

# Fair Registration Practices Report

## Pharmacists (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.

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## 1. Qualitative Information

### a) Requirements for registration, including acceptable alternatives

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

1. Registration Committee approved a policy allowing international pharmacy graduates who have passed both parts of the Pharmacy Examining Board of Canada (PEBC) Qualifying Examination for Pharmacists on their first attempt within the past three years, to register as students as long as all the other requirements for the student certificate have been met.

<http://www.ocpinfo.com/registration/res-policies/first-attempt-pass-international/>

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

1. The policy allows applicants to immediately access structured practical training studentship (SPT) prior to consideration by a panel of the Registration Committee of any further education and/or training required before moving to the next level of registration. This permits applicants to register without delay and demonstrate their practice competence.

Upon completion of SPT studentship, the applicant is referred to a panel of the Registration Committee for consideration of any additional education or training required prior to moving forward to the next level of registration. The panel considers training/assessment results, along with any other submissions from the applicant.

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

1. Permitting these applicants to engage in Structured Practical Training (SPT) prior to the referral to panel strengthens the objective evidence upon which panels determine whether any additional education or training is required, and any specific gaps in entry-to-practice competencies to be addressed. This approach further strengthens and supports transparent, objective, impartial and fair decision-making by panels of the Registration Committee.

## **b) Assessment of qualifications**

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

The role of the pharmacist in the Canadian health care system has evolved significantly over the past several years, in order to fulfill their expanded scope of practice and meet patients' needs. A new blueprint for the Pharmacy Examining Board of Canada (PEBC) Qualifying Examination, based on the 2014 National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies for Canadian Pharmacists at Entry to Practice was implemented for the May 2016 exam sitting. The blueprint now includes the following two competencies that were not as prominent in previous exam blueprints: "Health Promotion" and "Quality and Safety".

[http://www.pebc.ca/index.php/ci\\_id/3139/la\\_id/1.htm](http://www.pebc.ca/index.php/ci_id/3139/la_id/1.htm)

[http://napra.ca/pages/Licensing\\_Registration/entrytopracticecompetenciespharmacists.aspx](http://napra.ca/pages/Licensing_Registration/entrytopracticecompetenciespharmacists.aspx)

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

The new blueprint for the Pharmacist Qualifying Examination reflects the Professional Competencies for Canadian Pharmacists at Entry to Practice that were published by NAPRA in 2014.

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

The new blueprint for the Pharmacist Qualifying Examination aligns with current competencies required of pharmacists at entry to practice, ensuring that candidates for licensure meet current professional standards.

## **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.**

Effective January 1, 2016 The College's new fee structure was implemented. These changes help to better align OCP's fee structure with those of other jurisdictions, where entry-to-practise is heavily subsidized by the profession. Fee changes for all classes are:

- Structured Practical Training fees have been eliminated
- Application fees decrease from \$205 to \$75
- Jurisprudence examination fee decrease from \$200 to \$100
- Registration filing fees increase from \$130 to \$300

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

The pre-registration fee for Canadian graduates is aligned with the NAPRA Gateway registration fee paid by international pharmacy graduates, entry-to-practice is heavily subsidized by the profession, and the financial burden on IPG applicants is decreased.

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

The fee structure is more closely aligned with other Canadian pharmacy regulatory authorities, which may reduce the number of applicants completing initial registration in other provinces to enter Ontario through AIT.

**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.**

In anticipation of the implementation of Practice Assessment of Competence at Entry (PACE) in January 2017, (ultimately replacing Structured Practical Training - SPT), the Registration Committee approved a number of policies.

1. Acceptance of the College's Practice Assessment of Competence at Entry (PACE) for Intern-Level Structured Practical Training (Approved February 2016) – An applicant who successfully completes the College's Practice Assessment of Competence at Entry (PACE) while registered as a student will have met the structured practical training requirement for pharmacist registration despite not being registered as an intern at the time.

[http://www.ocpinfo.com/registration/res-policies/Assessment\\_of\\_Competence\\_at\\_Entry\\_\(PACE\)/](http://www.ocpinfo.com/registration/res-policies/Assessment_of_Competence_at_Entry_(PACE)/)

2. Practice Assessment of Competence at Entry (PACE) Assessors (Approved February 2016, revised November 2016) - For the purpose of PACE, preceptors are identified as "assessors" to emphasize their primary role in assessing a candidate's performance to determine if they are competent for entry-to-practice as a pharmacist in Ontario.

[http://www.ocpinfo.com/registration/res-policies/Practice\\_Assessment\\_of\\_Competence\\_at\\_Entry\\_\(PACE\)\\_Assessors/](http://www.ocpinfo.com/registration/res-policies/Practice_Assessment_of_Competence_at_Entry_(PACE)_Assessors/)

3. Practice Assessment of Competence at Entry (PACE) Administration Appeals (Approved May 2016) A PACE candidate may file an appeal based on procedural issues that were not resolved to his or her satisfaction during the assessment period. Such appeals do not apply to the content or methodology of the assessment process.

[http://www.ocpinfo.com/registration/res-policies/Practice\\_Assessment\\_of\\_Competence\\_at\\_Entry\\_\(PACE\)\\_Administration/](http://www.ocpinfo.com/registration/res-policies/Practice_Assessment_of_Competence_at_Entry_(PACE)_Administration/)

4. Practice Assessment of Competence at Entry (PACE) Rescoring (Approved May 2016) A PACE candidate who is unsuccessful in their assessment may request a rescoring of the assessment tool to confirm the results.

Re-scoring does not examine the content or methodology of the assessment process. An external psychometrician consultant will review the assessment tool to confirm correct data entry and tabulation of results. A report of the psychometrician's findings will be provided to the College and to the candidate.

[http://www.ocpinfo.com/registration/res-policies/Practice\\_Assessment\\_of\\_Competence\\_at\\_Entry\\_\(PACE\)\\_Re-Scoring/](http://www.ocpinfo.com/registration/res-policies/Practice_Assessment_of_Competence_at_Entry_(PACE)_Re-Scoring/)

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

1. The PACE model assesses the demonstration of practice competence to determine if a candidate meets entry-to-practice requirements. The assessment tool is based on the National Association of Pharmacy Regulatory Authorities (NAPRA) Professional Competencies for Canadian Pharmacists at Entry to Practice (2014). The benchmark for successful completion of PACE is demonstration of entry-to-practice competencies, regardless of the candidate's level of registration. A student registrant may demonstrate entry to practice competence, making practice assessment at the intern level redundant. Therefore, an applicant who successfully completes Practice Assessment of Competence at Entry (PACE) while registered as a student will have met the structured practical training requirement for pharmacist registration despite not being registered as an intern at the time. This policy allows applicants who demonstrate entry-to-practice competence to move forward immediately, providing all other requirements for registration have been met.
2. The candidate will be assessed by a pharmacist who has demonstrated that they have the appropriate experience, conduct, practice, objectivity, training and commitment will be eligible and qualify to be a College-appointed assessor for the Practice Assessment of Competence at Entry (PACE). PACE assessors must continue to meet the decision criteria of this policy and demonstrate their competence as an assessor to maintain their appointment.
3. If a situation develops during the assessment period that a candidate believes may impact his/her performance and the situation is not resolved before the end of the assessment period, the candidate may file an appeal within one week of completion of the assessment and before the PACE results are released to the candidate. The candidate's report will identify the details of the procedural issue(s) considered by the candidate to have had an impact on his/her performance, and how the issue was addressed by the assessor. College staff will review the report and gather additional information as necessary, and review if and how any relevant processes were followed and the concerns were addressed. If the appeal is granted, the candidate will be permitted to complete an assessment with another assessor.
4. A re-scoring request permits a candidate who has not met the pass score on PACE assessment, with an opportunity to have the final score independently confirmed.

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

1. The transition from a training-based framework (SPT), to a competency assessment framework (PACE) for determining entry-to-practice competency standardizes, streamlines, and individualizes the assessment process, making a second assessment unfair and unnecessary. Permitting applicants who successfully complete PACE to move forward potentially shortens the timeline to final registration.
2. PACE assessor criteria define the qualities and competence College-appointed assessors must demonstrate and maintain to serve in this role. College-appointed assessors will receive continuing education and training to support the fulfillment of their role. This helps the College ensure that assessment standards are consistent and fair.
3. The appeals process allows for early detection of inconsistencies during the assessment and immediate action to resolve any issues. This policy will help ensure fairness and transparency of the assessment.
4. The final score is independently confirmed because the process requires an external manual review by a consultant.

## **g) Resources for applicants**

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

1. A Panel Submission Tool created for applicants referred to panel for consideration of additional education and/or training and language proficiency is available on the College's website. The tool lists areas (e.g. education, past pharmacy practice, exposure to practice in Canada, non-objective evidence of language proficiency) that panels consider when reviewing an application, and it also notes the types of documentation applicants may submit to support their request.

<http://www.ocpinfo.com/registration/referral-panel/panel-submission-tool/>

2. The College implemented a Decision-Making Tool and Framework that facilitates a review of an individual's conduct and behaviour in order to help guide the assessment process. The tool supports decision-making for cases related to suitability to practice (e.g. conduct related to ethical delivery of quality healthcare; honesty and integrity; governability; financial responsibility). Through structured questions, the tool guides panel members to consider the evidence, aggravating and mitigating factors, and the level of risk on a case-by-case basis.

<http://www.ocpinfo.com/protecting-the-public/about-register/relevance-to-suitability/>

3. In 2016 the College developed learning modules to support applicants and members in learning and understanding the new Code of Ethics. All new (and renewing) pharmacists and pharmacy technicians will be required to declare that they have read and understood the Code of Ethics beginning in 2017.

<http://www.ocpinfo.com/library/e-learning-modules/#CodeofEthics>

4. In 2016, the College posted resources for Applicants, and initiated a comprehensive communication strategy in preparation for the launch of Practice Assessment of Competence at Entry (PACE) for all registered pharmacy students applying to begin the practice-based assessment requirement of their registration process in Ontario outside of their educational program as of January 18, 2017, including:

- Website content to support Applicants in preparing for the new model of practice-based competency assessment

<http://www.ocpinfo.com/about/key-initiatives/pace/>

<http://www.ocpinfo.com/registration/training-exams/PACE/>

- Updated Pharmacist Registration Pathways

<http://www.ocpinfo.com/registration/register-pharmacist/>

- PACE Policies approved by Registration Committee

<http://www.ocpinfo.com/registration/res-policies/>

- PACE Assessment Criteria

<http://www.ocpinfo.com/library/reg/download/PACEcriteria.pdf>

- Validated Assessment Tool - Ontario Pharmacy Patient Care Assessment Tool (OPPCAT)

[http://www.ocpinfo.com/library/reg/download/oppcat\\_assessment\\_tool.pdf](http://www.ocpinfo.com/library/reg/download/oppcat_assessment_tool.pdf)

- PACE Candidate Toolkit

<http://www.ocpinfo.com/library/reg/download/Candidate-Tool-Kit-for-PACE.pdf>

- PACE Assessor Criteria

<http://www.ocpinfo.com/about/key-initiatives/pace/be-a-pace-assessor/>

- PACE Articles in "Pharmacy Connection" and "E-Connect"

<http://www.ocpinfo.com/library/pharmacy-connection/>

<http://www.ocpinfo.com/library/e-connect/>

- PACE information dissemination through OCP Social Media Platforms

<http://www.ocpinfo.com/library/social-media/>

- Direct e-mail communication with eligible applicants
- Interactive PACE presentations with students in the International Pharmacy Graduate Program (CPSI & CPSII)
- Interactive PACE presentation with International Pharmacy Graduates at Health Force Ontario seminar
- Posting on Pharmacists' Gateway Canada Website
- Individual phone calls and/or meetings with Applicants upon request

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

1. The Panel Submission Tool assists Applicants in understanding the types of evidence that may be relevant to a panel of the Registration Committee. Applicants who utilize the tool have a better idea of how to structure their submissions to address those areas, and provide documentation relevant to their request.
2. The relevance to suitability to practice framework provides Applicants with clear guidance on how decisions with respect to conduct are made.
3. There are six learning modules, including one on professional boundaries, that inform Applicants of their obligations under the Code of Ethics, and its four principles. Three practice videos (interactive video modules) demonstrate how to apply principles in practice. The learning modules and practice videos help prepare Applicants to fulfill their ethical and legal obligations in practice.
4. Detailed, proactive communication of the PACE model in advance of implementation, supported Applicants in understanding the new practice-based registration requirement, and - for those ready to move forward - determine whether to apply for SPT prior to January 18, 2017 or wait until January 18, 2017 or later, to apply for PACE. The PACE model will provide Applicants with a more standardized assessment of their entry to practice competencies, and (where required), a more individualized approach to developing competence where gaps are identified.

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

1. There are fewer emails and calls to applicants for clarification of their submissions and requests for additional documentation. Panel submissions are more complete and relevant to the request, which supports panels in the decision-making process.
2. The framework and tool provides greater transparency regarding the process for determining when conduct is considered relevant, and what factors are considered in assessing risk.
3. Clear guidance is provided by OCP to Applicants and Members on ethical principles and obligations, which supports Member self-declaration that they have read, understand, and agree to abide by the Code of Ethics.
4. Practice Assessment of Competence at Entry (PACE) transitions OCP from a training-based model of determining Pharmacist practice competence at entry to practice, to a more standardized competency-assessment model, with individualized development (if required) where competence gaps are identified. This transition has required utilization of comprehensive planning, project management, and change management methodologies, and focused allocation of human resources, communication expertise, and staff training by OCP. Formal evaluation of PACE will be ongoing, beginning in 2017.

## **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.**

1. The College developed a Decision-Making Tool and Framework that facilitates a review of an individual's conduct and behaviour in order to help guide the assessment process. The tool is to support decision-making for cases related to suitability to practice (e.g. conduct related to ethical delivery of quality healthcare; honesty and integrity; governability; financial responsibility). Through structured questions, the tool guides panel members to consider the evidence, aggravating and mitigating factors, and the level of risk.
2. To support the transition from SPT to PACE, Registration Programs staff received training and support in project management, and change management.
3. To support the transition from SPT to PACE, Registration Advisors received training in motivational interviewing, coaching, and self-directed learning.

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

1. Applicants have clear guidance on how decisions related to conduct and behaviour are made.
2. Applicants benefited from a comprehensive, proactive approach to planning and communication about the transition from SPT to PACE because their questions were anticipated and addressed in advance.
3. Registration Advisors are well prepared to coach PACE candidates requiring development to address identified practice gaps, in creating and managing self-directed learning with resources and support.

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

1. The tools provide greater transparency regarding the process for determining when conduct is considered relevant
  - Establish precedents for the type of conduct that is considered relevant
  - Provide clear guidance on how decisions are made
  - Ensure consistency in decision-making
  - Upholds the College's mandate to protect the public
2. Adopting formal project management and change management tools and techniques enable a smooth transition from SPT to PACE
3. Registration Advisors are competent to support PACE Candidates through the development phase (where required).

**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 Registration Programs and Member Application and Renewals Departments are strengthening Continuous Quality Improvement processes. In 2016, the time required to post and validate Jurisprudence exam results was reduced, and Applicants who need to successfully complete the Jurisprudence exam as their last requirement will have immediate access to their final application at the same time they receive their results.

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

Applicants receive their results and can apply for their registration as a pharmacist more quickly.

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

Reduction of calls and emails to address processes; improved support to Applicants.

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



Council approved a framework for updating the quality assurance and registration regulations. This permits the College to proceed with drafting amendments to regulations that will be outcomes-based, and supported by standards, policies and guidelines which will enable practice evolution.

Council agreed to the following changes to the registration regulation:

- Implementation of a single provisional class of registration for Pharmacists, and adding a provisional class of registration for Pharmacy Technicians
- Adding police background checks as a registration requirement
- Adding a requirement that members maintain language proficiency in English or French within the terms, conditions, and limitations on every certificate of registration

The proposed changes to the Registration Regulation will streamline the registration process, removing unnecessary duplication - and support the College's mandate to serve and protect the public.

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## 2. Quantitative Information

### a) Languages

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

Language	Yes/No
English	Yes
French	Yes

Other (please specify)

Additional comments:

\*Note: Application materials are provided in English on the OCP website. There is a notation in French under all the pages related to the registration process, advising individuals who seek information about registration in French to contact Client Services at [memberapplications@ocpinfo.com](mailto:memberapplications@ocpinfo.com) with details of their request. The College will provide a response in French using either in-house or out-sourced translation services.

### b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	427
Female	566
None of the above	0

Additional comments:

N/A

### 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
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**Male** 6605  
**Female** 9110  
**None of the above** 0

**Additional comments:**

N/A

**d) Jurisdiction where applicants obtained their initial education**

Indicate the number of applicants by the jurisdiction where they obtained their initial education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			India 152		
			Egypt 121		
			U.K. 57		
			Iran 22		
			Pakistan 17		
			Bangladesh 13		
			Australia 11		
			Iraq 10		
			Jordan 7		
			Nigeria 7		
			Syrian Arab Republic 6		
			Lebanon 4		
			Philippines 4		
			United Arab Emirates 4		
			Korea 3		
			China 2		
364	93	33	Jamaica 2	42	993
			Japan 2		
			Russia 2		
			S. Africa 2		
			Sudan 2		
			Brazil 1		
			Czech Republic 1		
			Germany 1		
			Hungary 1		
			Kenya 1		
			Nepal 1		
			Oman 1		
			Macedonia, The Former Yugoslav 1		
			Romania 1		
			Trinidad 1		
			Viet Nam 1		
			OTHER 0		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Total 461		

<sup>1</sup> 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<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Egypt 154		
			India 133		
			U.K. 63		
			Bangladesh 22		
			Iran 19		
			Jordan 16		
			Pakistan 15		
			Philippines 11		
			Iraq 9		
			Australia 7		
			Jamaica 6		
			Syrian Arab Republic 6		
			Nigeria 5		
			Russia 4		
387	58	29	S. Africa 4	0	989
			Brazil 3		
			Poland 3		
			Trinidad 3		
			Ukraine 3		
			United Arab Emirates 3		
			Lebanon 2		
			Romania 2		
			Serbia 2		
			Korea 2		
			Albania 1		
			Belarus 1		
			Chile 1		
			China 1		
			Cuba 1		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Czech Republic 1		
			Ghana 1		
			Ireland 1		
			Japan 1		
			Macedonia, The Former Yugoslav 2		
			Malaysia 1		
			Nepal 1		
			Oman 1		
			Palestinian Territory, Occupied 1		
			Sudan 1		
			Venezuela 1		
			Viet Nam 1		
			Total 515		

<sup>1</sup> 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<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Egypt 1806		
			India 1048		
			U.K. 651		
			Philippines 310		
			Pakistan 265		
			Iran 250		
			Jordan 148		
			S. Africa 108		
6818	1809	1061	Nigeria 104	0	15715
			Iraq 91		
			Korea, Republic Of 87		
			Australia 66		
			Syrian Arab Republic 65		
			Macedonia, The Former Yugoslav 74		
			China 63		
			Bangladesh 61		
			Poland 61		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Taiwan, Province Of China 55		
			Viet Nam 54		
			Romania 52		
			Russia 42		
			Jamaica 40		
			Ukraine 35		
			Lebanon 33		
			Serbia 22		
			Hungary 20		
			Scotland 20		
			Brazil 18		
			Israel 18		
			Italy 18		
			Japan 18		
			Ghana 17		
			United Arab Emirates 16		
			S Arabia 15		
			Germany 14		
			Sudan 14		
			Argentina 13		
			Ethiopia 13		
			Turkey 13		
			Cuba 10		
			France 10		
			Albania 9		
			Ireland 9		
			Palestinian Territory, Occupied 9		
			Algeria 7		
			Kenya 7		
			Libyan Arab Jamahiriya 7		
			Tanzania, United Republic Of 7		
			Trinidad 7		
			Zimbabwe 7		
			Belgium 6		
			Bulgaria 6		
			Czech Republic 6		
			Slovakia 6		
			New Zealand 5		
			Thailand 5		
			Croatia 4		
			Indonesia 4		
			Kazakhstan 4		
			Malaysia 4		
			Azerbaijan 3		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Belarus 3		
			Bosnia And Herzegovina 3		
			Eritrea 3		
			Nepal 3		
			Peru 3		
			Singapore 3		
			Tunisia 3		
			Venezuela 3		
			Yemen 3		
			Armenia 2		
			Chile 2		
			Colombia 2		
			Greece 2		
			Lithuania 2		
			Malta 2		
			Moldova, Republic Of 2		
			Ireland 2		
			Switzerland 2		
			Afghanistan 1		
			Austria 1		
			Costa Rica 1		
			Ecuador 1		
			Georgia 1		
			Guyana 1		
			Haiti 1		
			Kuwait 1		
			Kyrgyzstan 1		
			Mauritius 1		
			Mexico 1		
			Norway 1		
			Oman 1		
			Portugal 1		
			Puerto Rico 1		
			Qatar 1		
			Sierra Leone 1		
			Slovenia 1		
			Spain 1		
			Sweden 1		
			Uganda 1		
			Uzbekistan 1		
			Total 6027		

<sup>1</sup> 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 1 <sup>st</sup> to December 31 <sup>st</sup> of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	367	93	33	461	42	996
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	1276	157	92	754	157	2436
Inactive applicants (applicants who had no contact with your organization in the reporting year)	1	1	0	2	0	4
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	387	58	29	515	0	989
Applicants who were authorized to receive an alternative class of licence <sup>3</sup> but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence <sup>3</sup>	343	49	28	305	0	725

<sup>1</sup> 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

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

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

#	Certification	Description
a)	Registered Pharmacy Student	<p style="text-align: center;"><b>Description (a)</b></p> <p>Student applicants are eligible for registration if they meet the requirements for all classes of registration such as: language proficiency, legal work status, good conduct and character, liability insurance, in addition they must be registered in an approved pharmacy education program (CCAP ACPE accredited program or approved bridging education program) or have been granted eligibility by a panel of the Registration Committee in order to meet a requirement necessary for another class of registration.</p> <p>Students must practice under the direct supervision of a pharmacist. They may not accept delegation or delegate to another person any of the controlled acts. They must also remain enrolled and engage in their education program.</p>
b)	Registered Pharmacy Intern	<p style="text-align: center;"><b>Description (b)</b></p> <p>Intern applicants are eligible for registration if they meet the requirements for all classes of registration such as: language proficiency, legal work status, good conduct and character, liability insurance. In addition they must have met the education requirement for registration and have completed the approved structured practical training (SPT) program while registered as a student.</p> <p>Interns must practice under the supervision of a pharmacist (who is physically present in an accredited pharmacy). They may not delegate any of the controlled acts.</p>
c)	Registered Pharmacist	<p style="text-align: center;"><b>Description (c)</b></p>



Pharmacist applicants are eligible for registration if they meet the requirements for all classes of registration such as: language proficiency, legal work status, good conduct and character, liability insurance. In addition they must have completed the College's Jurisprudence Exam, the Pharmacy Examining Board of Canada's Qualifying Exam for Pharmacists, and met the education requirement for registration, completed the approved structured practical training (SPT) program while registered as an intern. Please note, the SPT requirement is considered met if an applicant has graduated from a PharmD program in Ontario.

**Additional comments:**

**i) Reviews and appeals processed**

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

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

from January 1 <sup>st</sup> to December 31 <sup>st</sup> 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	5	5	0	123	0	133
Applicants who initiated an appeal of a registration decision	0	0	0	0	0	0
Appeals heard	0	0	0	0	0	0
Registration decisions changed following an appeal	0	0	0	0	0	0

**Additional comments:**

N/A

**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.

<b>Category</b>	<b>Staff</b>
<b>Total staff employed by the regulatory body</b>	103
<b>Staff involved in appeals process</b>	4
<b>Staff involved in registration process</b>	17

**Additional comments:**

N/A

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### 3. Submission

**I hereby certify that:**

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

Nancy Lum-Wilson

**Title:**

CEO and Registrar

**Date:**

2017/02/28

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