes to ensure the diagnostic assessment processes are available throughout the year for the diagnostic multiple choice exam and the Comprehensive Clinical Evaluation. The diagnostic OSCE assessment is available during the OSCE examination season May to December each year.

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Amount of Fees (2 / 13)

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

*** SAME AS LAST YEAR ***

The fees for internationally educated applicants are the same as for applicants from other Canadian provinces where the profession is not regulated.

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

*** SAME AS LAST YEAR ***

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

a) What are your timelines for making registration decisions?

- i. Where a registration matter is referred to the Registration Committee, once the necessary documents are received an application is considered at the next available Registration Committee meeting. Committee meetings are held approximately every other month for eight months out of the year.
- ii. The College communicates with applicants throughout the process by telephone, e-mail, letter and in person as necessary. Staff prioritize inquiries and requests and respond to inquiries at the earliest opportunity and will call or write to applicants if the College requires any additional information or documents. The timeliness of responses may vary during the year depending on the staff's workload.
- iii. Decisions are communicated to applicants in a timely manner. In order to develop a considered, sound and fair decision and achieve a transparent decision making process, the College keeps applicants informed of the status of applications and the decision-making status, including notifying applicants that the Committee has met and a decision is underway.

Responses to general call/email/letter inquiries is generally 3 - 5 business days.

Registration Committee decisions are generally issued within 30 business days of the decision being made.

Processing of Initial Registration (IR) applications is up to 4 weeks from the date the completed application is received by the College.

General processing for status change requests, address or name change requests, etc. is 3 - 5 business days.

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

*** SAME AS LAST YEAR ***

As above.

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

*** SAME AS LAST YEAR ***

As above.

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

The Director, Registration and Certification Services oversees the processes requiring responses to applicants. There has not been a need, but any issues would be reported to the Registrar or Deputy Registrar. The Deputy Registrar reviews the committee minutes and is aware of any issues. College system and resources allow the Director to track execution of tasks and communications to manage and track execution of tasks.

Additional staff have been added in the Registration Services area in 2013 to ensure timely service.

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

*** SAME AS LAST YEAR ***

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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.

*** SAME AS LAST YEAR ***

The College policy states the following:

Where the College holds personal information about an individual, upon written request, the College shall allow access to the information to that individual, unless providing access could reasonably be expected to interfere with the administration or enforcement of the Legislation or it is impracticable or impossible for the College to retrieve the information.

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

*** SAME AS LAST YEAR ***

Examples of situations where access may be denied include:

- Information contains references to another individual(s) that cannot be severed;
- Disclosure may result in significant risk of harm to the requestor or a third party;
- Information was collected or created in the course of an inspection, investigation, inquiry, assessment or similar procedure authorized by law;
- Disclosure may defeat the purposes for which the information was collected;
- Information cannot be disclosed for legal, security or commercial proprietary reasons;
- Information is subject to solicitor-client or other privilege;
- Information was generated in the course of a formal dispute or resolution process;
- The request is frivolous, vexatious, made in bad faith or otherwise an abuse of process;

In cases where the personal information forms part of a record created by another organization, the College will refer the individual to the organization that created the record (unless it is inappropriate to do so) so that the individual may obtain access to the personal information from the organization rather than the College.

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

*** SAME AS LAST YEAR ***

Applicants would be informed when they express an interest in gaining access to their records that there is no fee charged.

d) List the fees for making records available.

*** SAME AS LAST YEAR ***

No fees are charged.

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

*** SAME AS LAST YEAR ***

Not applicable.

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

*** SAME AS LAST YEAR ***

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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.

Resources available to applicants on website and/or hard copy by request:

1. Massage Therapists Educated Outside Ontario (includes a description of the profession and general information about registration processes).
2. Credential and Prior Learning Assessment Application & Candidate Handbook which include a description of the requirements and process.
3. CPLA application process – flowchart of registration process for CPLA applicants.
4. Information about working in the health care sector in Ontario which links to the Health Force Ontario website.
5. Registration Transfer Request Form for registration under the Agreement on Internal Trade (AIT) including information about the registration requirements, process and costs.
6. Information on the examination process, fees, schedule, content development and an Examination Candidate Handbook.
7. List of approved tutors available on request.
8. Standards and Regulations e-Workshop run by the College to orient applicants to the Standards of Practice and the Regulations governing the profession in Ontario.

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

*** SAME AS LAST YEAR ***

These resources are available through the College website or in hard copy where needed (e.g. alternate format). Applicants who inquire about resources will be directed to the website or the documents will be mailed or e-mailed/sent the URL for access.

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

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.

Once any documents or information being provided by the applicant are received an application is referred to the next available Registration Committee meeting. Committee meetings are held approximately once every other month for eight months of the year.

Registration Committee decisions are issued generally within 30 days following the decision.

Responses to a request for an internal review are provided within 2 weeks.

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

*** SAME AS LAST YEAR ***

An "internal review" is described in FARPA, 2006 but not in the RHPA, 1991, In accordance with Section 15 of the Code, Schedule 2 of the RHPA, 1991, the College considers an internal review to have occurred when the Registrar refers an application to the Registration Committee for a decision. In the reporting period, there were thirteen (13) matters referred to the Registration Committee, each unrelated to internationally educated professionals. Of the 2013 referrals, nine appealed the Registration Committee decision to HPARB & the decisions are pending.

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

*** SAME AS LAST YEAR ***

There have been no reviews or appeals of registration decisions that exceeded timelines and there were no internal reviews or HPARB appeals that were from internationally trained applicants.

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

or appeals.

*** SAME AS LAST YEAR ***

Information about how to appeal the decision of a matter referred to the Registration Committee under Section 15 is provided to applicants in their decision letter. Where an application is referred to the Registration Committee, applicants are given notice of their right to make written submissions within 30 days after receiving notice. The Committee may, upon review, direct staff to request additional information/documentation to aid in their decision-making process, for which the applicant is given a period of time that the Committee considers to be reasonable and relevant to the nature of the information requested.

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.

*** SAME AS LAST YEAR ***

On request an applicant will be notified that he/she may make a written submission, electronically or by mail, to the Committee regarding the issue(s) the Committee is reviewing.

The Registration Committee may request to have the applicant appear before the committee to provide information.

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.

Registration matters referred to the Registration Committee are decided by the Committee, which is composed of Council and Non-Council members, members of the profession and members of the public. The minutes of the meeting at which a decision was made include the names of the committee members who made the decision.

If a matter is referred to the Registration Committee by Council, the Director, Registration and Certification Services or Coordinator, Registration Services will consult with the Chair of the Registration Committee about selecting a new panel of the Committee. A new panel of at least three (3) members of the Committee or Council members, one of whom must be a public member, are selected by the Chair to conduct a review or appeal of a decision. The Director, Registration and Certification Services or Coordinator, Registration Services will then notify the applicant in writing that:

1. a new panel is being selected,
2. he/she will be notified when a new panel has been created, and
3. he/she will be notified when the panel will meet to review the applicant's submission or the new information and make a new decision.

e) Describe your internal review or appeal process.

*** SAME AS LAST YEAR ***

For matters referred by the Registrar, the process is described previously.

For matters referred to the Committee by Council, once a new panel is selected and any written submissions have been received, the new panel members will be provided with:

1. any new information and/or documents sent by the member,
2. the applicant's letter, if one is received,
3. comprehensive information on the requirement or issue to be reviewed with complete materials from the previous referral, and
4. the decision letter from the previous review of the applicant with the Committee's reasons for its decision.

Once the new panel makes a decision on the review the applicant will be sent a letter with the panel's written decision, reasons, and any direction to the applicant the Committee has provided.

For matters that may be appealed to HPARB, the Committee's decision letter to the applicant includes comprehensive contact information for HPARB and the 30-day time limit for submitting an appeal.

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.

*** SAME AS LAST YEAR ***

The Registration Committee is composed of five (5) members, including the following:

- Two (2) elected Members of Council;
- Two (2) appointed Members of Council; and,
- One (1) Non-Council Member of the College.

The two elected members of Council and the non-Council Member of the College are members of the profession.

None of the members of the Registration Committee in 2013 were internationally educated massage therapists.

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

*** SAME AS LAST YEAR ***

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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.

*** SAME AS LAST YEAR ***

Applicants who express concern about a decision are informed of their appeal or review rights. Where appropriate, a letter providing information about appeals or reviews to the Health Professions Appeal and Review Board is sent with the Registration Committee decision letter.

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

SAME AS LAST YEAR

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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.

*** SAME AS LAST YEAR ***

1. Education requirement

- a. Successful completion of a program at an approved Ontario school,
- b. Successful completion of a program at a school outside Ontario that the Registration Committee considers equivalent of an Ontario program,
- c. Qualifications the Registration Committee considers equivalent to an Ontario program based on a prior learning assessment process approved by the committee that determines that the applicant has competencies equivalent to those taught in an approved Ontario program, or
- d. Successful completion of additional education and experience required by the Registration Committee.

2. Recent practice

The applicant must have:

1. graduated from a massage therapy program which meets the education requirement within the previous three years, or
 2. completed an approved refresher course within the previous fifteen months, or
 3. provided acceptable proof of at least 500 hours of direct client care in the scope of practice within the previous three years.
- #### 3. Certification examinations

Applicants are eligible to take the certification examinations once they meet the educational requirement. They must pass both the written examination (MCQ) and the clinical examination (OSCE). Applicants who do not pass either of the examinations after three opportunities will be directed to complete a new diploma.

4. Fluency

Demonstrate reasonable fluency in written and spoken English or French. The College accepts the Canadian Language Benchmark Placement Test and the MELA test and requires a score of 8 on all for sections of the test.

Applicants wishing to prove fluency in French will be directed to the acceptable French fluency tests.

5. Citizenship

The applicant must be a Canadian citizen or permanent resident of Canada or authorized under the Immigration Act to practise the profession in Canada.

6. Liability insurance

Applicants must provide evidence that they have the required amount and type of liability insurance (a minimum of \$2,000,000.00 per occurrence).

7. Criminal Records Screen

Original signed report of the results of a criminal records screen with the Canadian Police Information Center (CPIC)

8. Mandatory declarations

Applicants must answer mandatory questions and, where they answer yes to any of the questions must provide further information to the College. The mandatory declaration questions require applicants to respond to the following issues:

1. conviction for a criminal offense,
2. finding of professional misconduct in any jurisdiction, including concerning any other health profession,
3. any current proceeding for professional misconduct in any jurisdiction, including concerning any other health profession,
4. any unsuccessful application for registration as a massage therapist in any jurisdiction, including Ontario,
5. any attempt to pass a licensing examination which has not resulted in a passing grade.

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

Applicants from outside Canada must have transcripts sent from the educational institution(s) where they obtained their massage therapy education.

Once it has been determined that the applicant completed massage therapy education the applicant will, if necessary, take the Canadian Language Benchmark Placement Test or the MELA test at the College's expense. The results will be sent to the applicant with recommendations, where applicable, for further education in English and information about the recommended scores for proceeding in the Credential and Prior Learning Assessment (CPLA) process. Applicants who have met the fluency requirement for registration are notified that they have met the requirement.

Applicants may then proceed to the diagnostic assessment. The diagnostic assessment is a written and practical evaluation of the applicant's knowledge, hands-on, critical thinking, and clinical application skills. This step consists of three components:

1. Health Studies Written Examination – applicants will participate in a computer mediated multiple choice exam focused on health studies. This examination will include topics such as anatomy, physiology, pathology, neuroanatomy and physiology, and Kinesiology.
2. Objectively Structured Clinical Examination – applicants will participate in a ninety (90) minute objectively structured clinical examinations consisting of seven (7) twelve-minute stations. Stations include skills such as health history taking, assessment, application of techniques and treatment, palpation or structure identification

and prescription of remedial exercise.

3. Comprehensive Clinical Evaluation (CCE) – applicants will participate in a ninety (90) minute clinical placement (at a College approved Student Clinic) under the supervision of a registered massage therapist. Ability to administer a comprehensive massage therapy treatment to a new client will be evaluated.

The school conducting the CCE will submit a report of the applicant's results to the College.

Once an applicant has completed all CPLA components, a comprehensive report will be compiled from the results. This report will be reviewed by the Registration Committee, and the Registration Committee will send the applicant its decision about their status to proceed with the Certification Examinations or to completed additional education. An overview of the assessment results is provided with the decision letter.

The Registration Committee will determine if the applicant:

1. has completed equivalent education and is eligible to take the certification examinations,
2. has not completed equivalent education and is required to take additional Ontario training to meet the education requirement, or
3. has not completed equivalent education and is required to complete an Ontario massage therapy diploma.
4. Has completed education which is equivalent in all areas except the Ontario Standards of Practice and Regulations and it therefore required to take the Standards and Regulations e-Workshop.

Once applicants have completed any required study they are eligible to take the certification examinations.

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

*** SAME AS LAST YEAR ***

Where applicants are required to provide evidence of practise to meet the recent practice requirement, acceptable evidence may be:

1. a reference from the employer stating practice hours and types of treatments provided,
2. A copy of the applicant's appointment book,
3. a statutory declaration concerning practice locations, hours, and treatments provided.

The practice is assessed to determine if it was within the scope of practice of the profession in Ontario and provided the minimum number of hours required.

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 College does not assess educational systems of internationally-educated massage therapists to determine if they are equivalent to the approved Ontario education. The Credential and Prior Learning Assessment process confirms that the applicant completed equivalent massage therapy education. The prior learning assessment and recognition process is designed to evaluate learning from all sources – education, experience, reading, mentoring, short certificate courses, or any activity that increases competencies in massage therapy.

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 College collects data and curriculum information from training completed by all CPLA applicants and

compares it to the Ontario competency standards and current application files. As the College collects more information on results of the Diagnostic Assessment processes, we reference historical files and decisions. This information is provided to the Registration Committee.

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

The College reviews transcripts from other countries only to verify that an individual has completed massage therapy education.

Massage Therapy is not regulated in most jurisdictions and in Canada, only in ON, BC & NFLD making educational standards comparisons difficult. The CPLA process is designed to assess the competency of the individual regardless of where their education was obtained. In the event the school is no longer in existence, applicants can contact the College for alternative methods for addressing the transcript requirement, such as a statutory declaration.

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

Applicants with special needs will be accommodated. Any applicant who notifies the College that he/she has a special need would be asked to provide information about the type of special accommodation required. Requests for special accommodation would be considered on a case-by-case basis once an applicant communicates the information about what accommodation is required.

The College is located in a building with wheelchair access and has in the past provided the following accommodations to applicants:

1. Applicants have been provided with large-font forms and written information on request.
2. Members who are visually impaired are provided with documentation and forms in whatever format best suits their needs (Braille, audio tape or CD, etc.) and the same accommodations would be provided for applicants as needed. For visually impaired examination candidates, a reader can be provided (examination staff) to provide the exam questions orally.

Applicants with special needs can contact the College to request forms or documentation in alternative formats. The College has in the past provided applicants with documents in large formats or Braille.

The Candidate Handbook which is available on the College's website at www.cmtto.com includes information about requesting a special accommodation for the examinations.

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.

For CPLA applicants with equivalent education, the average time from application to eligibility to apply for registration is approximately four (4) months, subject to exam availability.

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

The average time for internationally trained with equivalent education would not differ from an Ontario graduate.

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 with equivalent education would not differ from an Ontario graduate.

For internationally trained without equivalent education, the average time is longer and can be up to 20 months if additional Ontario education is required.

Once eligible to apply, the processing time is the same for all applicants.

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.

*** SAME AS LAST YEAR ***

The College does not determine the level of the credential presented for assessment. Massage Therapy training confirmation is collected.

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

Massage Therapy training confirmation is collected from the applicant and is compared to the Ontario Massage Therapy Competency Standards to assess equivalency/relevance. The education component combined with the candidate performance in the Diagnostic Assessment process forms the Registration Committee file for consideration.

iii. Explain how work experience is taken into account.

Work experience towards the CPLA requirement is not required and therefore taken into account.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

*** SAME AS LAST YEAR ***

Competency is assessed through the diagnostic assessment process described above.

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

The College competency assessment process is based on objective marking criteria established through input from Massage Therapy Subject Matter Experts (SMEs) and examination Psychometric advice. The College certification examinations and CPLA assessment criteria are based on the Ontario Massage Therapy Competency Standard and the examination performance of each question and practical skill scenario is analyzed for standardization.

The College monitors the examination content performance throughout the certification examination season and collects statistical information to ensure sound performance.

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

Work experience towards the CPLA requirement is not required or taken into account.

k) If your organization conducts prior learning assessment:

i. Describe the methodology used to evaluate prior learning.

The diagnostic assessment and application review described above is used to evaluate prior learning.

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

*** SAME AS LAST YEAR ***

See above.

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

*** SAME AS LAST YEAR ***

see above.

l) If your organization administers examinations:

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

There are two parts to the CMTO certification examinations:

1. The MCQ is the multiple-choice portion of the certification exams and is divided into two components. The first component is computer-based, consisting of 150 multiple choice questions (MCQ) administered over a 3-hour time period. Of these, candidate scores are based upon 125 questions, and 25 questions are included on the examination for research purposes referred to as pre-test questions. The second component of the MCQ is completed over a 30-minute time period and consists of a brief written survey. This survey is intended for demographic collection purposes as well as to provide the College with insight into prospective applicants' areas of interest or focus within the Massage Therapy field. Although the second part of the MCQ is not included in the candidate's score, candidates are required to complete both components of the MCQ.

The examination is administered four times per year. For each administration, a new form of the examination is developed. A statistical method referred to as equating is used to assure that candidates taking a new form of the examination will be evaluated using the same standard as was in place for prior forms of the examination. Examination forms are assembled of questions meeting the above criteria that have been approved by a panel of RMTs. Questions that are used to determine a candidate score on each new form will also have been pre-tested. The pre-testing process assures that all questions appearing on each new examination form will not exhibit extremely high or low difficulty or have other aberrant properties. The minimum passing score for the examination has also been established by, and approved by, a panel of RMTs based upon such considerations as the relevance of each question to competent practice, the difficulty of each question, and other considerations.

2. The Objectively Structured Clinical Examination (OSCE) is a performance test for which a candidate is asked to perform certain tasks relevant to massage therapy. The performance of the candidate is observed by two raters or evaluators and a score is determined based upon the number of required behaviours that were observed. Each candidate is given a scenario at each of seven stations. At one station, the scenario involves taking a patient history. At another station, the scenario involves the application of a specific massage therapy technique to a live model or pseudo-patient, and so on.

For each scenario, a set of behaviours is required. For example, when taking a patient history it is necessary to confirm the identity of the patient. This is an example of several expected behaviours that should be exhibited and two raters or evaluators observe the performance of the candidate, marking "yes" or "no" judgments concerning what they observed.

The candidate score for each station is the number of required behaviours that were observed, and the total score for the examination across all seven stations is the total number of required behaviours observed across all seven stations. This score is compared to a minimum passing score that was determined by a panel of subject matter experts that considered each required behaviour for each scenario and offered an informed opinion of the likelihood that candidates of at least minimal competence would exhibit the required behaviour. This information was analyzed to determine an overall minimum passing score.

Under the Examination Regulation examination candidates are allowed three opportunities to take the examination. A candidate who fails either section of the examination three times is no longer eligible to take the examination and must complete a new diploma in massage therapy to become eligible to take the examinations again.

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

Statistical analysis, review and feedback ensures that the standards established for the examination program are maintained to ensure that examinations are performing appropriately and continuing to serve as a fair and

valid measure of what massage therapists do on the job. Notably, various formal periodic reports are completed by SMT in order to officially document the steps and processes that are followed and include the Job Analysis Study report, OSCE and MCQ standard setting reports, technical test reports, and the OSCE training assessment reports.

When a Job Analysis Study reveals shifts or changes in the criteria required of the minimally competent practitioner, there is a corresponding alteration of the examination content outlines and content. Based upon these changes, passing standards are re-established as part of program support and maintenance. Since the College conducts Job Analysis relatively frequently (i.e. every 12 to 24 months versus an industry standard of every 4-5 years), shifts or changes tend to be minor and are easily incorporated into the examination process. While some drift in pass/fail rates is expected, ongoing analysis enables the identification of any sudden changes so that they may be properly evaluated and addressed, if necessary.

For the MCQ, live and pretest item performances are statistically analyzed on an ongoing basis. Items that are too easy or difficult, or are not discriminating among candidates of varying abilities are highlighted for review by the MCQ SME team. Pre-test items that have been sufficiently tested are statistically reviewed to determine if they are appropriate for inclusion into the live examination. Candidate comments that are collected on individual items during test taking are also reviewed to identify potential problem items. Items may be left unchanged, permanently retired, or edited depending on the specific issue(s) identified. Edited items are considered new items and moved back into the pre-testing stage. Periodically, reviews of entire test banks ensure that the banks represent current practice, referencing and general suitability in a consistent manner. Candidate test site exit surveys are utilized to ensure overall quality control of the examination process.

For the OSCE, custom software has been developed to enable real-time statistical monitoring of essential examination components including examiner inter-rater reliability; examiner harshness; pass rates by individual case, station, and overall ease or difficulty of individual tasks; and discrimination of individual tasks among candidates of varying abilities. Examiner re-training is provided in cases where inter-rater reliability or rater harshness is outside of acceptable ranges. Daily OSCE staff evaluation forms are also utilized to direct feedback and re-training, when required. Pass rates for individual OSCE cases that differ from other cases at a statistically significant level (i.e. are much easier or harder than the average case) are reviewed to ensure there is no confusion or fault. If deemed appropriate, cases are modified, and/or new cut score studies undertaken. Individual tasks that are very easy, very difficult or fail to discriminate are also reviewed.

Decisions may be made to edit, delete or leave a task unchanged, depending on the specific issue(s) identified. Typically, alterations in the examination are made at the end of an OSCE season. MCQ: The validity of the Multiple Choice examination is also supported through the annual survey described in the OSCE section. The content of the Multiple Choice examination is dictated by the opinions of the survey respondent-practitioners ranking of the criticality of professional tasks as they relate to protection of the public and competent performance in the role. The Multiple Choice examination specifications reflect those knowledge elements that the subject matter experts believe are appropriate and best assessed via the written examination. As this process is updated each year, the validity of the Multiple Choice examination is also continuously assured through small annual adjustments in test content reflecting shifts in practice, changes to rules and regulation, or technological or research advances.

With respect to validity, a survey is conducted of a sample of practitioners each year that asks their opinion of the importance to public protection of various elements of knowledge, skill and ability to competent practice within the province. The examination specifications for the OSCE reflect those elements of knowledge, skill and ability that are viewed as important to public protection by the practitioners and which are viewed by subject matter experts as appropriate for examination via a performance test. As this process is repeated annually, the validity of the OSCE can be continuously assured through small annual changes in test content to reflect changes in law, practice or technology.

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

MCQ- The Multiple Choice examinations are updated every year, in an ongoing Subject Matter Expert driven item-writing program. These efforts support any shifts in the examination content outline, changes in practice or technology or regulation, and are integrated into the examinations in the form of pretest questions. Questions that reflect acceptable pretest data are then available to use as live test questions on future examinations. All test questions are referenced to two or more references from the published reference list, and meet the approval of a team of Subject Matter Experts, and all international test development guidelines.

OSCE - Each year, the content of the OSCE changes. First, change may occur with respect to what is typically subtle changes in the examination specifications based upon the annual practitioner survey mentioned above. Second, for each station, six alternative scenarios are developed and some of these are retired and replaced each year. New scenarios are written and behavioural criteria are designed in concert with input from, and review by, committees of subject matter experts that are called together for this purpose.

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

In 2013, the format of the MCQ component of the Certification Examination was amended. The College resumed utilizing a computer-based (but non-adaptive) testing model. The addition of a brief written survey (unscored) administered at the end of the MCQ was added to the MCQ component of the Certification Examination.

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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 College does not use third parties to make assessments decisions.

The Canadian Language Benchmark firm is used when a language proficiency assessment report is required.

The Michener English Language Assessment (MELA) is also accepted by the CMTO for language proficiency assessments.

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

*** SAME AS LAST YEAR ***

i. to vi. The College does not use third parties to make an assessment.

In selecting CLB & MELA as a third party assessor, the College reviewed their process and reputation as competent proficiency assessors.

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

*** SAME AS LAST YEAR ***

As above.

iii. provides timely decisions, responses and reasons to applicants

*** SAME AS LAST YEAR ***

As above.

iv. provides training to individuals assessing qualifications

*** SAME AS LAST YEAR ***

As above.

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

*** SAME AS LAST YEAR ***

As above.

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

*** SAME AS LAST YEAR ***

As above.

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.

*** SAME AS LAST YEAR ***

i. to iii. The College does not use third parties to conduct credential assessments.

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

*** SAME AS LAST YEAR ***

As above.

iii. Explain how work experience is taken into account.

*** SAME AS LAST YEAR ***

As above.

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

i. Describe the methodology used to evaluate competency.

*** SAME AS LAST YEAR ***

The diagnostic assessment is a written and practical evaluation of applicants' knowledge, hands-on, critical thinking, and clinical application skills. The assessment determines whether applicants have the competencies taught in the Ontario massage therapy programs. The Diagnostic Assessment consists of three components, each of which evaluates specific types of competencies.

1. Diagnostic Health Studies Written Examination (Diagnostic MCQ) – applicants participate in a computer mediated multiple-choice examination focused on health studies and massage therapy theory.

2. Objectively Structured Clinical Evaluation (OSCE) – applicants rotate through a series of stations in which they must demonstrate practical skills.

3. Comprehensive Clinical Evaluation – applicants participate in a 90-minute clinical placement under the supervision of a Registered Massage Therapist and are required to complete a comprehensive massage therapy treatment on a new client.

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

The current Ontario Massage Therapy Competency Standards were implemented in 2002 and were revised in 2005. The new Inter-Jurisdictional Competency Standards for Canada were accepted in Ontario in 2012 with transitioning occurring in Ontario schools & revisions to the Ontario certification examinations by 2015.

The methodology to evaluate whether applicants have the required competencies was developed during a pilot project at Centennial College which was funded by the federal government, the Ontario government, and the College.

The standards of practice are used to create the OSCE station information and the competency checklist for the comprehensive clinical assessment.

If the research shows that a candidate demonstrates the standards of practice within a given station and during the clinical assessment, he or she is competent (related to the competency document) then the assessment is valid.

The written test is a version of the College's written examination and is validated as noted under section. 8. I).

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

*** SAME AS LAST YEAR ***

Work experience is not used to assess competency. Applicants need only demonstrate during the practical parts of the diagnostic assessment that they have the competencies or complete any additional education required.

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

i. Describe the methodology used to evaluate prior learning.

i. to iii. The College used Centennial College to conduct prior learning assessments in prior years and for the 2011 year and on, conducted the assessments directly. For the 2012 year, the College did not have applicants for the CPLA process. For 2013, the Canadian College of Massage and Hydrotherapy (CCMH) conducted the CCE component of the assessment based on the Ontario Massage Therapy Competency Standards.

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

*** SAME AS LAST YEAR ***

As above.

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

*** SAME AS LAST YEAR ***

As above.

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

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

*** SAME AS LAST YEAR ***

The College examinations are administered by the College. A third party is used for Psychometric consulting and advice for the development and delivery of the certification examinations.

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

*** SAME AS LAST YEAR ***

As above.

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

*** SAME AS LAST YEAR ***

As above.

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

Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

Staff reviewing CPLA applications are provided on-the-job training & a guide to follow. The Registration Committee members receive annual orientation training and an overview of the CPLA application process from the Registration Services Coordinator and the Examination Content Specialist.

ii. individuals who make registration decisions

The Registration Committee is trained in the requirements of the Regulated Health Professions Act, the Health Professions Procedural Code, the Massage Therapy Act and the Registration Regulations and the Fair Access to Regulated Professions Act.

The committee members receive training in the competencies required to participate in a review and make fair and impartial decisions. Members of Council annually receive training on diversity, discrimination and harassment prevention and governing legislation for the profession in Ontario.

The Director, Registration & Certification Services and the Registration Services Coordinator provide support and clarification on processes to the Committee throughout the year.

iii. individuals who make internal review or appeal decisions

*** SAME AS LAST YEAR ***

See above.

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

*** SAME AS LAST YEAR ***

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.

*** SAME AS LAST YEAR ***

The College had a Mutual Recognition Agreement (MRA) with British Columbia and Newfoundland and Labrador that was replaced in 2009 by the Agreement on Internal Trade (AIT).

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

*** SAME AS LAST YEAR ***

The AIT application process supports labour mobility between regulated jurisdictions in Canada.

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

In 2012, the College adopted the Canadian Inter-jurisdictional Competency Standard for implementation in Ontario in January 2015. Applicants seeking registration in 2015 and on will be required to meet the inter-jurisdictional competency standard. Ontario Massage Therapy educators have been implementing changes to the training in Ontario during the reporting period to prepare 2015 examination candidates for the new standard.

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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
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English	Yes
French	Yes
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.

Category	Staff
Total staff employed by the regulatory body	24.6
Staff involved in appeals process	2
Staff involved in registration process	6

Countries where internationally educated applicants were initially trained

c) In the following table, enter the top source countries where your applicants¹ 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.

Country of training (Canada excluded)	Number of applicants in the reporting year
U.S.	5
n/a	
n/a	

n/a	
n/a	
n/a	
n/a	
n/a	
n/a	
n/a	

¹Persons 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 members² 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 31st 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 31st 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
Members on December 31st of the reporting year	11913	88	5	48	0	12054

² 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:

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).

from January 1 st to December 31 st 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
New applications received	999	5	0	2	0	1006
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	999	5	0	2	0	1006
Inactive applicants (applicants who had no contact with your organization in the reporting year)	90	0	1	0	0	91
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	999	5	0	2	0	1006
Applicants who were authorized to receive an alternative class of licence³ but were not issued a licence	n/a	n/a	n/a	n/a	n/a	0
Applicants who were issued an alternative class of licence³	n/a	n/a	n/a	n/a	n/a	0

³ 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:

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

j)

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 st to December 31 st 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	13	1				14
Applicants who initiated an appeal of a registration decision	5					5
Appeals heard						0
Registration decisions changed following an appeal						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.

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: Penny Connors

Title: Director, Registration & Certification Services

Date: February 28, 2014