

2022 Fair Registration Practices Report

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 Regulated Health Professions Act, 1991 (RHPA) s. 22.7(1) and 22.9(1), for health colleges
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The aim of the FRP is:

- To collect data and information on individual regulators;
- To understand how a regulator has implemented fair registration practices during the reporting period; and,
- To help oversee compliance

Overseeing compliance requires, among other things, the following series of functions and activities:

- Monitoring
 - Assessing
 - Mitigating and/or enforcing
 - Educating and promoting
 - Reporting on progress
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Please note that future FRP Reports will likely change, in format and content, as we migrate to a more permanent portal and database solution, and as the FARPACTA changes re: registration timelines and other amendments are finalized.

The first half of the FRP is intended to collect qualitative information to highlight a regulator's enhancements to improve fair registration practices year over year.

The second half is to collect quantitative data for the purpose of discerning statistical changes and trends related to a regulator's membership, application volumes, licensure/certification results, and appeals year over year.

1. Please indicate which regulator you are, and your main point of contact should we require follow up.

College of Early Childhood Educators
Beth Deazeley, Registrar
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Qualitative Section

Section 1

During the reporting period (January 1st–December 31st, 2022), please indicate if your organization has introduced any changes in the following areas impacting your registration processes by clicking on each of the appropriate boxes below.

1. Registration requirements either through regulation, by-law or policy.

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Amendments to the *Language Fluency Policy*:

- In April 2022, the College's Council approved amendments to the *Language Fluency Policy* which added two additional English language tests and two additional French language tests, and approved changes to the validity timelines for accepting testing results.
- The College now accepts test results that are no more than two years from the date an application is submitted. Previously, the College accepted tests results that were no more than two years old from the date of the test.
- The College now accepts the following seven tests:
 - International English Language Testing System (IELTS) Academic and General
 - Internet-based Test of English as a Foreign Language (IBT TOEFL)
 - Canadian English Language Proficiency Index Program (CELPIP)
 - Test d'Évaluation de Français (TEF) and TEF-Canada
 - Diplôme d'Études en Langue Française (DELF)
 - Diplôme Approfondi de Langue Française (DALF)
 - Test de Connaissance de Français (TCF)
- The recognition of additional tests ensures the College's compliance with FARPACTA requirements to accept the same language tests that are accepted by Immigration, Refugees and Citizenship Canada for the purposes of immigration.
- The change to the policy provides applicants with greater choice and flexibility, while reducing the need for applicants to complete multiple tests for different organizations.

Amendments to the *Individual Assessment of Educational Qualifications Policy*:

- In April 2022, the College's Council approved amendments to the *Individual Assessment of Education Qualifications Policy* to update the policy to the current program standards used by the Ministry of Colleges and Universities. The policy amendments provide greater clarity in the stages of decision-making, which allows for greater transparency for the applicant in relation to supporting documents, greater efficiency, and improved timeliness in the application process.

Amendments to the *Policy regarding Consideration of Alternative Documents*:

- In April 2022, the College's Council approved amendments that broadened the policy's scope to allow alternatives to official transcripts from educational institutions to be considered, including sworn statements from reputable third parties. The policy amendments provide greater choice to applicants who may be unable to secure an official transcript and is an application of the College's commitment to anti-racism.

- The policy was also revised to provide greater clarity and plain language.

2. Assessment of qualifications

Yes

No

Description of change/improvement that would impact fair registration outcomes:

With respect to changes in the assessment of qualifications, see the response in question 2.

3. Timelines for registration, decisions and/or responses

Yes

No

Description of change/improvement that would impact fair registration outcomes:

4. Registration and assessment fees

Yes

No

Description of change/improvement that would impact fair registration outcomes:

5. Resources for applicants

Yes

No

Description of change/improvement that would impact fair registration outcomes:

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

- FAQs and guides on the application process were revised to reflect the additional approved language tests and provided additional guidance to applicants on the updated program standards. The clarity of information provided to applicants allows for better understanding of the options available to them.

Entry to Practice Mentorship Program:

- The program provides applicants with issues that potentially affect their practice the opportunity to register with the College under Terms, Conditions and Limitations that require mentorship from a College member for a specified period of time. The mentor must be a member in good standing who has been approved by the Registrar. This provides a route to registration for applicants who might previously have been denied registration due to professional conduct concerns, while still protecting the public interest.

6. Changes to internal review or appeal process

Yes

No

Description of change/improvement that would impact fair registration outcomes:

7. Access by applicants to their records

Yes

No

Description of change/improvement that would impact fair registration outcomes:

8. Mutual recognition agreements

Yes

No

Description of change/improvement that would impact fair registration outcomes:

9. Training and resources for staff regarding registration

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Training sessions for Council:

- Regulation in the public interest: the evolving role of professional regulatory bodies
- Canada-Wide Agreement, Early Learning and Child Care: A Plan for Ontario Families
- Inclusive governance
- Strategic Planning
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Training sessions for Registration Committee and Registration Appeals Committee:

- Fair registration principles and practices
- College policies
- Anti-racism training
- Practice Readiness Initiative
- Regulatory membership structures
- Labour mobility
- Conflicts of interest/bias
- Policy development process
- Toolkit for human rights and equity analysis and decision-making – provided by All Things Equitable Inc.
- Case study in registration requirements: legal decision re: math test requirement for teacher registration
- Safer Care for All: Case Study of the UK Workforce
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Training sessions for Staff:

- Leadership Lessons in Canadian Black History
- Seeing Everyone: Gender Diversity Data – provided by Statistics Canada
- Writing Crisply – provided by SOAR
- Excel Training for Registration Staff
- Considering Inclusive Language

- ZenDesk: merging tickets
- Introduction to VoIP
- Flourishing in the Workplace: Embracing Mental Health
- Thoughts on Reconciliation and Addressing Burnout and Healing using Reflective Art, Storytelling and Guiding Values
- Diversity, Equity, and Inclusion Principles in Fair Registration Practices
- Changes to College policies
- Accessibility for Ontarians with Disabilities Act (AODA)
- Occupational Health and Safety Awareness

Through such training, the College:

- Maintains 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, as facilitated by staff commitment to anti-racism and anti-bias
- Remain current on changes in the regulatory environment by drawing on the knowledge and opportunities provided to continue to inspire public confidence in the College.

10. Relationship with third party service provider(s)

Yes

No

Description of change/improvement that would impact fair registration outcomes:

11. Accreditation of educational programs

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Re-accreditation (re-approval) of the Bachelor of Early Learning Program Development program offered by Conestoga College Institute of Technology and Advanced Learning:

- Under the *Approval of Education Programs Policy*, the College has the authority to approve post-secondary programs that meet the education requirement for registration. The College completed an assessment and re-approved the Bachelor of Early Learning Program Development program offered by Conestoga College. Graduates of this program are deemed to automatically meet the education requirement for registration without additional assessment of their education qualifications.

12. Technological or digital improvements

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Enhancements to the College's integrated Management Information System (iMIS):

- In the fall of 2022, the College began making significant enhancements to iMIS, its online application submission system, in order to ensure compliance with legislative reporting requirements in the *Fair Access to Regulated Professions and Compulsory Trades Act*

(FARPACTA) taking effect in March and July 2023. The required administrative changes resulted in major financial impacts to the College; as the College is solely funded by applicant and member fees, at some point these costs will be inevitably borne by members and applicants. It also necessitated the deferral of other planned projects.

Migration to Voice over Internet Protocol (VoIP) system:

- During the pandemic the College maintained core operations by having staff work from home. Applicants and members were still able to receive support from College staff through the Zendesk ticketing system and by leaving a voice mail and receiving a call-back. In 2022 the College implemented Voice over Internet Protocol (VoIP) system through Microsoft Teams which enabled the College to re-introduce a live Registration phone line. Response times for applicant and member phone inquiries have decreased as callers are no longer required to leave a voice message.
- To complement the use of VoIP, the College also adopted an integrated phone reporting system, CLOBBA. This system allows the College to analyze call data to identify peak call times and adjust staffing coverage during these times.

13. Anti-racism and inclusion-based policies and practices

Yes

No

Description of change/improvement that would impact fair registration outcomes:

The College's 2022-2027 Strategic Plan:

- The College's Council approved the 2022-2027 Strategic Plan, which includes the priority area of embedding equity, diversity, and inclusion in all aspects of the College's work. The Plan identifies main activities to be undertaken to achieve this objective. Work on those activities started as soon as Council approved the new plan in the spring of 2022.

Commitment to Anti-Racism:

- Expanding on the work started with the implementation of the College's *Statement on Commitment to Anti-Racism* in 2020, the College continued to embed anti-racism into all aspects of its work, including employing an anti-racism lens when reviewing College policies (see reference to policies in response to question 1) and providing additional staff training on anti-racism and bias (see reference to training provided in response to question 10).
- Updates to policies informed by the College's commitment to anti-racism provide applicants with greater transparency and choice when registering with the College, while additional staff training minimize potential biases and lead to fairer registration outcomes.

Survey of post-secondary institution content related to anti-racism:

- The College surveyed Ontario Colleges of Applied Arts and Technology and institutions delivering approved ECE programs to determine what and how anti-racism content is being provided to students.

- The survey responses are being used to inform the development of policy options to address gaps in program content, develop resources, and enhance entry to practice requirements which may affect future applicants.

Outreach to Indigenous Post-Secondary Institutions (IPSIs):

- The College initiated an outreach strategy focused on establishing a collaborative relationship with the Indigenous Advanced Education Skills Council, as well as the seven Indigenous post-secondary institutions that deliver early childhood education programs in partnership with Ontario Colleges of Applied Arts and Technology.
- The goal of this collaboration is to ensure that the necessary policies, processes and regulatory structures are in place so that graduates of these programs can continue to meet the educational requirement for registration with the College as IPSIs achieve full institutional and program accreditation status and begin to issue standalone Ontario diplomas.

14. Organizational structure

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Changes to operations as a result of imposed legislative changes:

- The College made significant operational changes within the registration process as a result of the imposed legislative changes to FARPACTA. The new reporting requirements necessitated staff and management to create new processes specifically targeting the administrative reporting of compliance in relation to monitoring the completion of an application file, requiring considerable staff training. The administrative burden related to reporting requirements has caused a noticeable increase in workload, resulting in the need for five additional staff members.

15. Contingency or continuity of operations plans

Yes

No

Description of change/improvement that would impact fair registration outcomes:

16. Documentation requirements for registration

Yes

No

Description of change/improvement that would impact fair registration outcomes:

Changes to documentation in iMIS:

- As a result of the imposed legislative changes to FARPACTA, the College made considerable changes to the documentation of the application process within iMIS. Staff are now required to complete additional documentation of the registration process, including inputting additional status and timeline information for legislative reporting purposes. This has noticeably increased the workload for registration staff. There was no impact to applicants.

17. English / French language proficiency testing

Yes

No

Description of change/improvement that would impact fair registration outcomes:

With respect to changes in language proficiency testing, see response in question 2.

Section 2

18. If applicable, please list your organization's top three accomplishments during the reporting period that relate to fair registration practices.

The top three accomplishments of the College during the reporting period include:

- The College's 2022-2027 Strategic Plan
 - The College's Council approved the five-year strategic plan, which includes the following priority areas related to the registration process:
 - Equip and support practice excellence by enhancing entry to practice requirements, including improving understanding of current practicum practices in light of the pandemic and the development of entry to practice modules for applicants and new members.
 - Enable generation and sharing of high-quality data and establish and maintain meaningful relationships with stakeholders in an effort to enhance robust data collection, data sharing, and analysis in registration practices. This collaboration and data sharing allows the College to further improve fair and impartial processes in registration, and identification and removal of any potential barriers for applicants.
 - Build a resilient and sustainable profession by supporting recruitment, retention and development the profession to ensure all families have access to qualified professional educators.
- Centering Equity in the College's work
 - With the implementation of the 2022-2027 Strategic Plan, the College began to systematically review its processes and practices to identify and remove barriers and discrimination, and support equity and inclusion in all aspects of its work. This included creating a centralized framework for coordination and resourcing of equity, diversity and inclusion initiatives, and the development and implementation of tools for centering equity in development of College resources. This work serves as the foundation for informing equity, diversity and inclusion in registration policies and practices.
- Outreach to Indigenous Post-Secondary Institutions:
 - In 2022, College initiated outreach work with the seven Indigenous post-secondary institutions that deliver early childhood education programs to establish a collaborative relationship aimed at aligning registration policies and processes in order to ensure these programs continue to meet the educational requirement for registration with the College. Alongside this, the collaboration allows for a collective contribution to solutions and increased advocacy for change in an effort to address systemic racism in the sector.

Section 3

19. If applicable, please list the top three risks that impacted your organization's ability to achieve better registration outcomes for applicants during the reporting period. Please also indicate the measures you have taken to mitigate the impacts of these risks.

Risks that impact the College's ability to achieve faster registration outcomes include:

- Unpredictable interactions with applicants
 - While the College makes every effort to maintain consistent outreach with applicants and ensure clear and judicious communication of requirements, applicants are not always responsive in a timely matter, including when providing necessary documentation or clarifications on their applications, which lead to delays in the assessment process.

Section 4

20. Do you believe that you have a Canadian Experience Requirement (CER)? If so, please describe the applicant competencies that you seek to develop through this requirement in the comment box below:

CER: work experience or experiential training obtained in Canada.

Yes

No

Other (please specify):

Quantitative Section

The following quantitative information is collected for the purpose of discerning statistical changes and trends related to a regulator's membership, application volumes, licensure/certification results, and appeals year over year.

Languages

21. Indicate the languages in which you make available application materials and information about the application process.

- English
- French
- Other (please specify below)

Membership Data

22. *Demographics Data.* As of December 31, 2022, please indicate the number of members in each gender category identified below and the number of total members.

Total Male	1,148
Total Female	58,723
Total Non-Binary	58
Gender Not Provided	0
Overall Total	59,929

In relation to your members:

23. Do you collect race-based data?

- Yes
- No
- Other (please specify):

24. Do you collect other identity-based or demographics data?

- Yes
- No
- Other (please specify):

Applicants have the option to self-identify as Francophone and/or having Indigenous Heritage.

25. Do you plan to collect race-based data in the future?

- Yes
- No
- If yes, please indicate the type:

The College is currently in the research and development stages of the race-based data collection process, determining draft measures to collect diversity data and identifying targeted consultation on additional diversity data collection.

26. Class of License/Certificate Data. As of December 31, of the reporting year, please indicate the number of members under each class or license category as applicable.

Full/Independent Practice	59,913
Provisional/Limited License/Certificate	16
Emergency License/Certificate	0
All other classes	0
Overall Total	59,929

27. Jurisdiction where members were initially trained. As of December 31, of the reporting year, please indicate the membership type and total number of registered members for each category listed below.

Ontario	57,841
Other Canadian Provinces and Territories	292
USA	28
Other Countries	136
Multiple and/or Unspecified Jurisdiction	1,632
Total	59,929

28. Please indicate the total number of registered members for the top 12 international countries or jurisdictions where these individuals obtained their initial education in the profession or trade.

Country	Total Members
United Kingdom/Great Britain	27
India	19
Australia	9
France	6
Serbia	6
Brazil	4
China	4
Philippines	4
South Korea	4
Venezuela	4
Colombia	3
Israel	3

Applications Data

Demographics Data

29. Indicate the number of applicants who filed an application between January 1 and December 31 of the reporting year, in each applicable category.

Total Male	192
Total Female	5,300
Total Non-binary	14
Overall Total	5,506

In relation to the applications, you received:

30. Do you collect race-based data?

Yes

No

31. Do you collect other identity-based or demographics data?

Yes

No

If yes, please indicate the type:

Applicants have the option to self-identify as Francophone and/or having Indigenous Heritage.

Category of Applicants

32. Number of applicants who voluntarily or involuntarily (through inactive and lapsed applications) withdrew from the application process between January 1 and December 31, 2022:

161

33. Please indicate the total number of applicants from Ontario who filed an application between January 1 and December 31, 2022 for the following categories as applicable.

Number of Applicants	5,123
Number of Applicants Licensed/Certified	4,824
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

34. Please indicate the total number of applicants from Canadian provinces and territories (excluding Ontario) who filed an application between January 1 and December 31, 2022 for each of the following categories as applicable.

Number of applicants	103
Number of applicants fully licensed/certified	19
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

35. Please indicate the total number of certificate-to-certificate (labour mobility) applicants who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants	102
Number of applicants fully licensed/certified	85
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.

Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.
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36. Please indicate the total number of applicants from international jurisdictions (not including USA) who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants	101
Number of applicants fully licensed/certified	9
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

37. Please indicate the total number of applicants from multiple and/or jurisdictions not specified who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants	158
Number of applicants fully licensed/certified	92
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

38. Please indicate the total number of applicants from accredited Canadian post-secondary institutions who filed an application between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants	5,048
Number of applicants fully licensed/certified	4,823
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

39. Please indicate the total number of applicants who re-registered after withdrawing from the application process between January 1 and December 31, 2022 for each of the categories as applicable.

Number of applicants	7
Number of applicants fully licensed/certified	7
Average Time to Process Application in Weeks from First Point of Applicant Contact	*Refer to response in question 41.
Average Time to Process Application in Weeks from Receipt of all Required Documents	*Refer to response in question 41.

40. Please provide any additional comments you may have for questions 33-41.

During the 2022 reporting year, the College's data management system only captured data points for application submission date and date an *approved* decision is made on an application. Other data points required to assess process times were unavailable (i.e data needed to determine average time to process applications in weeks from first point of applicant contact and average time to process application in weeks from receipt of all required documents). As of January 2023, the College has implemented the necessary upgrades to its data management system in order to capture required data points and assess processing times to be fully compliant with the changes to FARPACTA which take effect in March and July of 2023.

Jurisdiction where applicants obtained their initial education

41. Please indicate the total number of applicants for the top 12 international countries or jurisdiction where applicants obtained their initial education in the profession or trade.

Country	Total Number of Applicants
Hong Kong	28
India	15
United States of America	15
Australia	6
Ireland	5
Jamaica	5
New Zealand	5
Philippines	5
United Kingdom	5
South Korea	4
Mauritius	3
Nigeria	3

Processing Time

42. As of December 31, 2022, how many full licenses/certificates did your organization issue?

5,252

43. 44. Please indicate the total number of applicants who received full licensure/certification between January 1 and December 31, 2022, according to the following timelines.

0 – less than 3 months	4,584
3 months – less than 6 months	377
6 months – less than 12 months	239
12 months – less than 18 months	27
18 months – less than 24 months	9
24 months and greater	16
TOTAL	5252

Age of Active Applications

44. As of December 31, 2022 what were the total number of active applications in your case inventory? **715**

45. Please provide a breakdown (and total) of active applications according to the length of time (age) that they have been open.

0 – less than 3 months	326
3 months – less than 6 months	184
6 months – less than 12 months	169
12 months – less than 18 months	23
18 months – less than 24 months	4
24 months and greater	9
TOTAL	715

Other Licenses/Certificates of Registration Processed

46. Please indicate the number of applicants who were issued an alternative class of license* that your organization processed in the reporting year (January 1-December 31, 2022).

Enter the data by the 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.

* An alternative class of license/certificate enables the holder to practice with limitations, but additional requirements must be met for the member to be fully licensed/certified.

Ontario	3
Other Canadian Provinces and Territories	0
Certificate to Certificate (Labour Mobility)	0
USA	0
Other International	4
Multiple and/or Unspecified Jurisdictions	0
TOTAL	7

47. Please indicate the number of applications, if applicable, who were issued an emergency license/certificate that your organization processed in the reporting year (January 1-December 31, 2022). Enter the data by the 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.

Ontario	0
Other Canadian Provinces and Territories	0
Certificate to Certificate (Labour Mobility)	0
USA	0
Other International	0
Multiple and/or Unspecified Jurisdictions	0
TOTAL	0

48. Please indicate the number of Provisional license/certificate or alternative class of license/certificate holders who were fully licensed/certified by your organization which were processed in the reporting year (January 1-December 31, 2022). Enter the data by the 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.

Ontario	1
Other Canadian Provinces and Territories	0
Certificate to Certificate (Labour Mobility)	0
USA	0
Other International	0
Multiple and/or Unspecified Jurisdictions	0
TOTAL	1

Number of Reviews and Appeals Processed

State the number of reviews and appeals that your organization processed in the reporting year (January 1-December 31, 2022):

49. For applicants who were subject to an internal review or who were referred to a statutory committee of your governing council, such as a Registration Committee. Enter the data by the 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.

Ontario	12
Other Canadian Provinces	2
USA	2
Other Countries	4
Multiple and/or Unspecified Countries	0
TOTAL	20

50. For applicants who initiated an appeal of a registration decision. Enter the data by the 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.

Ontario	0
Other Canadian Provinces	0
USA	0
Other International Countries	2
Multiple and/or Unspecified Countries	0
TOTAL	2

51. State the number of reviews and appeals heard in the reporting year (January 1-December 31, 2022). Enter the data by the 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.

Ontario	12
Other Canadian Provinces	2
USA	2
Other Countries	4
Multiple and/or Unspecified Countries	0
TOTAL	20

52. State the number of registration decisions changed following an appeal and/or review that your organization processed in the reporting year (January 1-December 31, 2022). Enter the data by the 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.

Ontario	3
Other Canadian Provinces	0
USA	0
Other Countries	2
Multiple and/or Unspecified Countries	0
TOTAL	5

53. List the top three reason for appeals (by percentage) of a registration decision
N/A

54. List the top five reasons (by percentage) for not Issuing a License/Certification to Internationally Trained Individuals

1. Do Not Meet Educational Requirements – 82%
2. Incomplete Applications – 19%

55. List the top Five Reasons (by percentage) for not Issuing a License/Certification to Canadian Graduates

1. Incomplete Applications – 65%
2. Do Not Meet Educational Requirements – 30%
3. Non-payment of Fees - 5%

56. Please provide any additional comments you may have:

Regarding Question 24 and 31: Regarding 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 for the “Total Non-Binary” category is based on individuals who chose that neither term applies to them.

Regarding Question 27: The reported data for members who hold a “Provisional/Limited License/Certificate” category includes individuals who were issued a Certificate of Registration and made subject to terms, conditions, or limitations on their practice.

Regarding Questions 27, 28, 47-53: The reported data for the “multiple and/or unspecified jurisdictions” 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 credentials held; underlying training for their applicants is not evaluated by the College.

Regarding Question 44: Application processing times for question 44 were determined from the date of the initial application submission (which is often not a complete application) to the date an approved decision is made on the application.

Regarding Question 46: The application processing times for question 46 were determined from the date of application submission (which is often not a complete application) to the end date of the calendar year (December 31, 2022) of applications still in the assessment process.

Regarding Questions 44 and 46: Applications that remain open for longer than 24 months include those who are currently participating in the Gaps in Education Training program. These applicants are actively pursuing additional education in order to meet the education requirement for registration. As addressed in the 2018 Fair Registration Practices Report, the College developed this program to assist eligible applicants address the gaps in their professional education in order to meet the education requirement for registration. The College places these application assessments on “hold” while applicants pursue additional studies, which extends their application processing time with the College but benefits the applicant by providing a path to registration. Alongside applicants participating in the Gaps in Education Training program, applications that remain open for longer than three months include applications which have remained incomplete due to missing necessary documentation not provided by the applicant.

Regarding Questions 50-53: 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 2022. Applicants who submit a Request for Reconsideration provide additional information during the review process to substantiate their application which may lead to membership.

Regarding Question 54: The College received two requests for the Registration Appeals Committee in December 2022 and therefore, decisions were not made until 2023.