Fair Registration Practices Report

Nurses (2016)

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.

Index

1. Qualitative Information
2. Quantitative Information
3. Submission

1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

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

1. **Exam registration requirement**

   Amendments to Ontario Regulation 275/94 changed sections 2(1)2, 3(1)2, 4(1)3, 8.1, 9 and 9.1 about registration examinations for RN, RPN and NP applicants.

   The changes include the following

   For RN applicants:

   - RN applicants now have unlimited attempts on the National Council Licensure Examination – Registered Nurses (NCLEX-RN).
   - An RN applicant who writes Quebec's OIIQ exam, which is approved and accepted by the College as meeting the exam requirement, must pass it within three attempts to use this exam to meet the exam requirement.
   - If an RN applicant fails three attempts on any of the other approved RN exams (e.g., CRNE or OIIQ exams), the applicant will still be eligible to write the NCLEX-RN without having to complete a new program.

   For NP applicants:

   - NP applicants can now have three attempts to write each exam approved for their specialty. For example, an NP-Adult applicant now has three attempts to pass the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination, as well as three attempts to pass the Adult Nurse Practitioner Examination.

   With the regulation changes, RPN and NP applicants who do not pass the approved registration exam(s) within the maximum number of attempts, now have more options for meeting the education requirement and becoming eligible to retake the exam.

   Visit http://www.cno.org/en/become-a-nurse/registration-requirements/ for more information.

   2. **Temporary Class registration requirement – Evidence of Practice**

Amendments to Ontario Regulation 275/94 changed sections 5(2)(a) and 5(3)(a) regarding the the timing of completing a nursing program to meet the College's evidence of practice requirement for registering in the Temporary Class.

Applicants can now meet the requirement if they completed their nursing program within the past three years, not just one year.

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

For RN applicants:

- Provides applicants with unlimited attempts on a valid and reliable exam without needing to complete a new RN program to become eligible for further attempts.

For NP applicants:

- Allows applicants to maximize the number of attempts available on each exam within their speciality certificate before having to complete a new NP program to become eligible for further attempts.

The changes make the regulations consistent for applicants by:

- expanding the options for meeting the education requirement for RPN and NPs to become eligible for further attempts on an approved registration exam;

- providing RPN and NPs who fail the approved registration exam(s) and must complete a new program, with the same options as new applicants for meeting the education requirement to become eligible to attempt the exam; and

- providing applicants to the Temporary Class the same options as other applicants for meeting the evidence of practice requirement.

The College invited 108 RN applicants and 1 NP applicant who were previously refused registration after failing an approved registration exam three times, to reopen their application at no additional cost. These applicants will be eligible for further attempts on the approved registration exam relevant to their application.

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

These improvements/changes enhance the College's ability to determine that an applicant meets the requirements for registration in a transparent, objective, impartial and fair manner. As well, they give Council more flexibility for making evidence-informed decisions about exam requirements (such as determining the appropriate number of exam writes).

b) Assessment of qualifications

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

1. **Evaluation by the Touchstone Institute**

   The College enhanced its evaluation of internationally educated nurses by Touchstone Institute as part of ongoing process evaluation and improvement, and to reflect changes to RN entry-to- practice competencies. The changes include:

   - Competency categories evaluated by either Multiple Choice Questionnaire (MCQ) or Objective Structured Clinical Examination (OSCE). To meet the competencies associated with a specific category, the applicant must achieve the required level in the MCQ or the OSCE.
   - The College sends applicants an Outcome Report prepared by Touchstone Institute after the evaluation.

This report outlines specific levels and/or scores for each competency category.

- The evaluation by the Touchstone Institute has changed to reflect achievement levels and scores.

Find more information at:http://www.cno.org/en/become-a-nurse/registration-requirements/education/faq-iencap/

2. Nursing education assessment

a) The College has changed the way it interprets results of nursing education assessments from the National Nursing Assessment Service (NNAS) for internationally educated RN and RPN applicants.

Previously, the College considered NNAS reports about applicants' nursing education to be advisory only. College staff reviewed the reports and conducted additional assessments of education. Now, the College uses the results of the report to determine if an applicant meets the education requirement or needs additional assessment. When the report indicates that the applicant meets the required level of equivalence, the College will no longer conduct additional assessments. The applicants now meet the nursing education requirement and become eligible to write the registration examination.

For more information, visit: http://www.cno.org/en/become-a-nurse/registration-requirements/education/education-evaluation/.

b) The College now offers a paper-based review of RN applicants' nursing practice before they are referred to the Touchstone Institute for evaluation.

This provides applicants, who have identified gaps in their nursing education and who have any nursing practice, with an opportunity for the College to review their current and past nursing practice to determine if competency gaps are met.

c) Applicants have access to further evaluation options of their nursing knowledge, skill and judgment, whether or not they have nursing practice.

Specifically:

- all RN applicants can complete an evaluation by Touchstone Institute
- all RPN and NP applicants can complete the Competency Assessment Supplement (CAS)

For information, visit www.cno.org, click *Become a Nurse*, *Registration Requirements* and *Nursing Education*. Or see a FAQs at: http://www.cno.org/en/become-a-nurse/registration-requirements/education/education-evaluation/

3. Additional alternatives for meeting the nursing education requirement

- RN applicants now have the option to complete other nursing education before, or instead of, being evaluated by Touchstone Institute
- RPN and NP applicants now have the option of completing other nursing education before, or instead of, completing the Competency Assessment Supplement (CAS)

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

- Streamlined application process through:
  - better use of NNAS report results
  - enhanced education assessment options for applicants
- Improved process consistency and fairness for all applicants by:
  - giving all applicants who have nursing practice the chance to address competency gaps through a paper-based review of their practice before further assessment is completed
  - enabling all applicants, whether they have practice experience or not, to access the additional option of the Touchstone or CAS evaluation as is relevant to their application.
- Increased fairness by adopting alternatives for applicants to meet the nursing education requirement
- Enhanced overall efficiency of assessment of internationally educated applicants through the Touchstone

evaluation
- Provided fair registration practices by applying the process changes to all new applicants and assessing the effect of the changes on all open applications

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

The improvements/changes enhance the College's ability to determine whether an applicant meets the nursing education requirement for registration in a transparent, objective, impartial, fair and timely manner.

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.

The College decreased the fee for taking its RPN registration exam to $220 (+HST) (from $255 + HST). Applicants still pay a scheduling fee of $105 (+HST) directly to the exam provider.

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

RPN applicants pay a lower exam fee to the College.

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

The change reflected the College's decreased administrative costs, which resulted from moving to a computer-based exam.

e) Timelines

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

No changes this year

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

No changes this year

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

No changes this year

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

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

1. Including additional nursing education as evidence of nursing practice

   To register as a nurse, applicants must have evidence of practice within the past three years. The College has noticed that many applicants return to school for further education after completing their initial program. As a result, the College now assesses information about any additional nursing education in which an applicant may have acquired recent nursing knowledge, skill and judgment.

   Visit http://www.cno.org/en/become-a-nurse/registration-requirements/evidence-of-practice/ for more information about the evidence of practice requirement

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

This improvement/change provides applicants with more options for meeting evidence of practice requirements.

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

The improvements/changesenhance the College's ability to determine if applicants meet the requirements for registration in a transparent, objective, impartial and fair manner.

g) Resources for applicants

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

To communicate information about changes, the College updated information for applicants on its website (www.cno.org) about the following registration requirements:

1. Nursing education:
   - Revised information to reflect changes in the assessment process at: http://www.cno.org/en/become-a-nurse/registration-requirements/education/. Also updated relevant links.
   - Provided new details about completing additional education to meet the nursing education requirement at: http://www.cno.org/en/become-a-nurse/registration-requirements/education/completing-additional-education/.
   - Revised information about changes to the Internationally Educated Nurses Competency Assessment Program (IENCAP) at: http://www.cno.org/en/become-a-nurse/registration-requirements/education/faq-iencap/.
   - Revised information in FAQs: Competency Assessment Supplement (CAS): http://www.cno.org/en/become-a-nurse/registration-requirements/education/faq-competency-assessment-supplement/.

2. Evidence of practice:

   - Developed new information about the process at: http://www.cno.org/en/become-a-nurse/registration-requirements/evidence-of-practice/. Updated links to relevant information.
   - Created image to simplify process for RN and RPN applicants: http://www.cno.org/en/become-a-nurse/registration-requirements/evidence-of-practice/evidence-of-practice-rns-and-rpns/.
   - Created image to simplify process for NP applicants: http://www.cno.org/en/become-a-nurse/registration-requirements/evidence-of-practice/evidence-of-practice-np/.

3. Registration examination:

- Updated information about changes to the Canadian Practical Nurse Registration Examination (CPNRE), which switched from a paper-based format to a computer-based format, at: http://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/rpn-exam/.
- Developed online webcasts for applicants and educators about the CPNRE and computer-based testing, as well as written communication, using Clear Language principles.
- Added links to resources for preparing for the CPNRE, as well as to a guide and a computer-based exam demonstration.

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

The new information ensures applicants have the opportunity to understand College processes (and changes to those processes) in a timely manner. Enhanced resources for the new computer-based RPN exam help orient applicants to the new format.

The changes are aimed at improving applicants' understanding of College processes through consistent communication, as well as Clear Language principles of content and design. This helps to ensure processes are transparent.

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

The additional information and changes enable the College to support effective and transparent communication with applicants.

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.

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.

- All new staff members complete an e-learning module about Human Rights legislation as part of their orientation to the College.
- The College's Entry-to-Practice Intake Coordinator completed the Osgoode Hall Law School Certificate in Human Rights Theory and Practice.

As part of their annual orientation in 2016, members of the Registration Committee:

- viewed the OFC's new learning modules about fair access law
- received an overview of the Human Rights legislation by Raj Anand, legal counsel
- attended an information session about language and communication with Andrea Strachan, Director Communication Programs, Touchstone Institute

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

These improvements/changes ensure College staff and Registration Committee members are aware that decisions about applicants must be made in a transparent, objective, impartial and fair manner, considering relevant human rights and fair access laws.

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

Members of the Registration Committee gain:

- enhanced understanding of their roles and responsibilities regarding human rights issues
- in-depth knowledge about fair access legislation and its effect on ensuring that processes are transparent, objective, impartial and fair.
- more informed understanding of factors affecting the language proficiency of internationally educated applicants.
- College staff members with expertise in human rights and fair access laws whoact as a resource for the College and the Registration Committee.

k) Mutual recognition agreements

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

No changes this year

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

No changes this year

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

No changes this year

l) Other (include as many items as applicable)

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

The format of the RPN exam changed from paper- to computer-based testing.

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

The improvement/changes provide applicants with:

- multiple testing dates;
- testing centres available across Canada
- the ability to self-schedule and reschedule with the exam provider

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

The improvement/changes simplify operational processes by moving scheduling management to the exam provider.

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

As outlined in section a, changes were made to Ontario Regulation 275/94.

2. Quantitative Information

a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	1609
Female	10445
None of the above	0

Additional comments:

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	13189
Female	160929
None of the above	0

Additional comments:

d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
8305	659	123	India	1476	0	**12054**
			Philippines	1102		
			Iran	70		
			Pakistan	42		
			Nepal	41		
			Jamaica	32		
			U.K.	29		
			Nigeria	21		
			Israel	19		
			Australia	14		
			China	10		
			Lebanon	10		
			Ireland	7		
			Romania	7		
			Ghana	6		
			Jordan	6		
			France	5		
			Singapore	5		
			Brazil	4		
			Cameroon	4		
			Haiti	4		
			Korea	4		
			Belgium	3		
			Egypt	3		
			Ethiopia	3		
			Kenya	3		
			[CÃ´te D'ivoire]	2		
			Finland	2		
			Italy	2		
			New Zealand	2		
			United Arab Emirates	2		
			Albania	1		
			Algeria	1		
			Antigua And Barbuda	1		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Austria 1		
			Barbados 1		
			Burkina Faso 1		
			Colombia 1		
			Congo, The Democratic Republic 1		
			Cuba 1		
			Eritrea 1		
			Hong Kong 1		
			Moldova, Republic Of 1		
			Morocco 1		
			Norway 1		
			Palestinian Territory, Occupied 1		
			Rwanda 1		
			Saint Lucia 1		
			Saint Vincent And The Grenadines 1		
			S Arabia 1		
			S. Africa 1		
			Sri Lanka 1		
			Switzerland 1		
			Syrian Arab Republic 1		
			Trinidad 1		
			Tunisia 1		
			Uzbekistan 1		
			Zimbabwe 1		
			Total 2967		

[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:

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[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
7534	514	78	India 663 Philippines 403 Iran 24 Jamaica 24 Pakistan 16	0	**9389**

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Nigeria 12		
			Nepal 9		
			China 8		
			Korea 8		
			France 7		
			Israel 6		
			Lebanon 6		
			U.K. 6		
			Albania 3		
			Australia 3		
			Brazil 3		
			Jordan 3		
			Kenya 3		
			Portugal 3		
			Serbia 3		
			Sri Lanka 3		
			Ukraine 3		
			United Arab Emirates 3		
			Colombia 2		
			Ghana 2		
			Iceland 2		
			Kazakhstan 2		
			Netherlands 2		
			Poland 2		
			S. Africa 2		
			Bangladesh 1		
			Barbados 1		
			Belgium 1		
			Bulgaria 1		
			Cameroon 1		
			Congo, The Democratic Republic 1		
			Croatia 1		
			Cuba 1		
			Dominica 1		
			Ethiopia 1		
			Grenada 1		
			Haiti 1		
			Hong Kong 1		
			Italy 1		
			Japan 1		
			Mauritius 1		
			Mexico 1		
			New Zealand 1		
			Norway 1		

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Panama	1		
			Romania	1		
			Russia	1		
			Rwanda	1		
			Saint Lucia	1		
			Taiwan, Province Of China	1		
			Zambia	1		
			Zimbabwe	1		
			Total	1263		

[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:

f) **Jurisdiction where members were initially trained**

Indicate the total number of registered members by jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
145535	8696	1553	Philippines	5926	154	**174118**
			India	4090		
			U.K.	1565		
			Poland	585		
			Hong Kong	521		
			China	473		
			Iran	442		
			Jamaica	420		
			Russia	413		
			Macedonia, The Former Yugoslav	330		
			Romania	294		
			Israel	285		
			Pakistan	230		
			Nigeria	207		
			Korea	202		
			Australia	121		
			Lebanon	116		
			Guyana	89		
			S. Africa	89		
			Germany	87		

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Ghana	85		
			Trinidad	76		
			Sri Lanka	73		
			Czech Republic	68		
			Ukraine	64		
			Jordan	63		
			Ireland	61		
			Netherlands	54		
			Colombia	50		
			Kenya	49		
			Ethiopia	47		
			Haiti	43		
			Hungary	43		
			New Zealand	41		
			Japan	38		
			Nepal	36		
			Taiwan, Province Of China	36		
			Peru	34		
			Brazil	31		
			France	31		
			Zimbabwe	28		
			Bulgaria	27		
			Singapore	24		
			United Arab Emirates	24		
			Italy	22		
			Belgium	21		
			Sweden	19		
			Albania	18		
			Finland	18		
			Serbia	17		
			Barbados	16		
			Cuba	16		
			Portugal	15		
			Switzerland	15		
			Chile	14		
			Malaysia	14		
			Rwanda	14		
			Uganda	13		
			Grenada	12		
			Saint Vincent And The Grenadines	12		
			Thailand	12		
			Norway	11		
			Turkey	11		
			Cameroon	10		

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Mauritius	10		
			Uruguay	10		
			Zambia	10		
			Austria	9		
			Egypt	9		
			Bosnia And Herzegovina	8		
			Croatia	7		
			Denmark	7		
			Greece	7		
			Tanzania, United Republic Of	7		
			Uzbekistan	7		
			Afghanistan	6		
			Belarus	6		
			Burundi	6		
			El Salvador	6		
			Kazakhstan	6		
			Malta	6		
			Mexico	6		
			Moldova, Republic Of	6		
			Sierra Leone	6		
			Slovakia	6		
			Congo	5		
			Ecuador	5		
			Saint Lucia	5		
			Somalia	5		
			Venezuela	5		
			Algeria	4		
			Argentina	4		
			Azerbaijan	4		
			Botswana	4		
			Iceland	4		
			Iraq	4		
			Nicaragua	4		
			Saint Kitts And Nevis	4		
			Antigua And Barbuda	3		
			Congo, The Democratic Republic	3		
			Dominica	3		
			Fiji	3		
			Latvia	3		
			Lithuania	3		
			Morocco	3		
			Tunisia	3		
			Bangladesh	2		

Ontario	Other Canadian Provinces	USA	Other International		Unknown	Total
			Costa Rica	2		
			Djibouti	2		
			Eritrea	2		
			Georgia	2		
			Kuwait	2		
			Panama	2		
			Puerto Rico	2		
			Scotland	2		
			Spain	2		
			Sudan	2		
			Swaziland	2		
			Tajikistan	2		
			Armenia	1		
			Bahamas	1		
			[Côte D'ivoire]	1		
			Guatemala	1		
			Kyrgyzstan	1		
			Lesotho	1		
			Mongolia	1		
			Myanmar	1		
			Qatar	1		
			S Arabia	1		
			Zaire	1		
			Total	18180		

[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:

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 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	8305	659	123	2967	0	**12054**
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	12238	1127	385	12374	0	**26124**
Inactive applicants (applicants who had no contact with your organization in the reporting year)	573	154	67	1909	0	**2703**
Applicants who met all requirements and were authorized to become members but did not become members	754	92	8	79	0	**933**
Applicants who became FULLY registered members	7534	514	78	1263	0	**9389**
Applicants who were authorized to receive an alternative class of licence[3] but were not issued a licence	0	0	0	0	0	**0**
Applicants who were issued an alternative class of licence[3]	1366	7	0	4	0	**1377**

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

[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:

h) Classes of certificate/license

Inidcate 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	**Description (a)** Most nurses registered with the College belongto the **General Class**. Both Registered Nurses and Registered Practical Nurses belong in this class.
b)	Extended Class (Nurse Practitioners)	**Description (b)** The **Extended Class** is for RNs who have additional education and clinical experience that allows them to practise as Nurse Practitioners. Members in this class have an expanded scope of practice, with the authority to diagnose, prescribe medication, perform procedures, and order and interpret diagnostic tests.
c)	Non-Practising Class	**Description (c)** The **Non-Practising Class**is for members whowant to remain College membersat times whenthey are notpractising nursing in Ontario.
d)	Temporary Class	**Description (d)** The **Temporary Class** is an option for applicants who have metall the registrationrequirements for the General Class *except* completing theregistration exam. Members in this class are allowed to practise under defined terms and conditions. They can join the General Class after they pass the exam.

		Description (e)
e)	Special Assignment Class	The **Special Assignment Class** is a time-limited registration for nurses who have anappointment as an RN or RPN with an approved facility in Ontario. Members inthis class can only practise within the scope of their appointment and only under defined terms andconditions.
		Description (f)
f)	Emergency Assignment Class	The **Emergency Assignment Class** comes into force when the provincial governmentdeclares an emergency and asks the Collegeto issue Emergency Assignment certificates of registration to qualified nurses.

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 1st to December 31st 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	356	14	32	830	0	**1232**
Applicants who initiated an appeal of a registration decision	35	1	0	49	0	**85**
Appeals heard	38	0	0	27	0	**65**
Registration decisions changed following an appeal	2	0	0	10	0	**12**

Additional comments:

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	193
Staff involved in appeals process	4
Staff involved in registration process	38

Additional comments:

3. Submission

I hereby certify that:

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

Title:
Executive Director and CEO

Date:
2017/02/21