

Fair Registration Practices Report

Early Childhood Educators (2019)

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, changes were made to policies and/or procedures for some requirements. 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 in question 1(f).

b) Assessment of qualifications

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

No changes this year

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

No changes this year

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

No changes this year

c) Provision of timely decisions, responses, and reasons

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

No changes this year

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

No changes this year

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

No changes this year

d) Fees

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

No changes this year

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

No changes this year

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

No changes this year

e) Timelines

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

In 2019, the College launched a new integrated Management Information System (iMIS) for storing and managing information about members and applicants. Starting March, members of the College were able to renew their membership with the College through the "My College Account" online submission system. As well, beginning in October, applicants are able to apply for registration with the College online by creating an account and completing the application process through the online submission system.

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

With the implementation of iMIS, applicants submitting through the online submission system receive an automatic confirmation that their application was submitted successfully. Applicants are able to immediately determine what is required in order to complete their application as well as receiving timely reminders to complete the missing components of their application, decreasing processing times and providing applicants with their registration decision faster. Additionally, applicants receive confirmation instantly when their application is approved, allowing qualified members to enter the profession sooner.

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

The online submission system provides detailed information and built-in prompts on the application and membership renewal process, decreasing the volume of incomplete applications and member renewals submitted. Staff are also able to view a mirror copy of the applicant's and/or member's form while it is still being completed, allowing staff to assist more accurately and effectively when contacted by applicants. As well, the online submission system allows

the College to collect data, not just on applicants who become members, but also those who begin an application but never complete it. This improved data collection will lead to more informed decision making regarding the College's operations.

f) Policies, procedures and/or processes, including by-laws

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

Implementation of integrated Management Information System (iMIS):

- In 2019, the College launched a new integrated Management Information System (iMIS) for members and applicants. With its implementation, applicants are now able to complete their application through the "My College Account" online submission system. Once an account is created, applicants can complete the application process, including reviewing and submitting supporting documents, electronically in iMIS.

Migration to electronic files and storage:

- In 2019, the College implemented a document retention schedule which included the move to electronic files and electronic storage of applicant and member files. Applications submitted in paper format are scanned and securely stored electronically.

Process for Addressing Gaps in Education and Training:

- As addressed in the 2018 Fair Registration Practices Report, the College developed a process to assist eligible applicants address the gaps in their education in order to meet the education requirement for registration which was implemented in July 2018.

Language Fluency Policy

- In December 2019, the College's Registration Committee approved a recommendation to Council that the College's *Policy regarding Language Fluency* be repealed and replaced with the *Language Fluency Policy*.
- The standard for the language fluency requirement for registration remain unchanged. Existing options for meeting the language fluency requirement remained unchanged; however, one option was added.
 - One way that applicants can meet the language fluency requirement is if they completed a post-secondary program entirely in English or French. Otherwise they are to achieve the minimum required scores on a language proficiency test as approved by Council in the policy.
 - The proposed new *Language Fluency Policy* clarified that applicants who completed a diploma or degree program from a Canadian post-secondary institution, which involved a specialization or specific stream of Indigenous studies taught in a language indigenous to Canada, they could meet the language fluency requirement if all other aspects of the program were completed in English or French.
- The vast majority of the proposed revisions involved housekeeping changes in order to clarify language for applicants to make it easier to understand the options available to them and align the structure of the policy to the structure used in more recent College policies. For example, new sections were added to include definitions and delineate roles and responsibilities related to the policy.

Amendments to By-laws:

- In March 2019, the College's Council approved amendments to the General By-Law to accommodate process improvements available through the College's online submission system, provide for increased use of email rather than paper-based communication, and streamline renewal cycles for members.
- As well in March 2019, the College's Council approved amendments to the Fees By-Law to make the annual renewal fee payable on the first day of a member's renewal month and late fees payable on the first day of the following month. Previously, the annual fee was due on the date the member's Certificate of Registration was issued.
- In October 2019, the College's Council approved amendments to the Committees By-Law to enable a panel of the Registration Committee to make decisions in accordance with the College's *Approval of Education Programs Policy*.

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

With respect to the implementation of iMIS:

- Applicants have greater clarity and understanding of the application process, decreasing the processing times, and providing applicants with their registration decision quicker.
- The online submission system provides clear communication of application requirements, through built-in prompts, and provides applicants with the necessary information required to complete the application at the start of the process. Applicants receive confirmation of their successful submission instantly upon completion. They are informed sooner of what is required for their application and can provide the information in a timely manner. This leads to fewer incomplete applications, decreasing processing times and leading to faster registration decisions.
- Once the application is submitted, applicants are able to review their application including supporting documents, and review the status of their application in real time, increasing the overall transparency of the registration process.
- Once an application is approved, the applicant receives an automated email confirmation.

Migration to electronic files and storage:

- Applicants benefit from a file storage system which makes file retrieval easier, ensures their information is protected, and available to them when requested.

With respect to the process for Addressing Gaps in Education and Training:

- As noted in the 2018 Fair Registration Practices Report, applicants who are assessed as not meeting the education requirement may be eligible to place their application assessment on “hold” while they develop a plan for, and pursue additional coursework in order to meet the education requirement for registration.
- In 2019, College had six applicants accept the offer and qualify for this process, with one applicant successfully completing their education training plan. The successful applicant was subsequently issued a Certificate of Registration.

With respect to the *Language Fluency Policy*

- The College’s Registration Committee considered the *Language Fluency Policy* in December 2019 and planned to present the policy to Council for approval at Council’s meeting in January 2020. Because the policy was approved by Council in 2020, there were no impacts to applicants in 2019.
- However, once approved by Council, it is intended that the policy will have the following impacts to applicants:
 - All applicants will have greater clarity about the options for meeting the language fluency requirement and the roles and responsibilities of various entities (e.g., Council, Registration Committee, Registrar, etc.) with respect to the policy.
 - Applicants who successfully complete a diploma or degree program from a Canadian post-secondary institution, which involved a specialization or specific stream of Indigenous studies taught in a language indigenous to Canada, will be able to meet the language fluency requirement based on that education. They will not be required to meet the language fluency requirement by achieving required scores on an approved language proficiency test.

With respect to amendments to the Committees By-Law:

- The amendments to the By-law were administrative in nature. There were no impacts to applicants.

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

With respect to the implementation of iMIS:

- The clear communication of requirements at the start of the application process ensures fewer incomplete applications, requiring fewer follow ups from staff.

With respect to the migration to electronic files and storage:

- The move to electronic files and storage improved data security and reduced operational costs associated with paper files.

With respect to the process for Addressing Gaps in Education and Training:

- There has been no significant operational impact to the College

With respect to the *Language Fluency Policy*

- There were no impacts to the College at this time as the policy was not approved by Council until 2020.
- However, once approved by Council, it is intended that the policy will provide College staff with greater clarity about the options for meeting the language fluency requirement and roles and responsibilities of various entities, including their responsibilities, with respect to the policy. It is also intended that the clarity in the new policy will support staff in being better able to communicate to applicants the language fluency requirement and options for meeting the requirement.

Amendments to the Committees By-Law:

- The changes streamlined communications between the College and members by providing the College with the ability to send notices to members electronically. Previously, notices were required to be send by mail.
- The changes provided members with a greater window of opportunity to renew, increasing operational efficiencies by reducing the volume of late renewals and follow-up required and streamlining the tracking of late renewals for suspension.
- The changes provided additional clarity and quality assurances to the application of the *Approval of Education Programs Policy* in post-secondary program assessment.

g) Resources for applicants

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

The following changes were made to the College's website, including information designed for applicants:

- The College's overall website layout was updated for easier navigation and streamlined use. Applicants can now locate information about the application process, the online submission process and application resources more easily. As well, applicants can access their "My College Account" directly from the College's homepage.
- The application FAQ section was updated to include additional guidance, clarification and information about applying to the College online through the "My College Account" online submission system.

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

The updated website layout increased the ease of navigating the website for applicants, and makes resources and information more easily accessible. The updated application FAQs improved the clarity of information provided to applicants regarding the online submission system, allowing applicants to better understand the application process and the options available to them.

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

The revised website layout and updated FAQs decreased the volume of calls from applicants, which allows other applicants with inquiries to access available college staff more quickly.

h) Review or appeal processes

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

No changes this year

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

No changes this year

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

No changes this year

i) Access to applicant records

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

With the implementation of iMIS, applicants are able to complete the application process by creating an account through the online submission system, which allows applicants to access their application online. Previously, applicants who wanted to access the information they submitted were required to contact the College by phone or email and make a formal request to have their records sent by registered mail.

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

Applicants are able to log-in to the online submission system at any time through their registered "My College Account" in order to review their application and check on the status of their application, and determine what, if any, information or supporting documents may be missing, and submit documents directly through the online submissions system.

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

Applicants having access to their records online through the online submission system decreased the volume of inquiries and requests received by the College.

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 various training opportunities and networks throughout the year. Below is a list of the training opportunities provided in 2019, specifically.

Training for Registration Committee and Registration Appeals Committee:

- Society of Ontario Adjudicators and Regulators (SOAR) Ethics Webinar: Spotting the Adjudicative Blindspot: Managing Stereotypes, Bias and Assumptions in Adjudication – provided by Osgoode Professional Development, Osgoode Hall Law School.
- Legislation related to registration and the registration appeals process
- Fair registration principles and practices
- College policies
- Practice Readiness Initiative
- Regulatory membership structures
- Labour mobility
- Conflicts of interest/bias
- Human rights issues
- Decision writing
- Accessibility for Ontarians with Disabilities Act (AODA)

- Occupational Health and Safety Awareness

Training for Council:

- Trends in Governance – provided by Rebecca Durcan, Steinecke Maciura LeBlanc
- Effective Governance in the Public Interest: Ontario College of Teachers' Governance Review – provided by Nicole van Woudenberg and Michael Salvatori, Ontario College of Teachers
- Effective Governance in the Public Interest – provided by Deanna L. Williams, Dundee Consulting
- Council on Licensure, Enforcement and Regulation (CLEAR) Annual Education Conference 2019
- Regulating in the Public Interest
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Training for staff:

- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness
- Integrated Accessibility Standards Regulations
- Ontario College of Teachers' (OCT) Assessment Process for Internationally Trained Applicants – provided by Iona Mitchell, Manager of Membership Records OCT
- How Does Learning Happen? Our Pedagogy in Practice – provided by Glory Ressler, Director Mothercraft College
- The DNA of Top Performers – provided by Gerald McGroarty, Brandon Taylor Consulting
- Mental Health Workplace Essentials – provided by Lawrence Blake, Canadian Mental Health Association
- Canadian Network of Agencies for Regulation (CNAR) Annual Conference 2019
- Use of a Professionals Social media History in Registration, Investigations and Professional Misconduct Prosecutions – provided by CLEAR Podcast
- Promoting Impartiality and Mitigating Potential Bias in Registration Practices – provided by College Registration Staff
- Registration Process – provided by Jennifer Slabodkin, College of Denturists of Ontario

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

Through such training, the College:

- Sustains its focus on providing fair, objective, transparent, and impartial registration practices for applicants, within the context of its mandate to protect the public interest, and commitment to continued improvement of policies and procedures.
- Develops and demonstrates a commitment to review and improve registration processes and procedures for applicants by utilizing the best practices of other regulators
- Remains current on changes in the regulatory environment through the training opportunities provided to continue to inspire public confidence in the College.

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

Continuous learning and training ensures the College and its staff understand current issues that may impact an applicant's experience during the application process and enables staff to find new and innovative ways to improve the registration process.

The College is better able to stay current on regulatory trends, the developments in the 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

I) Other (include as many items as applicable)

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

Policy Statement regarding Practicum:

- Led by the College's Registration Committee, the College undertook policy work to develop a *Policy Statement regarding Practicum*. At the end of 2019, the statement was in draft stage.
- Currently, there are no standards for the practicum component of post-secondary programs in early childhood education. The statement aims to address this gap and promote consistency in practicum expectations across post-secondary programs in Ontario.
- As drafted, the statement outlines the College's definition of practicum and expectations of post-secondary programs in early childhood education with respect to their practicum requirements. It is intended that the statement will provide guidance to post-secondary programs about expectations for practicum.

Modernizing Membership Project

- As reported in the College's *2018 Fair Registration Practices Report*, the College's 2018-2021 Strategic Plan includes initiatives to review the requirements for registration and the College's membership structure.
- Core activities in 2019 included:
 - A continuation of the policy work from 2018.
 - Completion of an internal impact assessment, which looked at the feasibility for the College to implement potential new requirements for registration and membership groups. The working draft model of a new membership structure was revised based on this information.
 - Conducting four roundtable sessions with members and other stakeholders in the province about core proposals with respect to new registration requirements and membership groups. The intent of these sessions was to introduce stakeholders to key concepts and acquire preliminary feedback on core proposals under consideration. The sessions were also to lay the foundation for more in-depth, targeted stakeholder consultations in 2020.
- As part of the review of registration requirements, in October 2019 Council approved policy directions for the following registration requirements. These policy directions require changes to regulations under the *Early Childhood Educators Act, 2007* before they can be implemented.
 - Issues potentially affecting practice – Enhancing requirements in the regulation for the protection of vulnerable children.
 - Language fluency – Maintaining the existing requirement in the regulations without change.
 - Eligibility to work in Canada – Eliminating a requirement that is employment-focused, contributes very little to public protection and may serve as a barrier for internationally-trained professionals seeking registration who have not yet received authorization to work from Immigration and Citizenship Canada.
 - For the education requirement, the option to provide a letter of equivalency certificate 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) – Removing an option that is out-dated and no longer in the public interest.

Resource Centre for Course Syllabi:

- The College began to collect and compile course syllabi from various Canadian and international post-secondary institutions in order to build a resource centre for staff assessing applicants under the individual assessment of education qualifications application stream.

Staffing changes to the College:

- In 2019, the College hired an Education Programs Specialist, whose responsibilities include reviewing post-secondary programs applying for approval under the College's *Approval of Education Programs Policy*, monitoring approved programs, as well as monitoring education plans for applicants who are addressing gaps in their education and training and new members with Terms, Conditions and Limitations on their Certificate of Registration.

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

With respect to the *Policy Statement regarding Practicum*:

- There were no impacts to applicants because the statement was in draft stage at the end of 2019 and remains in development in early 2020.
- However, once approved by Council and fully implemented, it is anticipated that the statement will provide guidance to post-secondary programs about expectations for practicum. In turn, students of the programs will have information about what the College expects from practicum. In the longer term, it is intended that post-secondary programs use the statement to enhance the practicum component of their programs so that students across the province have consistent and quality learning experiences to the extent possible accounting for local differences and individual student interests and needs.

Modernizing Membership Project

- There were no impacts to applicants because work on potential new registration requirements and membership groups was still at a developmental stage. The College cannot make any changes until policy directions are approved by Council and amendments to legislation and regulations are subsequently considered and approved by government.
- With respect to the policy directions approved by Council, once they are implemented, the following impacts to applicants are anticipated:
 - Issues potentially affecting practice – The policy position is to list in the regulations all matters that the College already asks applicants to disclose through policy and operation mechanisms. Since applicants already disclose the matters, there would be no additional reporting requirements on applicants than is currently the case.
 - Language fluency – No impact to applicants is anticipated because the policy direction is to maintain the requirement as it currently exists.
 - Eligibility to work in Canada – Applicants would no longer have to meet this requirement in order to be registered with the College. This would save applicants time in the application process and reduce barriers for those who may not yet have authorization to work.
 - For the education requirement, the option to provide a letter of equivalency certificate from the AECEO or Aféseo – The College rarely receives applications from applicants for whom this option would apply. Therefore, the anticipated impacts to applicants are slight. If such an applicant were to apply, they would be assessed through the College's individual assessment of educational qualifications process. So the removal of this option would not prevent anyone from being able to apply to the College.

With respect to the resource centre for course syllabi:

- There was no impact to applicants at this time.
- In future, applicants may not be required to request course syllabi from their respective post-secondary

institutions if the course syllabi are housed in the College's resource centre, leading to decreased wait times for assessment.

With respect to staffing changes at the College:

- There was no impact to applicants at this time.

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

With respect to the *Policy Statement regarding Practicum*:

- There were no impacts to the College because the statement was in draft stage at the end of 2019 and remains in development in early 2020.

Modernizing Membership Project

- There were no impacts or changes to the College because work on potential new registration requirements and membership groups was still at a developmental stage. The College cannot make any changes until policy directions are approved by Council and amendments to legislation and regulations are subsequently considered and approved by government.
- With respect to the policy directions approved by Council, once they are implemented, the following impacts to the College are anticipated:
 - Issues potentially affecting practice – The addition of matters in the regulations would enhance enforceability, transparency, and rigor in the process of assessing applications as part of the College's public interest mandate.
 - Language fluency – No impact to the College is anticipated because the policy direction is to maintain the requirement as it currently exists.
 - Eligibility to work in Canada – Because applicants would no longer have to meet this requirement, College staff could re-direct resources to other aspects of the application process that have greater relevance and importance to public protection.
 - For the education requirement, the option to provide a letter of equivalency certificate from the AECEO or Aféseo – The College rarely receives applications from applicants for whom this option would apply. There the anticipated impacts to the College are slight. It would mean that any such applicant applied, they would be assessed through the College's individual assessment of educational qualifications process.

Resource Centre for Course Syllabi:

- Compiling course syllabi into a resource centre allows for greater efficiency in the assessment of applicants under the individual assessment of education qualifications. It also ensures the College has an archive of historical information that may not be available in future and access to information required to complete an assessment, regardless of whether an applicant can get access to those records.

With respect to staffing changes at the College:

- The Education Programs Specialist provides additional sector and post-secondary insight that contribute to improving operations. By having a designated staff responsible for post-secondary program application assessment, it allows the College to assess these applications more efficiently.

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

No changes this year

a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	128
Female	4542
None of the above	4

Additional comments:

The reported data is based on the applications received in 2019.

In regards to gender on the College's application and related forms, the question reads:

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 is based on 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	1026
Female	54657
None of the above	36

Additional comments:

The reported data is based on the number of members in "good standing" with the College as of December 31, 2019.

In regards to gender on the College's membership renewal and related forms, the question reads:

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 is based on the number of applicants who chose that neither term applies to them.

d) Jurisdiction where applicants obtained their initial education

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

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Albania 1		
			Argentina 1		
			Australia 2		
			Belgium 1		
			Brazil 1		
			Egypt 2		
			Germany 2		
			India 8		
			Ireland 3		
			Israel 1		
			Italy 1		
			Jamaica 1		
4497	35	22	Japan 1	70	4674
			Mexico 1		
			New Zealand 2		
			Nigeria 1		
			Pakistan 2		
			Philippines 5		
			Serbia 1		
			Spain 1		
			Sri Lanka 1		
			Turkey 1		
			Ukraine 3		
			U.K. 7		
			Total 50		

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 2019.

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
4846	18	4	Australia 2 Total 2	85	4955

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 2019 may have applied to the College in 2019 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
53266	569	24	Australia 12 Bangladesh 1 Belarus 2 Brazil 4 Chile 3 China 5 Colombia 2 Czech Republic 1 Denmark 1 Ecuador 2 Egypt 1 France 7 Guyana 2 Hong Kong 2 India 14 Iran 1 Ireland 2 Israel 3 Jamaica 4 Japan 2	1710	55719

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Kenya 1		
			Lebanon 3		
			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. 30		
			Uruguay 1		
			Venezuela 5		
			Total 150		

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, 2019.

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	4497	35	22	50	70	4674
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	5334	48	29	53	141	5605
Inactive applicants (applicants who had no contact with your organization in the reporting year)	240	53	17	93	35	438
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	4846	18	4	2	85	4955
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

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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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/license

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

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

#	Certification	Description
a)	General Class	<p style="text-align: center;">Description (a)</p> <p>The General Class is prescribed as the first class of registration with the College (as per s.2 of O.Reg. 221/08)</p>

Additional comments:

i) Reviews and appeals processed

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

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

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	17	1	0	17	0	35
Applicants who initiated an appeal of a registration decision	5	1	0	3	0	9
Appeals heard	6	2	0	3	0	11
Registration decisions changed following an appeal	3	0	0	0	0	3

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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Additional comments:

- The data reported for applicants that were subject to an internal review refers to the number of applicants who submitted a Request for Reconsideration of their application in 2019.
- The data reported for appeals heard refers to the number of files that went before the Registration Appeals Committee in 2019.

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	61
Staff involved in appeals process	2
Staff involved in registration process	26

Additional comments:

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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:
2020/02/25

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