



**THE CANADIAN DENTAL
HYGIENISTS ASSOCIATION**

**L'ASSOCIATION CANADIENNE
DES HYGIÉNISTES DENTAIRES**

Request for Proposal

**Update the Canadian Competencies for Baccalaureate Dental
Hygiene Education (2015)**

Issued by

**Canadian Dental Hygienists Association (CDHA)
Ottawa, Ontario, Canada**

RFP Issue date

27 April 2026

Proposal Submission Deadline

01 June 2026, at 12:00 p.m. PT

1. Purpose

The purpose of this Request for Proposal (RFP) is to engage a qualified consultant or consulting team to **review, update, and modernize** the *Canadian Competencies for Baccalaureate Dental Hygiene Education (2015)* to ensure they reflect current and emerging expectations for baccalaureate-prepared dental hygienists in Canada and meet the *2021 Entry-to-Practice Canadian Competencies for Dental Hygienists*. The updated baccalaureate competencies will reflect contemporary dental hygiene practice, be future-oriented, and be used by baccalaureate dental hygiene education programs, accrediting and quality assurance bodies, educators, students, academic leaders, along with regulators, employers, and policymakers.

2. Background and context

The Canadian Dental Hygienists Association (CDHA) is a national not-for-profit organization that represents the professional interests of more than 35,000 dental hygienists, directly representing 24,000 members, including students. CDHA exists so that its members can provide quality preventive and therapeutic oral health care, as well as health promotion, to all persons living in Canada. CDHA provides leadership in advancing dental hygiene education, regulation, practice, and research in support of optimal oral and overall health for Canadians.

In 2015, CDHA released the *Canadian Competencies for Baccalaureate Dental Hygiene Programs*, establishing a pan-Canadian framework that defines the expected knowledge, skills, behaviours, and professional attributes of graduates of baccalaureate dental hygiene programs. These competencies support educational quality, consistency, and accountability across Canada.

Since the release of the 2015 competencies, the context for dental hygiene education and practice has evolved, including changes in:

- Health systems and models of care
- Oral health science, technology, and evidence-informed practice
- Equity, diversity, inclusion, Indigenous health, cultural humility, and social accountability
- Leadership, research, policy, and interprofessional practice expectations

CDHA is therefore seeking to **update the 2015 competencies** to ensure continued relevance, clarity, and alignment with current and emerging expectations for baccalaureate dental hygiene education in Canada, and to continue expanding access to baccalaureate dental hygiene education.

3. Related Information to Guide Submitters

Proponents are expected to familiarize themselves with the following key resources, which will inform the scope and expectations of this project:

- [Canadian Competencies for Baccalaureate Dental Hygiene Programs \(2015\)](#)
- [Entry-to-Practice Canadian Competencies for Dental Hygienists \(2021\)](#)

- [Canadian Competencies for a Baccalaureate Oral Health Practitioner](#) (2018)
- Relevant national and international competency frameworks for health professions
- Current literature related to competency-based education, oral health, public health, leadership, research use, and equity-informed practice

The updated competencies document should clearly articulate the distinct expectations of **baccalaureate-level dental hygiene education**.

4. Objectives

The objectives of this project are to:

1. Review and critically assess the 2015 competencies for relevance, clarity, and completeness.
2. Identify gaps, redundancies, and areas requiring modernization or expansion.
3. Engage key stakeholders and partners in a structured, transparent consultation process.
4. Update the competency framework to reflect current and emerging roles of baccalaureate-prepared dental hygienists.
5. Integrate principles of equity, diversity, inclusion, Indigenous health, cultural humility, interprofessional collaboration, leadership, research use, business, and systems-level practice.
6. Produce a clear, coherent, and implementation-ready national competency framework.

5. Scope of Work

The successful proponent will be responsible for the following activities:

5.1 Document Review and Environmental Scan

- Review the 2015 *Canadian Competencies for Baccalaureate Dental Hygiene Programs* in full.
- Conduct an environmental scan of relevant Canadian and international competency frameworks, standards, and literature (e.g., health professions education, oral health, public health, leadership, research, and equity-focused frameworks).
- Identify strengths, gaps, redundancies, and areas requiring modernization.

5.2 Stakeholder and Partner Engagement and Consultation

- Design and implement a structured **virtual** consultation process with key stakeholders and partners, which may include:
 - Dental hygiene educators and academic administrators

- Practising dental hygienists
- Regulators and accrediting bodies
- Indigenous partners
- Community voices and stakeholders/partners
- Students and recent graduates
- Employers and interprofessional partners
- Utilize appropriate methods (e.g., surveys, virtual focus groups, Delphi process) to support meaningful input and consensus-building.
- Develop an engagement plan with stakeholders and partners that includes multiple points in the process, including during gap identification and draft validation.
- Proponents must ensure pan-Canadian, bilingual-informed, and equity-sensitive participation.

5.3 Competency Framework Update

- Revise and update the competency framework to:
 - Reflect current and emerging roles of baccalaureate-prepared dental hygienists.
 - Integrate principles of equity, diversity, inclusion, Indigenous health, cultural humility, and social accountability.
 - Strengthen competencies related to leadership, research use, policy, collaboration, business, and systems-level practice.
 - Ensure clarity, coherence, and usability for educational and regulatory purposes.
- Maintain alignment with the 2021 Entry to Practice Canadian Competencies for Dental Hygienists and other related national competency documents, as appropriate.

5.4 Validation and Finalization

- Facilitate validation of the revised competencies with CDHA's Education Advisory Committee and identified stakeholders and partners.
- Incorporate feedback and finalize the competency framework.
- Prepare the final document in English.

Note: French translation will be managed by CDHA.

All stakeholder and partner engagement activities must comply with applicable privacy, data protection, and ethical standards.

6. Deliverables

At a minimum, the proponent will deliver:

1. **Project workplan and timeline with key milestones**
2. **Environmental scan summary report**
3. **Stakeholder/partner consultation methodology and summary of findings**
4. **Draft updated competency framework**
5. **Final updated Canadian Competencies for Baccalaureate Dental Hygiene Education**
6. **Executive summary highlighting key changes from the 2015 competencies**

All deliverables will be submitted in editable electronic format and will be the intellectual property of CDHA. The anticipated project duration is **12 months**.

The updated competency framework should be:

- Clear, succinct, and future-oriented
- Use plain, accessible language while maintaining academic rigour
- Organized for curriculum design and accreditation

Explicitly **mappable** to the 2021 Entry-to-practice Canadian Competencies for Dental Hygienists, where relevant.

The final framework must be formatted and structured for immediate use by education programs and accrediting bodies, including consistent competency statements and clear progression logic.

7. Project Reporting and Collaboration

The consultant will work closely with:

- CDHA project lead, Sylvie Martel, Director of Dental Hygiene Practice,
- CDHA support staff to organize any logistics around meetings, and
- CDHA project steering committee, as established by CDHA.

Reporting requirements will include:

- Regular progress updates (virtual meetings as required)
- Submission of draft deliverables for review and feedback
- Incorporation of CDHA and stakeholder/partner input at defined milestones

CDHA will retain oversight of project direction, deliverable approvals, and final sign-off.

8. Proponent Qualifications

Proposals should clearly demonstrate:

- Expertise in competency framework development and/or health professions education
- Knowledge of dental hygiene, oral health, or closely related health disciplines
- Experience with national-level consultation and consensus processes
- Demonstrated ability to integrate equity, diversity, inclusion, and Indigenous perspectives
- Experience producing high-quality, implementation-ready policy or educational documents

9. Proposal Submission Requirements

Proposals must include:

- *Cover letter*
- *Proponent profile and relevant experience*
- *Proposed approach and methodology*
- *Project timeline and milestones*
- *Team composition and roles*
- *Budget and cost breakdown*
- *Examples of comparable work*
- *References*

10. Evaluation Criteria

Proposals will be evaluated based on:

- Demonstrated understanding of the project scope and context
- Quality and feasibility of the proposed approach
- Relevant expertise and experience of the proponent/team
- Stakeholder/partner engagement strategy
- Value for money
- Quality and clarity of the proposal

11. RFP Conditions

CDHA reserves the right to:

- Accept or reject any or all proposals
- Request clarification or additional information
- Negotiate scope, deliverables, and budget with the successful proponent
- Cancel or amend this RFP at any time

12. Submission Instructions

Proposals must be labelled – *RFP Proposal Update Baccalaureate Dental Hygiene Competencies* and emailed to: **Sylvie Martel** at smartel@cdha.ca no later than 01 June 2026 at 12:00 p.m. PT.