

Fair Registration Practices Report

Pharmacists (2018)

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. In June, 2018, Council approved the Practice Assessment of Competence at Entry (PACE) program as the structured practical training program requirement for all pharmacist applicants.

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

2. August 2018, OCP revised the Declaration of Good Character for all applicants applying for a certificate of registration. Changes included clarification to the instruction page and questions and added a question addressing academic or other misconduct in a post-secondary institution that led to suspension, being expelled, put on probation, or any other formal penalty.

<http://www.ocpinfo.com/library/forms/download/Declaration%20of%20Good%20Character.pdf>

3. April 2018, the IPG program launched the blended program delivery model to better meet learner needs and program outcomes/goals. This program combines the best of both classroom and online learning and offers an updated curriculum that reflects the clinical role of pharmacists in Canada, and emerging trends in the profession.

<http://cpd.pharmacy.utoronto.ca/programs/ipgcanada.html>

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

1. The approved model ensures opportunity for efficient access to registration when practice competence is demonstrated, and individualized development for applicants when performance gaps are identified. Embeds principles of fairness and objectivity while allowing for assessment of candidate knowledge, skills and abilities

2. Questions are written in plain English and easier to understand. Reduces the number of incorrect responses and calls to OCP staff for clarification.

3. The innovative program delivery model is better able to meet learner needs and program outcomes/goals. The

program grades are more predictive of the applicants' ability to meet the entry to practice requirement.

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

1. Embeds principles of fairness and objectivity while allowing for assessment of candidate knowledge, skills and abilities
2. Reduces the number of incorrect responses and calls to OCP staff for clarification.
3. The innovative program delivery model is better able to meet learner needs and program outcomes/goals. The program grades are more predictive of the applicants' ability to meet the entry to practice requirement.

b) Assessment of qualifications

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

No changes this year

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

No changes this year

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

No changes this year

c) Provision of timely decisions, responses, and reasons

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

No changes this year

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

No changes this year

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

No changes this year

d) Fees

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

1. Council approved fee increases to adequately fund the College's activities to fulfill its public-protection mandate and fiduciary responsibilities. Council subsequently approved the bylaw amendments, including the fee changes for 2019, which will be effective January 1, 2019. The fee increases will affect all members.

<http://www.ocpinfo.com/library/other/download/schedule-of-fees-2019.pdf>

2. Pharmacy Examining Board of Canada made an adjustment to fees which are in-line with changes to processes.

- Document Evaluation: \$650

- Pharmacist Evaluating Examination: \$600
- Pharmacist Qualifying Examination Part I (MCQ) – computer: \$775
- Pharmacist Qualifying Examination Part II (OSCE): \$1750

https://www.pebc.ca/index.php/ci_id/3134/la_id/1.htm

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

1. College's objects are aimed at promoting quality pharmacy practice and assuring the public that pharmacies and pharmacy professionals provide safe pharmacy care. The fee increases will affect all members.
2. Adjustments to fees are in line with the changes to processes. The new fees are applicable to all applicants.

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

1. Fee increases adequately fund the College's activities to fulfill its public-protection mandate and fiduciary responsibilities. The College continues to develop new strategies and initiatives focused on promoting and supporting quality and safe pharmacy practice and on addressing current and emerging pharmacy regulatory priorities. The increased focus on patient safety, data and quality outcomes, patient education and public engagement, pharmacy strategies and associated initiatives. The fee increases will affect all members.
2. Adjustments to fees are in line with the changes to processes. The new fees are applicable to all applicants.

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. Registration Committee approved a revision to the 'Policy on Student Registration for International Pharmacy Graduates Who Pass the PEBC Qualifying Exam for Pharmacists on the First Attempt': Students who successfully complete PACE on their initial assessment or second assessment will be allowed to continue their registration process, without a referral to a panel of the Registration Committee for consideration of any additional education and/or training. <http://www.ocpinfo.com/registration/res-policies/first-attempt-pass-international/>
2. Registration Committee approved the 'Practice Assessment of Competence at Entry (PACE) for Pharmacist Applicants' policy that defines the PACE process for pharmacist applicants. The policy also outlines the process for applicants who need three or more assessments to successfully complete PACE, including a referral to a panel of the Registration Committee for consideration of additional education and/or training to address gaps identified on previous PACE assessments and a \$1000 fee for Applicants required to undertake PACE a third and/or subsequent times. <http://www.ocpinfo.com/registration/res-policies/pace-competence-entry-pharmacist-applicants/>
3. Council approved the Practice Assessment of Competence at Entry (PACE) program as the structured practical training program requirement for pharmacist applicants noted in General Regulation 202/94 under the

Pharmacy Act s. 6.(1) 3 and s.13(1) 2. <http://www.ocpinfo.com/registration/res-policies/reg-resolutions/>

4. Council approved fee increases to adequately fund the College's activities to fulfill its public-protection mandate and fiduciary responsibilities. Council subsequently approved the bylaw amendments, including the fee changes for 2019, which will be effective January 1, 2019. The fee increases will affect all members. <http://www.ocpinfo.com/library/other/download/schedule-of-fees-2019.pdf>

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

1. Students who successfully complete PACE on their initial assessment or second assessment will be allowed to continue their registration process without a referral to a panel of the Registration Committee for consideration of any additional education and/or training. This policy eliminates unnecessary regulatory burden and time delay.
2. To address the gaps identified during previous assessments, panels of the Registration Committee will consider the assessment results along with submissions from the applicant when determining what additional education and/or training is required. Applicants must complete requirements ordered by the panels of the Registration Committee before reattempting PACE. The reassessment fee will help reinforce adequate preparation before subsequent PACE attempts.
3. The PACE model was confirmed as accomplishing its goals and therefore suggests strong support as a fair and valid structured practical training program requirement for pharmacist applicants.
4. Allows the College to continue to develop new strategies and initiatives focused on promoting and supporting quality and safe pharmacy practice and on addressing current and emerging pharmacy regulatory priorities. The increased focus on patient safety, data and quality outcomes, patient education and public engagement, pharmacy strategies and associated initiatives. The fee increases will affect all members.

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

1. The College recognizes successful completion of PACE on the initial assessment or second assessment along with passing the PEBC Qualifying Exam on the first attempt as a demonstration of a current level of practice competence.
2. Feedback from the PACE assessments provide panels of the Registration Committee with the objective evidence upon which it can determine what additional education and/or training is required to address the specific gaps in entry-to-practice competencies. This approach further strengthens and supports transparent, objective, impartial and fair decision-making by panels of the Registration Committee.
3. College's objects are aimed at promoting quality pharmacy practice and assuring the public that pharmacies and pharmacy professionals provide safe pharmacy care. An evaluation, of the PACE model confirms it is accomplishing its goals and therefore suggests strong support for the continuation of PACE as the structured practical training program requirement for pharmacist applicants.
4. Allows the College to continue to develop new strategies and initiatives focused on promoting and supporting quality and safe pharmacy practice and on addressing current and emerging pharmacy regulatory priorities. The increased focus on patient safety, data and quality outcomes, patient education and public engagement, pharmacy strategies and associated initiatives.

g) Resources for applicants

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

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.

Council members, seven of whom sit on Registration Committee and senior staff participated in an interactive governance training workshop: The Advanced Concepts in Regulatory Governance workshop was delivered by the Council on Licensure Enforcement and Regulation (CLEAR).

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

Ensures the College has individuals who are engaged in the process and understand their responsibilities and the role and mandate of the College.

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

Ensures the College has individuals who are engaged in the process and understand their responsibilities and the role and mandate of the College. Having suitable and skilled committee members can also help avoid reputational harm to the College and to the individual.

k) Mutual recognition agreements

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

No changes this year

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

No changes this year

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

No changes this year

I) Other (include as many items as applicable)

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

Staff developed the PACE Assessor Recalibration (PAR) program. The online recalibration training enhances interater reliability across all assessors and provides an opportunity for them to practice their judgement skills and work with the Ontario Pharmacy Patient Care Assessment Tool (OPPCAT) on a yearly basis.

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

Maintaining assessor skills is critical to ensuring that reliable and valid ratings are made of candidate performance.

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

The online recalibration training enhances interater reliability across all assessors and provides an opportunity for them to practice their judgement skills and work with the Ontario Pharmacy Patient Care Assessment Tool (OPPCAT) on a yearly basis.

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

No changes this year

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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 Member Applications at 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	383
Female	542
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	6977
Female	9674
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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
347	84	45	India 144	54	925
			Egypt 78		
			U.K. 47		
			Pakistan 13		
			Iran 12		
			Jordan 12		
			Australia 10		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Bangladesh 9		
			Iraq 8		
			Philippines 7		
			Lebanon 6		
			Korea 6		
			Jamaica 5		
			Nigeria 5		
			United Arab Emirates 5		
			Poland 4		
			Syrian Arab Republic 3		
			Afghanistan 2		
			Ireland 2		
			S. Africa 2		
			Sudan 2		
			Sweden 2		
			Armenia 1		
			China 1		
			Libyan Arab Jamahiriya 1		
			Macedonia, The Former Yugoslav 1		
			Malaysia 1		
			Portugal 1		
			Russia 1		
			Slovakia 1		
			Spain 1		
			Trinidad 1		
			Ukraine 1		
			Total 395		

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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
408	67	36	India 134 Egypt 112 U.K. 54	0	958

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Pakistan 21		
			Iran 16		
			Australia 12		
			Iraq 12		
			Jordan 12		
			Philippines 10		
			Bangladesh 9		
			Korea 7		
			Lebanon 6		
			Nigeria 6		
			United Arab Emirates 6		
			Syrian Arab Republic 4		
			Jamaica 3		
			Trinidad 3		
			Brazil 2		
			Russia 2		
			Ukraine 2		
			Algeria 1		
			China 1		
			Hungary 1		
			Ireland 1		
			Israel 1		
			Italy 1		
			Kenya 1		
			Macedonia, The Former Yugoslav 1		
			New Zealand 1		
			Palestinian Territory, Occupied 1		
			Poland 1		
			Qatar 1		
			S. Africa 1		
			Spain 1		
			Total 447		

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 education¹ in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Egypt 1991		
			India 1299		
			U.K. 723		
			Philippines 312		
			Pakistan 289		
			Iran 280		
			Jordan 169		
			Nigeria 114		
			Iraq 110		
			S. Africa 105		
			Macedonia, The Former Yugoslav 88		
			Australia 87		
			Korea 85		
			Bangladesh 84		
			Syrian Arab Republic 68		
			China 63		
			Poland 55		
			Romania 49		
			Jamaica 45		
			Russia 44		
			Taiwan, Province Of China 44		
7096	1770	1091	Viet Nam 44	0	16651
			Ukraine 40		
			Lebanon 39		
			United Arab Emirates 25		
			Scotland 21		
			Hungary 20		
			Brazil 19		
			Ghana 18		
			Israel 18		
			Italy 17		
			Japan 15		
			S Arabia 15		
			Sudan 15		
			Turkey 14		
			Argentina 13		
			Ethiopia 13		
			Germany 12		
			Trinidad 11		
			Albania 10		
			Cuba 10		
			France 10		
			Ireland 9		
			Palestinian Territory, Occupied 9		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Algeria 8		
			Kenya 8		
			Czech Republic 7		
			Libyan Arab Jamahiriya 7		
			Tanzania, United Republic Of 7		
			Belgium 6		
			Bulgaria 6		
			New Zealand 6		
			Zimbabwe 6		
			Armenia 5		
			Korea 5		
			Nepal 5		
			Slovakia 5		
			Thailand 5		
			Croatia 4		
			Kazakhstan 4		
			Malaysia 4		
			Serbia 4		
			Yemen 4		
			Azerbaijan 3		
			Eritrea 3		
			Indonesia 3		
			Peru 3		
			Singapore 3		
			Tunisia 3		
			Venezuela 3		
			Belarus 2		
			Bosnia And Herzegovina 2		
			Chile 2		
			Colombia 2		
			Greece 2		
			Lithuania 2		
			Malta 2		
			Moldova, Republic Of 2		
			Portugal 2		
			Qatar 2		
			Serbia 2		
			Spain 2		
			Switzerland 2		
			Afghanistan 1		
			Austria 1		
			Costa Rica 1		
			Ecuador 1		
			Gambia 1		

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
			Guyana 1		
			Haiti 1		
			Kuwait 1		
			Kyrgyzstan 1		
			Mauritius 1		
			Mexico 1		
			Norway 1		
			Oman 1		
			Puerto Rico 1		
			Sierra Leone 1		
			Slovenia 1		
			Sweden 1		
			Uganda 1		
			Uzbekistan 1		
			Zaire 1		
			Total 6694		

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 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	347	84	45	395	54	925
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	1236	177	98	662	131	2304
Inactive applicants (applicants who had no contact with your organization in the reporting year)	15	19	5	14	0	53
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	408	67	36	447	0	958
Applicants who were authorized to receive an alternative class of licence³ but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence³	395	29	34	123	0	581

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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¹ An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

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 align="center">Description (a)</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 passed the PEBC Qualifying Examination on their first attempt 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.</p> <p>They must also remain enrolled and engage in their education program.</p>
b)	Pharmacy Intern	<p align="center">Description (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</p>

		pharmacist (who is physically present in an accredited pharmacy). They may not delegate any of the controlled acts.
c)	Pharmacist	Description (c)
		<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 a student or an intern. Please note, the SPT requirement is considered met if an applicant has graduated from a PharmD program in Ontario.</p>

Additional comments:

i) Reviews and appeals processed

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

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

from January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	7	4	3	104	0	118
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:

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	123
Staff involved in appeals process	4
Staff involved in registration process	14

Additional comments:

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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:

2019/02/28

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