

Fair Registration Practices Report

Early Childhood Educators (2017)

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

This Fair Registration Practices Report was produced as required by:

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

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1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

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

The specific requirements for registration remained the same as in previous years. However, for some requirements, changes were made to policies and/or procedures. Those changes are addressed in response to question 1(f).

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

With respect to changes in policies and/or procedures related to requirements for registration, see the response to question 1(f).

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

With respect to changes in policies and/or procedures related to requirements for registration, see the response to question 1(f).

b) Assessment of qualifications

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

As reported in the 2016 Fair Registration Practices Report, the College updated its policy for the individual assessment of education qualifications. The IA procedure applies to applicants other than those who obtained an early childhood education (ECE) diploma from an Ontario College of Applied Arts and Technology (OCAAT), who obtained an ECE diploma or degree from a Canadian post-secondary institution approved by the College, or who apply on the basis of their equivalency certificate from the Association of Early Childhood Educators of Ontario (AECEO) / Association francophone à l'éducation des services à l'enfance de l'Ontario (Aféseo) or under the Agreement on Internal Trade (AIT).

- This policy was updated in 2016 to align it with the current standard for the education requirement for registration.

The College's Registration Regulation (specifically, s. 7.1.i. of O. Reg. 221/08) sets the OCAAT ECE diploma program as the standard for the education requirement for registration. Currently, OCAAT ECE diploma programs must comply with the 2012 Early Childhood Education Program Standard, as approved by the Ministry of Training, Colleges, and Universities (now the Ministry of Advanced Education and Skills Development).

Under the College's previous policy for the IA procedure, the College used the 2000 Early Childhood Education Program Standard. The alignment of the policy to the 2012 Early Childhood Education Program Standard resulted in:

- an expansion of the vocational learning outcomes being assessed for (i.e., from 9 to 10 outcomes), as well as the elements of performance for each vocational learning outcome.
- the inclusion of essential employability skills (EES) components..
- The revisions also provided more clarity regarding:
 - the level of credential required (i.e., diploma at minimum),
 - the recognition of international institutions (i.e., the academic institution must be recognized in its own jurisdiction and

authorized to grant diplomas or degrees in its own jurisdiction, and if outside of Canada, evaluated by World Education Services as recognized in Canada),

- o details with respect to work experience for the purposes of an applicant meeting the practicum component of the education requirement, and
- o type of documents required to complete the assessment.

With the revised policy approved by Council, the College introduced a new procedure for individual assessment in October 2016. The 2017 reporting year saw the implementation of this new policy and procedure in effect for a full year.

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

The change to the 2012 program standard ensures fairness to all applicants. With the new process:

- The Registration Regulation (O.Reg. 221/08) explicitly states that for applicants (who undergo the individual assessment) to meet the education requirement for registration, the IA process must determine that their education and work experience is at least equivalent to that required by an OCAAT ECE diploma program. With the use of the *2012 Early Childhood Education Program Standard* (instead of the previous standard established in 2000) in the IA policy, applicants who undergo the individual assessment are held to the same educational standard as current graduates of OCAAT ECE diploma programs.
- The change to using the 2012 standard means that applicants' education is now assessed using 10, rather than 9, vocational learning outcomes. Thus, applicants have an additional criterion to meet in order to meet the educational requirement. As anticipated and reported in the 2016 report, the College experienced a decrease in the number of applicants who met the education requirement.

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

With these changes,

- the College is able to communicate more explicitly and transparently the criteria that an applicant has to meet with respect to their education
- prospective applicants are better able to self-assess whether they have the minimum education requirements (e.g., credential in ECE) to make it worthwhile to apply to the College
- rigour was enhanced in this process and continued to contribute to the improved consistency in assessments and decision-making.

c) Provision of timely decisions, responses, and reasons

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

No changes this year

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

No changes this year

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

No changes this year

d) Fees

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

On July 1, 2017, the College raised its one-time fees, for the first time since it opened in 2008, for the purposes of cost-containment. The following changes applied to applicants:

- The application fee increased from \$75 to \$85. (The same fee applies to foreign-trained and Ontario-trained applicants. Applicants continue to pay the same fee regardless of application type).
- The non-sufficient funds (NSF) fee increased from \$30 to \$35.

Also on July 1, 2017, the Review by Registration Appeals Committee fee increased from \$75 to \$80. This was the first time this fee increased since the fee was established in 2016.

On October 20, 2017, a fee for a new reconsideration process for applicants was established at \$65. See the response to question 1(h) for more information about this new process.

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

All applicants (both foreign-trained and Canadian-trained) have to pay a nominally higher application fee. No significant impacts to applicants arose. Similarly, there were no significant changes to the number of applicants requesting a Review by the Registration Appeals Committee since the implementation of the fee increase.

With respect to the fee for the new reconsideration process, it is too early to comment on the impact for applicants, as the process was implemented in late 2017. The College anticipates that it will result in certain applicants paying less fees, by accessing the reconsideration process rather than the review process. The College did not receive any requests for reconsideration in the reported year.

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

The nominal increases in the above listed fees allow the College to work towards recovering operational costs associated with the College's regulatory mandate for registration, including improvements to registration policies and processes. Regardless, these nominal increases to the application, reconsideration and request for review fees still do not offset the significant expenses associated with the staff and committee resources required for the individual assessment process.

e) Timelines**i. Describe any improvements / changes implemented in the last year.**

No changes this year

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

No changes this year

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

No changes this year

f) Policies, procedures and/or processes, including by-laws**i. Describe any improvements / changes implemented in the last year.**

Approval of Education Programs Policy (approved by Council in October 2017)

- Under the Registration Regulation (O.Reg. 221/08), the College can assess programs for equivalency to the current standard used for the education requirement for registration (i.e., two-year early childhood education diploma from an Ontario College of Applied Arts and Technology (OCAAT)). Since registration standards were first developed, the College adopted a list of approved programs that can be found on the College's website and included a range of diploma and degree programs both from Ontario and from provinces/territories in Canada. The *Approval of Education Programs Policy* was designed to provide the necessary principled, guiding and transparent policy framework to add, monitor, and remove programs on the list.

Policy for Assessing Issues That May Affect the Practice of Early Childhood Education (approved by Council in June 2017)

- It is a requirement for registration (s. 5(1)(2)3 of O. Reg. 221/08) that applicants satisfy several considerations about their ability to practice the profession.
- The policy formally set out how the College assesses information received during the application process about an applicant's past or present conduct which raises potential concerns about their ability to practise the profession.

- The policy articulates the process for assessment, and provides that assessments will be governed by principles including transparency and fairness, objectivity and impartiality and timeliness.

Privacy Policy

- The College updated its privacy policy and a privacy breach protocol. A Privacy Officer was also formally identified for the organization.

With respect to the revision of applications and additional forms:

- The College streamlined the application process by consolidating a number of application forms.
 - The College developed a single consolidated application form for applicants who have completed a post-secondary program recognized in the Registration Regulation, or a post-secondary program approved by the College, for the education requirement for registration. The pathway is also for applicants who apply to the College under labour mobility provisions (i.e., AIT – Agreement on Internal Trade) or who have a Letter of Equivalency from the Association of Early Childhood Educators of Ontario (AECEO) or Association francophone à l'éducation des services à l'enfance de l'Ontario (Aféseo) that was issued to the applicant within the timeframes specified in the Registration Regulation. This consolidated four application forms into one, and removed the obligation of applicants to identify the correct form to use.
 - Applicants whose education and training is not captured above continue to undergo the College's individual assessment of educational qualifications process to determine if they meet the education requirement for registration. This process continued with its own application form.
- When consolidating the forms, the College also took the opportunity to review and improve the clarity of language, structure, and format of the forms.
 - The College also reviewed questions that were added in 2016, and revised them for clarity and specificity, in response to feedback from applicants.
 - A section was added that asks the applicant for information about previous applications to the College. In these circumstances, the applicant does not need to provide additional supporting documentation if the College already has such information on file.
- The College revised the wording of the question on the application form related to gender in order to be as inclusive as possible, after consultation with the Ontario Human Rights Commission and further refined after training was provided by David Morris, Chair of OPS Pride Network on "Positive Spaces (LGBTQ Terminology and Identifying Barriers to Inclusion)"

With respect to changes to the Fees By-law, see the response to question 1(d).

With respect to changes to other by-laws:

- The Form of Certificate of Registration By-law was revoked as it had become redundant. It was no longer relevant to the manner in which the College issues certificates of registration.
- The Committees By-law was amended to provide authority to the Registration Committee to sit in panels for the purposes of the provisions in the *Approval of Education Programs Policy*. One of the reasons for this was to ensure the absence of bias in decision-making.

With respect to the Terms of Reference for committees:

- The Terms of Reference for non-statutory committees were amended as a result of the review of these non-statutory committees in 2016.
- The Terms of Reference for the Registration Committee and the Registration Appeals Committee were revised to improve

guidance to committees regarding their mandate and to be consistent with the Terms of Reference of the other committees of the College.

With respect to changes to the appeals process for applicants, see the response to question 1(h).

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

Approval of Education Programs Policy

- This policy will be implemented in 2018. Therefore, it is too early to comment on the impact for applicants.
- As the College's policy and practices with respect to the approval of education programs were under review in the reported year, the College put a moratorium on approval of such programs. This ensured that applicants were not impacted during this review period.
- Applicants and other stakeholders will know what the criteria and process for approval are, what the expectations of approved programs are, and how the College will hold approved programs accountable.
- The policy requires that transition plans be developed and implemented for any programs which will not retain their approval, to ensure that applicants currently in the programs are not negatively affected.

Policy for Assessing Issues That May Affect the Practice of Early Childhood Education

- Applicants have a resource to clearly understand and respond to the College's decision-making process when issues, that may potentially affect their practice of the profession, are presented in the application process.

Privacy Policy

- For applicants, the privacy policy strengthens the College's assurances regarding the manner in which their personal information is handled at the College.
- Applicants are able to contact the Privacy Officer if they have any inquiries.

With respect to the revision of application and additional forms:

- The reduced number of application forms increases the clarity for applicants when they are applying for a Certificate of Registration.
- The revised format with the forms provides applicants with more clarity regarding how to complete the form as the use of plain language and explicit instructions have been utilized. Similarly, the changed visual format allows for a better organization of information and emphasis on key instructions, which also benefit an applicant's understanding of what information is required to complete the application.
- The questions in the Professional Regulation (Licensure) section of the application form are accompanied with a new request for the submission of Proof of Professional Standing Form from other regulatory (licensure) organizations. The Proof of Professional Standing Form provides applicants with guidance and a resource to obtain the supporting documentation from other regulatory (licensure) organizations, as required for their application. The Proof of Professional Standing Form clearly communicates to all parties the kind of information is being sought by the College, and assists applicants with ensuring that other regulatory (licensure) organizations consistently know what information to provide to the College on the applicant's behalf.

With respect to the Fees By-law, see the response to question 1(d).

With respect to other by-laws:

- The repealing of the redundant Form of Certificate of Registration By-law, had no impact on applicants.
- The amendments to the Committee's By-law had no impact on applicants.

With respect to the Terms of Reference, the amendments impact the committees. There are no impacts to applicants.

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

Approval of Education Programs Policy

- The College can rely on a documented policy that is fair, objective, impartial and transparent for granting, revising, or rescinding approval of postsecondary programs for the purpose of the education requirement for registration.
- The College dedicated staff to manage this process, which provides assurances to stakeholders that the College is committed to fairness, objectivity, impartiality, and transparency in the process.

Policy for Assessing Issues That May Affect the Practice of Early Childhood Education

- The College can rely on a documented policy that is fair and transparent when assessing an issue which may impact an applicant's ability to practice the profession and ensure the College's mandate to protect the public interest is met.
- There are clear, publicly-available guidelines which set out how assessments are to be made, which apply both upon initial assessment and on Requests for Review by the Registration Appeals Committee.

Privacy Policy

- The College has strengthened its established process for handling matters in the event that a privacy concern or query arises that identifies the risk of a privacy breach. The College also has a designated staff person in the Privacy Officer role.

Revision of application and additional forms

- With the revised forms, the College can rely on a more streamlined and clear process for obtaining information for assessing applicant information in a fair, objective, impartial and transparent manner.
- The additional sections and conduct questions allow the College to gather information on whether an applicant can satisfy considerations about issues potentially affecting practice. This enables the College to continually improve its ability to uphold its mandate to protect the public interest.
- The additional section on previous applications, allows the College to more rapidly connect the new application to the applicant's earlier records.

With respect to the Fees By-law, see the response to question 1(d).

With respect to other by-laws:

- The Form of Certificate of Registration By-law had become redundant. Its repeal had no impact on the College.
- The Committees By-law authority was not put into practice in the reported year. Implementation of the *Approval for Education Programs Policy* started in 2018. Therefore, it too early to comment on the impact for the College.

With respect to the Terms of Reference:

- The Terms of Reference for the Registration Committee and the Registration Appeals Committee bolster the effectiveness of these committees. Greater committee effectiveness enhances the governance of the College.

g) Resources for applicants

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

The following changes were made to the College's website overall, including the section designed for applicants.

- FAQs, regarding the launch of a review of the College's policy and process for approving programs, indicated that no immediate changes would impact applicants.
- To reach a wider audience, the College created a series of four webinars designed to provide information and guidance regarding the College and its application process.

Other changes related to resources include the following:

- The College, in collaboration with Global Experience Ontario (GEO), drafted updates to the Career Map for Internationally Educated Early Childhood Educators. It is up to the determination of GEO as to when the updated document is made available.
- College staff continued outreach activities to postsecondary institutions and provided new resources (e.g., Guidance counselors poster) for those guiding potential applicants. These activities included participation in the 2017 Ontario School Counselors Association (OSCA) Conference.

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

The changes, particularly to the College's website, make resources and information more accessible to applicants.

With the additional resources, the College improved the clarity and accessibility of information provided to applicants. Applicants are better able to understand what is required of them.

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

When applicants are better informed, the volume of inquiries to the College for routine information is likely to decrease.

h) Review or appeal processes

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

Reconsideration of an applicant's file by the College Registrar:

- The reconsideration option introduced to applicants, who are presented with a Registrar's proposal to refuse a Certificate of Registration, an additional avenue to pursue for the review of their file.
- Previously applicants only had the option to request a review by the Registration Appeals Committee. Now, applicants have two options. They may still request a review by the Registration Appeals Committee but they are also provided with the opportunity to request a reconsideration of their file by the College's Registrar if they want the Registrar to consider additional relevant information that was not submitted in the original application.
- The reconsideration option can be more appropriate for applicants who may realize that they omitted the relevant information in their original submission to the College and wish to have their application reassessed on the basis of this

additional information.

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

With respect to the reconsideration process:

- Applicants who may not have put forward all of their credentials and documents have an additional opportunity for the College to consider their file while it is still active. The reconsideration option acknowledges the applicant's concerns when, after reviewing the reasons for the Registrar's Proposal to Refuse to issue a certificate of registration, they feel that they have additional information that could assist them in meeting the requirements for registration and allows for the applicant to directly submit that new, relevant information to the College for consideration in a timelier manner.
- Previously, the only other option provided to applicants was to appeal to the Registration Appeals Committee. Under this former process, the submission of new information to Registration Appeals Committee would have resulted in an adjournment by the Registration Appeals Committee, and the file would have been sent back to the Registration Department to allow staff the time to consider the new information.
- As the reconsideration of an applicant's file is conducted by the Registrar, unlike the request for review by the Registration Appeals Committee, an applicant who chooses reconsideration does not have to wait for the Registration Appeals Committee to meet before their file is reviewed. As a result, the reconsideration process is anticipated to contribute to improved timeliness in the appeals process.
- If, following a reconsideration of the applicant's entire file, including any new information submitted, the Registrar again proposes to refuse to issue a Certificate of Registration, the applicant still has the right to request a review by the Registration Appeals Committee.

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

With respect to the reconsideration process:

- The College did not receive any requests for reconsideration in the reporting year. Therefore, it is too early to comment on the impact for the College.

i) Access to applicant records

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

No changes this year

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

No changes this year

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

No changes this year

j) Training and resources for registration staff, Council, and committee members

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

Consistent with previous years, Council, committee members, and staff participated in numerous training opportunities and networks throughout the year. Below is a list of the training opportunities provided in 2017 specifically.

Training for the Registration Committee and Registration Appeals Committee:

- Legislation related to registration and the registration appeals process
- Fair registration principles and practices considerations
- College policies
- Practice Readiness Initiative

- Regulatory membership structures
- Good character considerations (how issues potentially affecting practice may be assessed with respect to applicants to the College) – provided by College staff and Rosen Sunshine LLP, independent legal counsel.
- The College’s procedures for reconsideration of an applicant’s file by the Registrar
- Labour mobility
- Conflicts of interest/bias
- Human rights issues
- Decision writing

Training for Council:

- Legal briefing on the *Early Childhood Educators Act, 2007* and its related regulations and by-laws – provided by WeirFoulds LLP
- Governance Role of Council: Fiduciary duty, confidentiality and conflicts of interest - provided by WeirFoulds LLP
- Transparency, protecting the public and government oversight (Bill 87: *Protecting Patients Act, 2016*) – provided by Steinecke Maciura LeBlanc
- The role of unconscious bias in relation to the role of Council and committees – provided by the Canadian Centre for Diversity & Inclusion

Training for staff:

- Risk Assessment, Risk Management and Mitigation Strategies – provided by WeirFoulds LLP
- Ontario Human Rights Code and Registration – provided by Weirfoulds LLP
- Crisis Communications – provided by WeirFoulds LLP
- Positive Spaces (LGBTQ Terminology and Identifying Barriers to Inclusion) – provided by David Morris, Chair of OPS Pride Network
- Module 1 & 2 – Managing Cultural Differences – provided by Ontario Regulators for Access Consortium (ORAC)
- Project Management Workshop – provided by Michael Schiel, Lough-Barnes Consulting
- The DNA of Top Performers – provided by Brandon Taylor Consulting
- Disney’s Approach to Employee Engagement – provided by DeGroote School of Business, McMaster University
- Mediation – Preparing for Difficult Conversations – Webinar – Achieve Centre for Leadership & Workplace Performance
- Strategic Planning – provided by Ruth Armstrong, Vision Management Services
- Business Writing Workshop – provided by Desmond A. Gilling
- Accessibility Training – provided by College HR staff
- The Working Mind: Workplace Mental Health & Wellness Manager’s Training Mental Health Commission of Canada
- Council on Licensure, Enforcement and Regulation (CLEAR) Annual Education Conference 2017
- Canadian Network of Agencies for Regulation (CNAR) Annual Conference 2017

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

Through such training the College:

- Sustains its focus on providing transparent, objective, impartial, and fair registration practices for applicants, within the context of its mandate to protect the public interest.
- Develops and demonstrates a commitment to review and improve policies and procedures for applicants.
- Remains current by drawing on the knowledge and opportunities provided (e.g., positive space training) to review and update gender neutral language on College communications, such as forms and guides.
- Ensures the use of clear language, as facilitated by staff learning in business writing workshops.
- Utilizes the additional resources provided through numerous training sessions to develop College policies (e.g., training on regulatory trends, public protection and risk management, etc., to inform policies and procedures regarding issues that may potentially affect practice).

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

Such continuous learning and training helps the College to better understand the current issues that may impact an applicant's experience during the application process.

It also ensures that the College remains current with regulatory trends, developments in the broader public sector, and changes in the early childhood education sector and broader community.

k) Mutual recognition agreements**i. Describe any improvements / changes implemented in the last year.**

No changes this year

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

No changes this year

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

No changes this year

l) Other (include as many items as applicable)**i. Describe any improvements / changes implemented in the last year.**

Practice Readiness Initiative (launched at the 2017 Annual Meeting of Members)

- The College continued to research and review what it means for a person to be ready for safe, competent, and professional early childhood education practice in the current and future context.

Review of College organizational structure and work flow:

- At the start of 2017, the College started a review of the Registration and Member Services Department's organizational structure and work flow. This review was undertaken to increase the efficiency of registration processes by adopting a new service delivery model that features an integrated "case management" approach to the assessment of registration files.
- The College also started a review of its communications and external relations functions. With the purpose of improving the College's framework and accompanying initiatives for communication and engaging with applicants, members, and other stakeholders, the College created a Department of Communications and Stakeholder Relations, whose role is to support and assist all College departments in ensuring the most effective communications possible.

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

Practice Readiness Initiative:

- The College is in the process of conducting research to identify and develop policy options. Therefore, there are no impacts to applicants at this stage.

Review of College organizational structure and work flow:

- The College is still in the process of implementing the change. Therefore, it is too early to comment on the impact for applicants.

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

Practice Readiness Initiative:

- The College is in the process of conducting research to identify and develop policy options. Part of this process involves

obtaining feedback from recently-registered members of the profession on their experiences.

Review of College organizational structure and work flow:

- The College developed new roles within the Registration Department in 2017 to enhance efficiency and streamline work flow. Implementation started in 2017 and continues into 2018. Therefore, it is too early to comment on the impact for the College.

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

No changes this year

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2. Quantitative Information

a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	122
Female	4764
None of the above	1

Additional comments:

The reported data is based on the applications received in 2017.

In fall 2017, the College revised a question regarding gender on the application and related forms. The forms now asks:

I identify my gender as:

1. Female
2. Male
3. If neither term above applies to you, please check this box.

The reported data in the "None of the above" row indicates the number of applicants who chose that neither term applies to them.

c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
Male	934
Female	51568
None of the above	0

Additional comments:

The reported data is based on the total number of members the College considered to be in "good standing" at December 31,

2017.

d) Jurisdiction where applicants obtained their initial educationIndicate the number of applicants by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Australia 6		
			Bahamas 1		
			Bangladesh 1		
			Brazil 2		
			Bulgaria 1		
			Colombia 1		
			Croatia 1		
			Cuba 1		
			Ecuador 1		
			France 5		
			Greece 2		
			Guyana 2		
			Hong Kong 2		
			India 17		
			Iran 2		
			Ireland 4		
			Israel 1		
4610	103	15	Italy 1	76	4887
			Jamaica 2		
			Kazakhstan 1		
			Lebanon 1		
			Malaysia 1		
			Nepal 1		
			New Zealand 1		
			Nigeria 2		
			Pakistan 3		
			Peru 1		
			Philippines 2		
			Serbia 1		
			S. Africa 2		
			Syrian Arab Republic 1		
			Thailand 1		
			Ukraine 1		
			United Arab Emirates 1		
			U.K. 10		
			Total 83		

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

Additional comments:

The reported data is based on the applications received in 2017.

The reported data for the "Unknown" category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the credential held; underlying training for these applicants is not evaluated by the College.

e) Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
4110	33	0	n/a 0 Total 0	52	4195

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

Additional comments:

Applicants who became registered members in 2017 may have applied to the College in 2017 or in a previous year.

The reported data for the "Unknown" category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the credential held; underlying training for these applicants is not evaluated by the College.

f) Jurisdiction where members were initially trained

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

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Argentina 1		
			Australia 8		
			Belarus 2		
			Brazil 4		
			Chile 3		
			China 5		
			Colombia 2		
			Czech Republic 1		
			Denmark 1		
			Ecuador 2		
			Egypt 1		
			France 7		
			Guyana 3		
			Hong Kong 2		
			India 16		
			Iran 1		
			Ireland 2		
			Israel 3		
			Jamaica 7		
			Japan 2		
			Kenya 1		
50173	374	27	Lebanon 4	1767	52502
			Mexico 2		
			Moldova, Republic Of 1		
			New Zealand 3		
			Nigeria 1		
			Norway 1		
			Pakistan 2		
			Palestinian Territory, Occupied 1		
			Peru 3		

Philippines	4
Poland	2
Portugal	3
Romania	1
Serbia	6
S. Africa	2
Korea, Republic Of	4
Syrian Arab Republic	1
Taiwan, Province Of China	1
Ukraine	1
U.K.	37
Uruguay	1
Venezuela	6
Total	161

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

Additional comments:

The reported data is based on the total number of members the College considered to be in "good standing" at December 31, 2017.

The reported data for the "Unknown" category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the credential held; underlying training for these applicants is not evaluated by the College.

g) Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	4610	103	15	83	76	4887
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	5010	119	19	123	83	5354
Inactive applicants (applicants who had no contact with your organization in the reporting year)	84	48	13	53	1	199
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	4110	33	0	0	52	4195
Applicants who were authorized to receive an alternative class of licence³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence³	0	0	0	0	0	0

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

Additional comments:

The reported data for the “Unknown” category includes individuals who applied on the basis of their equivalency certificate from AECEO/Aféseo or under the Agreement on Internal Trade (AIT). These individuals are considered based on the credential held; underlying training for these applicants is not evaluated by the College.

While “0” is reported for “Applicants who were authorized to receive an alternative class of licence but were not issued a licence” and “Applicants who were issued an alternative class of licence”, these two fields are in fact not applicable to the College.

h) Classes of certificate/licence

Indicate and provide a description of the classes of certificate/licence offered by your organization.

You must specify and describe at least one class of certificate/licence (on line a) in order for this step to be complete.

#	Certification	Description
a)	General class	The General Class is prescribed as the class of registration with the College (as per s. 2 of O. Reg. 221/08).

Additional comments:

i) Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	0	0	0	0	0	0
Applicants who initiated an appeal of a registration decision	2	3	1	7	0	13
Appeals heard	4	4	3	8	0	19
Registration decisions changed following an appeal	0	0	0	0	0	0

Additional comments:

- The data reported for applicants who initiated an appeal does not include 12 applicants who requested an appeal but subsequently provided additional documentation before their hearing date. These 12 applicants were permitted to continue in the application process instead of the appeal process and were refunded their Request for Review by the Registration Appeals Committee fee.
- The data reported for appeals heard refers to the number of files that went before the Registration Appeals Committee in 2017, which included some files the College received in 2016. year.
- While “0” is reported for “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”, this field is in fact not applicable to the College.

j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	53.9
Staff involved in appeals process	2
Staff involved in registration process	22

Additional comments:

The reported data is based on the number of individuals involved in a particular process. It is not based on the amount or proportion of staff time allotted to the process.

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3. Submission

I hereby certify that:

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

Beth Deazeley

Title:

Registrar & CEO

Date:

2018/02/26

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