FAIRNESS COMMISSIONER

COMMISSAIRE À **L'ÉQUITÉ**

Fair Registration Practices Report 2020

The Fair Registration Practices Report was created as required in the:

- Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA) s.20 and 23 (1), for the regulated professions named in Schedule 1 of FARPACTA
- Health Professions Procedural Code set out in Schedule 2 of the Health Professions Act, 1991 (RHPA) s. 22.7 (1) and 22.9 (1), for health colleges

Guidelines for this report are available to download as a .pdf on the OFC website.
https://www.fairnesscommissioner.com/en/Publications/Pages/Guidelines.aspx

Organization: **The College of Early Childhood Educators**
Name of the regulated profession: **Early Childhood Educators**
Contact Name: **Beth Deazeley**
Contact Email: **registrar@college-ece.ca**
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Sections of the Report

Qualitative Information

The following qualitative information is collected for the purpose of highlighting a regulator's enhancements to improve fair access year over year, including actions that result from recommendations made in the OFC's Assessment of Registration Practices.

For each of the categories below, where applicable, please describe any improvements/changes implemented in the last year by your organization or a third-party for the purpose of changing fair access.

Please also describe the impact of these improvements/changes on applicants. If you have been working on improvements/changes over the last year that have not yet been implemented, describe your progress and the expected impact the improvements/changes will have on applicants and your organization.

Provide as much detail as possible. This can include the rationale for the improvements/changes, relevant findings from preliminary work leading up to the improvements/changes, methodology, relevant dates and anything else you think is important.

Include as much supporting material as possible to support your description (e.g., relevant reports, policies, protocols, websites, other documents and anything else you think is important). This material can be provided in the form of hyperlinks to electronic sources.

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. For some requirements however, 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 procedures related to requirements for registration, see the response in question 1(f).

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

With respect to changes in procedures related to requirements for registration, see the response in questions 1(f).

b. Assessment of qualifications

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

Enhancement to Phase 1 procedure of the Individual Assessment of Educational Qualifications application process:
- As reported in the 2016 Fair Registration Practices Report, the College introduced a two-phased Individual Assessment (IA) procedure. Phase 1 of the IA procedure is used to determine whether an applicant's education program meets the minimum educational requirement.
- The College implemented a new screening interview procedure in Phase 1 for those applying for a Certificate of Registration through the Individual Assessment of Educational Qualifications process.
- During the screening interview, applicants are provided detailed information about the application and assessment process, and what documents may be required from them. As part of this process Registration staff confirms the details of the applicant's education and experience, and provide them with information regarding alternative options for meeting the education requirement if applicable.

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

With respect to the enhancement of the Phase 1 procedure for the Individual Assessment of Educational Qualifications application process:
- The introduction of the screening interview provides applicants with greater clarity about the Individual Assessment of Educational Qualifications process and the additional documents that may be required

- Applicants have an additional opportunity to make inquiries about the application process in relation to their specific circumstance.

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

With respect to the enhancement to the Phase 1 procedure for the Individual Assessment of Educational Qualifications application process:

- The screening interview was implemented in October 2020. As a result the impacts to the College cannot yet be determined; however, the College anticipates that the screening interview process will reduce the volume of inquiries related to the Individual Assessment of Educational Qualifications process as well as reduce the application processing time by ensuring applicants have a clear understanding about the potential additional documents and details required.
- The enhancement to Phase 1 will also alleviate staff time and resources for those staff with more specialized training in assessments to allow greater focus on completing individual assessments.

c. Provision of timely decisions, responses, and reasons

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

Enhancement to Phase 1 procedure of the Individual Assessment of Educational Qualifications application process:

- As reported in question 1(b), the College implemented a new screening interview procedure in Phase 1 for those applying for a Certificate of Registration through the Individual Assessment of Educational Qualifications process.

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

With respect to the enhancement to the Phase 1 procedure for the Individual Assessment of Educational Qualifications application process:

- For applicants who may not meet the Phase 1 procedure criteria, they are able to receive a prompt decision on their application and potentially alleviate the financial costs that may be associated with procuring necessary supporting documents.

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

With respect to the enhancement to the Phase 1 procedure for the Individual Assessment of Educational Qualifications application process:

- As reported in question 1(b), the College implemented the screening interview process in October 2020 and as a result, the impacts have not yet been determined. However, the College anticipates that the enhancements to Phase 1 will reduce the application processing time by ensuring applicants have a clear understanding about the potential additional documents and details required.

d. Fees

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

Fees for registration remained the same as in previous years. However, amendments were made to the College's Fees By-law. Those changes are addressed in response to question 1(f).

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

With respect to the changes to the College's Fees By-law, see the response to question 1(f).

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

With respect to the changes to the College's Fees By-law, see the response to questions 1(f).

e. Timelines

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

As part of the application process, applicants may be required to contact post-secondary institutions and/or other third-party service providers in order to obtain the necessary documents for registration. In light of the COVID-19 pandemic, a select number of applicants indicated that they were experiencing delays when contacting organizations to obtain supporting documents. Understanding that some organizations may have been impacted by the COVID-19 pandemic, the College granted applicants experiencing delays extensions on submitting documents.

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

Granting extensions to applicants in obtaining documents ensured that applicants still received a fair and timely assessment, regardless of circumstances beyond their control. It may have also alleviated any potential financial burden that may be associated with procuring documents.

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

There was no impact on the College as applications continued to be processed in a timely manner as soon as documents were received.

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

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

Consideration of Alternative Documents Request Form:
* In December 2020, the College implemented the Consideration of Alternative Documents Form intended to assist applicants who are unable to obtain the required documents for the Individual Assessment of Educational Qualifications application process and are requesting that the Registrar consider alternative documents, under the College's *Policy Regarding Unavailable Documents.*

Migration to electronic verification of educational credentials:

- In 2020, the College amended procedures and worked pro-actively with post-secondary institutions in order to receive verified transcripts, certified class lists, and other forms of verification for educational credentials electronically.

Language Fluency Policy

- In January 2020, the College's Council approved the *Language Fluency Policy* and repealed the previous *Policy regarding Language Fluency*.
- The standard for the language fluency requirement for registration remained unchanged, as did existing options for meeting the requirement. 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. The new *Language Fluency Policy* clarifies 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, could meet the language fluency requirement if all other aspects of the program were completed in English or French.

Amendments to By-laws:

- In March 2020, the College's Council approved amendments to the Fees By-law enabling the Registrar to vary or waive any fees listed in the By-law, including application fees, in accordance with criteria approved by Council. These amendments were made in light of growing concern over the uncertainty and employment instability for College members at the onset of the first provincial lockdown which saw the closure of all licensed child care centres and schools across Ontario.

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

Consideration of Alternative Documents Request Form:

- The new form provides applicants with greater clarity and accessibility of information regarding how to complete a request for consideration of alternative documents as well as the circumstances under which the College may consider alternative documents.

Migration to electronic verification of educational credentials:

- Applicants benefit from improved timeliness in submission of verification of educational credentials between post-secondary institutions and the College, which decreases processing times and allowing for a faster registration decision.

Language Fluency Policy:

- The additional option for meeting the language fluency requirement recognizes that applicants may complete a post-secondary program involving a specialization in Indigenous studies taught in a language indigenous to Canada. Without this clarity, applicants from these programs may have been required to undertake a language proficiency test and meet the minimum scores on that test as set out in the policy because their program was not completed entirely in English or

French. That approach would likely have been viewed as unfair and an undue barrier for registration for these applicants.

Amendments to By-Laws:
- There were no impacts on applicants as applicant fees were not varied.

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

Consideration of Alternative Documents Request Form:
- The implementation of the form improved the consistency of the decision-making process and ensured greater impartiality when assessing an applicant's request to consider alternative documents.

Migration to electronic verification of educational credentials:
- Receiving electronic verification of educational credentials allowed for greater procedural fairness while decreasing processing times and the volume of applications that remain incomplete because of the absence of supporting documentation regarding education.
- This also allowed for continued smooth delivery of supporting documents to the College during the COVID-19 pandemic.

With respect to the *Language Fluency Policy:*
- The changes to the *Language Fluency Policy* provided greater clarity surrounding the College's language requirements. The College recognizes that applicants educated in Canada may have completed part of their post-secondary education in an Indigenous language.

Amendments to By-laws:
- The changes to the Fee By-law granted the Registrar ability to provide financial relief to applicants and/or members in extenuating circumstances.

g. Resource 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:
- The overall layout of the website was updated to provide greater clarity of information and be more easily accessible, including streamlining application information onto one readily-accessible web page.
- The website was updated to ensure continued compliance with the Accessibility for Ontarians with Disabilities Act (AODA)
- In light of the COVID-19 pandemic, the College bolstered online resources to assist applicants during these unique circumstances, including:

- o Additional updates on applying online and requirements, as well as updates to the FAQ regarding applying during the COVID-19 pandemic.
- o The College ensured accessibility by continuing to accept applications submitted by mail in a timely manner.
- o Clear messaging on the website indicating that inquiries are continued to be answered in a timely manner, despite the closure of the College's physical office.

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

With respect to changes to the College's website:
- The updated layout improved clarity, and made resources and information more accessible to applicants.

Additional changes made in light of the COVID-19 pandemic ensured applicants had comprehensive resources and information available on the application process during the pandemic.

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

With respect to changes to the College's website:
- When applicants are better informed, the College is able to provide better support throughout the application process in a timely manner.

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 applicants' records

i) Describe any improvement/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 various training opportunities and networks throughout the year. Below is a list of the training opportunities provided in 2020, specifically:

Training for Registration Committee and Registration Appeals Committee:
- Fair registration principles and practices
- College policies
- Practice Readiness Initiative
- Regulatory membership structures
- Labour Mobility
- Conflicts of interest/bias
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Training for Council:
- Anti-Racism Workshop – provided by Nerene Virgin, Cabinda Consulting
- Risk Management – provided by Beth Deazeley, College of Early Childhood Educators
- Regulating in the Public Interest
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Training for staff:
- iMIS: Where to find data – provided by NiUG International
- IQA 101: Building A Report – provided by NiUG International
- iMIS: Deeper look at iMIS communications and email templates – provided by NiUG International
- RISE: Giving Power Through Security and Roles – provided by NiUG International
- Anti-Racism Learning Series – provided by Nerene Virgin, Cabinda Consulting
- Interrupting Bias: An Anti-Bias Approach for the Workplace – provided by Rima Dib, Director of Curriculum & Training, Harmony @ Work
- Diversity, Equity and Inclusion: Creating Safe and Inclusive Spaces – provided by Rima Dib, Director of Curriculum & Training, Harmony @ Work
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

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.
- Ensures fair and impartial interactions with applicants and members, as facilitated by staff learning in anti-racism and anti-bias learning series
- Remains current on changes in the regulatory environment by drawing on the knowledge and 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 ensure applicants received efficient assistance.

Through the various training sessions, 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.

l. Describing any improvements/changes implemented in the last year

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

The College's 2018-2021 Strategic Plan:

- As reported in the College's *2018 Fair Registration Practices Report*, the College's Council approved the 2018-2021 Strategic Plan that year which highlighted practice readiness and membership structure as two priority areas for entry-to-practice.
- In light of the COVID-19 pandemic, the College's Council approved a one year extension of the current Strategic Plan.

The College's *Statement of Commitment to Anti-Racism*:

- In 2020, the College and its Council made the commitment to embed anti-racism in all of its work, including:
  - Identifying and removing barriers to entry to the profession that disproportionately affect certain groups such as Black people, Indigenous people, and People of Colour;
  - Reviewing regulatory processes and practices to identify and address bias and systemic racism.

Policy Statement regarding Practicum:
- As reported in the College's *2019 Fair Registration Practices Report*, the Registration Committee was working on developing a *Policy Statement regarding Practicum*. That policy work continued and, in December 2020, the Registration Committee passed a motion that the statement be presented to Council for approval.

Modernizing Membership Project:
- As reported in the College's *2019 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. The Registration Committee continued the policy work in 2020.
- In winter 2020, the College prepared a series of four web recordings about key policy proposals being considered under the project. The recordings were posted on the College's website along with links to a survey for individuals to provide feedback on the proposals. A number of stakeholders were invited to participate – the College's subject matter advisors interested in entry-to-practice issues, coordinators of early childhood education post-secondary programs in Ontario, the networks of Registration Committee members, and a random sample of members.
- The review of registration requirements includes consideration of whether additional requirements are needed to ensure that applicants are adequately prepared for safe, competent, professional, and ethical practice as an RECE. In November 2020, the Registration Committee passed a motion that Council approve a policy direction to create a jurisprudence requirement for registration for applicants for registration as an RECE and applicants for any other new membership group created by the College in future.
  - A jurisprudence requirement would educate and assess applicants for knowledge and understanding of the regulatory framework that guides the practice of early childhood education in Ontario.

The College's contributions to the understanding of the labour market:
- In late 2020, the College released its third annual [Membership Data Report](#) which provides a comprehensive review of the registration and membership trends through the College's fiscal year
- The report examines incoming applications, membership demographics, and provides insight into the profession, including as employment and attrition.

Details regarding the College's overall response to the COVID-19 pandemic can be found in the College's PULSE Survey response provided to the Office of the Fairness Commissioner in November 2020.

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

With respect to the College's Strategic Plan:
- There were no impacts to applicants at this time. Work on policy options continued throughout 2020.

With respect to the College's *Statement of Commitment to Anti-Racism:*
- There were no impacts to applicants at this time as the work outlined in the Statement of Commitment is still in its developmental stages.

With respect to the *Policy Statement regarding Practicum:*
- There was no impact to applicants because the College's Council had not yet approved the *Policy Statement regarding Practicum* by the end of 2020. The Registration Committee plans to present the statement for approval at Council's meeting in January 2021.

With respect to the *Modernizing Membership Project:*
- The stakeholder consultations did not impact applicants. The web recordings and surveys sought preliminary comments from stakeholders on key policy options under consideration. No changes were made to actual registration requirements, policies, or procedures as a result.
- There were also no impacts to applicants because the College cannot introduce new registration requirements until policy directions are approved by Council and amendments to regulations under the *Early Childhood Educators Act, 2007* are subsequently considered and approved by government.

With respect to the College's contributions to the understanding of the labour market:
- There was no impact to applicants at this time.

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

With respect to the College's Strategic Plan:
- In light of the COVID-19 pandemic, a one-year extension was granted to ensure work on the practice readiness and membership structure initiatives continue.

With respect to the College's *Statement of Commitment to Anti-Racism*:
- There were no impacts or changes to the College at this time as work committed to in the Statement are still in the developmental stages.

With respect to the *Policy Statement regarding Practicum:*
- There were no impacts to the College as the statement had not yet been approved by Council by the end of 2020.

With respect to *Modernizing Membership Project*:

- There were no impacts or changes to the College because work on potential new registration requirements and membership structure was still at a developmental stage. The Registration Committee had not yet presented the policy direction regarding a jurisprudence requirement to Council for approval by the end of 2020

With respect to the College's contributions to the understanding of the labour market:

- The release of the third annual Membership Data Report strengthened knowledge and provided insight into the early childhood education sector for the College and its stakeholders.

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

In fall 2020, an amendment was made to the *Early Childhood Educators Act, 2007* to provide that the College establish a sexual abuse prevention program. The amendment has not yet been proclaimed.

A working group has been established and a College-wide sexual abuse prevention initiative is being developed in order to address the short- and long-term goals of prevention, with changes to educational requirements for members, guidelines for member conduct with children, training for College staff, and the provision of information to the public.

Quantitative Information

The following quantitative information is collected for the purpose of observing statistical changes and trends related to application, licensure, appeals and staffing year over year.

a. Languages

Indicate the languages in which application materials and information about the application process are available.

Language	Yes/No
English	Yes
French	Yes

b. Gender applications

Indicate the number of applicants in each category as applicable

Gender	Number of applicants
Male	141
Female	4,795
None of the above	10

Additional comments:

The reported data is based on the applications received in 2020.

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	1,120
Female	57,932
None of the above	44

Additional Comments:

The reported data is based on the number of members in "good standing" with the College as of December 31, 2020.

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.

> For the following sections d,e & f, the OFC recognizes that the term <u>initial education</u> infers that applicants may receive their education in multiple jurisdictions.
>
> For the purpose of these questions, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

d. Jurisdiction where applicants obtained their initial education

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

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)		Unknown	Total
4,464	326	16	Australia	6	84	4,946
			Bangladesh	1		
			Chile	1		
			China	1		
			Colombia	2		
			Egypt	2		
			France	1		
			Germany	1		
			Guyana	1		
			Hong Kong	1		

			India	14		
			Ireland	3		
			Jamaica	1		
			Japan	2		
			Kenya	1		
			Lebanon	1		
			Nigeria	1		
			Pakistan	3		
			Philippines	3		
			Portugal	1		
			Singapore	1		
			South Africa	1		
			Spain	1		
			Sudan	1		
			Turkey	1		
			United Kingdom	4		
			Total	**56**		

Additional comments:

The reported data is based on the applications received in 2020.

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 education in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)		Unknown	Total
4,119	269	1	Philippines **Total**	1 **1**	74	4,464

Additional comments:

Applicants who became registered members in 2020 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 education in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)		Unknown	Total
56,335	801	24	Australia	12	1,788	59,096
			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		
			Kenya	1		
			Lebanon	3		
			Mexico	2		
			Moldova, Republic of	1		
			New Zealand	3		
			Norway	1		
			Pakistan	2		
			Palestinian Territory, Occupied	1		
			Peru	3		
			Philippines	5		

			Poland	1		
			Portugal	3		
			Romania	1		
			Serbia	6		
			South Africa	2		
			South Korea	4		
			Syrian Arab Republic	1		
			Taiwan, Province of China	1		
			Ukraine	1		
			United Kingdom	29		
			Uruguay	1		
			Venezuela	5		
			Total	**148**		

Additional comments:

The reported data is based on the total number of members the College considered to be in "good standing" at December 31, 2020.

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. Application processed

Indicate the number of applications your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	4,464	326	16	56	84	4,946
Applicant actively pursuing licensing. Those who had some contact with your organization in the reporting year	4,985	337	18	60	94	5,494
Inactive applicants.	69	20	15	60	5	169

Those who had no contact with your organization in the reporting year.						
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	4,119	269	1	1	74	4,464
Applicants who were authorized to receive an alternative licence but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence*	0	0	0	0	0	0

- An alternative class of licence enables it 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

Provide a description of the classes of certificate/license offered by your organization. You should have at least one class listed.

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

i. Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. before they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applicants that were subject to an internal review or that were referred to a statutory committee of your governing council, such as Registration Committee	28	1	3	2	0	34
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals heard	0	0	0	1	0	1
Registration decisions changed following an appeal	0	0	0	0	0	0

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 2020.

The data reported for appeals heard refers to the number of files that went before the Registration Appeals Committee in 2020.

j. Paid Staff

Provide the number of paid staff employed by your organization in the categories shown, as of December 31, 2020.

You may use decimals if you need to count half units. For example, on full-time employee plus one part-time employee will be equivalent to 1.5 employees.

Category	Number of staff
Total number of staff employed by the regulatory body	59
Number of staff involved in the appeals process	3
Number of staff involved in the registration process	21

Submission

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

Title: **Registrar and CEO**

Date: **April 13, 2021**