



Fair Registration Practices Report 2020

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

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

Guidelines for this report are available to download as a .pdf on the OFC website.

<https://www.fairnesscommissioner.com/en/Publications/Pages/Guidelines.aspx>

Organization: Ontario College of Pharmacists

Name of the regulated profession: Pharmacist

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Qualitative Information

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

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

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

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

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

a. Requirements for registration, including acceptable alternatives

- i) Describe any improvements / changes implemented in the last year
 1. All candidates will need to have met the education requirement before accessing the Jurisprudence Exam to allow for more critical thinking and application of jurisprudence and ethics knowledge. This change also provides fairness for all candidates to have equal access to the exam at the same point in the registration process (i.e. post education).
<https://www.ocpinfo.com/registration/registration-requirements/jp-exam/>
 2. Jurisprudence Exam moved to Computer-Based Testing with the option for online remote proctored exams in response to the COVID-19 pandemic.
<https://www.ocpinfo.com/registration/registration-requirements/jp-exam/>



3. PEBC Qualifying Exam - Taking into consideration the ongoing COVID-19 pandemic and the potential need for social distancing, the PEBC Board of Directors approved the use of remote proctoring as an additional examination delivery modality for the 2020 administrations of the Pharmacist Evaluating Examination, Pharmacist Qualifying Examination - Part I (MCQ) and Pharmacy Technician Qualifying Examination- Part I (MCQ). For 2020, candidates had a choice to take PEBC's computer-based examinations on-site at Prometric test centres or via their remote proctoring platform. At the October PEBC Mid-Year Board Meeting, the Board of Directors approved the continued use of remote proctoring for PEBC's computer-based, multiple choice examinations until February 2022.
<https://pebc.ca/remote-proctoring/>
4. In response to the COVID-19 pandemic, Test of English as a Foreign Language – internet-Based Testing (“TOEFL iBT”) introduced the TOEFL-iBT Home Edition. The Home Edition provided access to the language test while the test centers were closed. Though test centers have reopened, the Home Edition is a convenient option available to students who may not want to attend the language test at a test center. Students are monitored online with a human proctor. TOEFL maintains “the test is identical in content, format and on-screen experience to a test taken at a test center”. The exam is available 24 hours a day, four days a week.
<https://www.ets.org/s/cv/toefl/at-home/>

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

1. All candidates need to have met the education requirement before accessing the exam to allow for more critical thinking and application of jurisprudence and ethics knowledge. This change also provides fairness for all candidates to have equal access to the exam at the same point in the registration process (i.e. post education).
2. The move to computer-based testing and the online remote proctored exams provided increased accessibility and flexibility as the exam is scheduled over the entire day allowing applicants to plan the exam around their schedule.
3. PEBC - Remote proctoring provides increased accessibility and flexibility.
4. TOEFL-iBT Home Edition- Increased accessibility and flexibility as the exam is scheduled over the entire day allowing applicants to plan the exam around their schedule.



- iii) Describe the impact of the improvements/changes on your organization
1. This change also provides fairness for all candidates to have equal access to the exam at the same point in the registration process (i.e. post education).
 2. Exam administration moved to an external vendor who has the expertise and technology to administer the exam online with trained and approved proctors; improved security (avoid mailing/shipping exams, reduce hand-offs (printer, courier, sites,... etc); more control and processes over proctors who are trained and vetted
 3. PEBC - remote proctoring provides increased accessibility and flexibility.
 4. TOEFL iBT Home Edition - provides increased accessibility and flexibility.

b. Assessment of qualifications

- i) Describe any improvements/changes implemented in the last year
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 - 2 Jurisprudence Exam moved to Computer-Based Testing with the option for online remote proctored exams in response to the COVID-19 pandemic.
<https://www.ocpinfo.com/registration/registration-requirements/jp-exam/>
 - 3 PEBC Qualifying Exam - Taking into consideration the ongoing COVID-19 pandemic and the potential need for social distancing, the PEBC Board of Directors approved the use of remote proctoring as an additional examination delivery modality for the 2020 administrations of the Pharmacist Evaluating Examination, Pharmacist Qualifying Examination - Part I (MCQ) and Pharmacy Technician Qualifying Examination- Part I (MCQ). For 2020, candidates had a choice to take PEBC's computer-based examinations on-site at Prometric test centres or via their remote proctoring platform. At the October PEBC Mid-Year Board Meeting, the Board of



Directors approved the continued use of remote proctoring for PEBC's computer-based, multiple choice examinations until February 2022.

<https://pebc.ca/remote-proctoring/>

- 4 In response to the COVID-19 Pandemic, Test of English as a Foreign Language – internet-Based Testing (“TOEFL iBT”) introduced the TOEFL-iBT Home Edition. The Home Edition provided access to the language test while the test centers were closed. Though test centers have reopened, the Home Edition is a convenient option available to students who may not want to attend the language test at a test center. Students are monitored online with a human proctor. TOEFL maintains “the test is identical in content, format and on-screen experience to a test taken at a test center”. The exam is available 24 hours a day, four days a week.

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offs (printer, courier, sites,... etc); more control and processes over proctors who are trained and vetted

3. PEBC remote proctoring provides increased accessibility and flexibility.
4. TOEFL iBT Home Edition provides increased accessibility and flexibility.

c. Provision of timely decisions, responses, and reasons

- i) Describe any improvements/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change

d. Fees

- i) Describe any improvements/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change

e. Timelines

- i) Describe any improvements/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change

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

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

On March 23, 2020 Board (Council) ratified By-Law No. 6. The new By-Law relates to Board composition, competencies, and selection as well as the composition of statutory committees, which are operationalized in the By-Law. The new By-Law is reflective of governance best practices and will strengthen the ability of the Board to provide oversight that is transparently aligned with the mandate of OCP to serve and protect the public interest. As well, relevant



nomenclature will be updated so that Council is now referred to as the Board of Directors, President and Vice President are now referred to as Chair and Vice Chair respectively, and members are now referred to as registrants. By-Law No. 6 also incorporates annual fee increases tied to the published consumer price index starting in 2021.

<https://www.ocpinfo.com/regulations-standards/>

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

The new By-Law is reflective of governance best practices and will strengthen the ability of the Board to provide oversight that is transparently aligned with the mandate of OCP to serve and protect the public interest.

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

The new By-Law is reflective of governance best practices and will strengthen the ability of the Board to provide oversight that is transparently aligned with the mandate of OCP to serve and protect the public interest.

g. Resource for applicants

- i) Describe any improvements/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change

h. Review or appeal processes

- i) Describe any improvements/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change

i. Access to applicants' records

- i) Describe any improvement/changes implemented in the last year
- ii) Describe the impact of the improvements/changes on applicants
- iii) Describe the impact of the improvements/changes on your organization

No change



j. Training and resources for registration staff, Council, and committee members

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

Staff participated in a one-day virtual training session on handling difficult interactions over the phone.

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

Staff provided with specific strategies for dealing with applicants and registrants over the phone who are in a heightened emotional state. Staff also learned over-the-phone techniques for de-escalating anger, for resolving conflict, and for communicating effectively.

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

Staff is equipped with tools and techniques to improve interactions with applicants and registrants.

k. Mutual recognition agreements

- i) Describe any improvements/changes implemented in the last year
ii) Describe the impact of the improvements/changes on applicants
iii) Describe the impact of the improvements/changes on your organization

No Change

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

- i) Describe any improvements/changes implemented in the last year
ii) Describe the impact of the improvements/changes on applicants
iii) Describe the impact of the improvements/changes on your organization

No Change

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

On November 19, 2020, the Board approved proposed changes to General Regulation 202/94 under the Pharmacy Act, 1991 (Appendix 1, 2 and 3) to allow for



emergency assignment registration certificates for pharmacists and pharmacy technicians.

With the sustained and growing pressures on the workforce, compounded with the second wave of the pandemic, the College started work early in the fall on a regulatory response to proactively address a surge in demand, not only for the current emergency, but for future emergencies as well.

The examinations that would enable pharmacy graduates to register with the College as fully licensed pharmacists were either cancelled or scaled back in capacity in May and again in November due to public health restrictions. This has subsequently created a backlog of graduates waiting to complete the examination.

Although graduates remain able to practice to their full scope under the supervision of a physically present pharmacist as they wait to complete this non-exemptible registration requirement, they remain unable to practice independently as pharmacists which may limit their ability to be fully utilized in support of the broader health system response to any emergency such as a pandemic.

To be eligible for an Emergency Assignment Certificate, applicants (never registered in Canada or the US) must have met the education requirement within two years of submitting their application.

EA Pharmacist would be subject to supervision (as defined in College guidelines) as well as the allowance for the Registrar to revoke a certificate, in order to satisfy the College’s mandate to ensure safe quality care for patients.

<https://www.ocpinfo.com/registration/emergency-assignment-registration/>

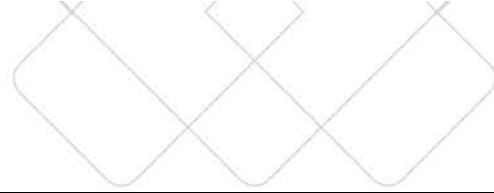
Quantitative Information

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

a. Languages

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

Language	Yes/No
English	Yes



French	Yes
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Other (please specify):

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 registrantservices@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 applications

Indicate the number of applicants in each category as applicable

Gender	Number of applicants
Male	232
Female	346
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	7072
Female	9833
None of the above	1

Additional Comments:

For the following sections d,e & f, the OFC recognizes that the term initial education infers that applicants may receive their education in multiple jurisdictions.

For the purpose of these questions, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.



d. Jurisdiction where applicants obtained their initial education

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

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
234	60	48	219	17	578
			India 75		
			Egypt 48		
			United Kingdom 23		
			Iran 7		
			Jordan 7		
			Lebanon 7		
			Pakistan 6		
			Bangladesh 5		
			Syria 5		
			Australia 4		
			Iraq 3		
			Jamaica 3		
			Phillipines 3		
			Sudan 3		
			Ghana 2		
			Nigeria 2		
			Saudi Arabia 2		
			South Korea 2		
			Trinidad & Tobago 2		
			United Arab Emirates 2		
			Greece 1		
			Nepal 1		
			Palestine 1		
			Romania 1		
			Russia 1		
			Serbia 1		
			Uzbekistan 1		
			Yugoslavia 1		

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 in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
76	48	17	273	0	414
			India 92		
			Egypt 54		
			United Kingdom 36		
			Iran 13		
			Jordan 13		
			Pakistan 11		
			Jamaica 6		
			Philippines 6		
			Nigeria 5		
			Syria 5		
			Bangladesh 5		
			Australia 3		
			Iraq 3		
			China 2		
			Ghana 2		
			Lebanon 2		
			Russia 2		
			South Korea 2		
			Sudan 2		
			Yugoslavia 2		
			Brazil 1		
			Ethiopia 1		
			France 1		
			Ireland 1		
			Poland 1		
			Trinidad & Tobago 1		
			United Arab Emirates 1		

Additional comments:

f. Jurisdiction where members were initially trained

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



Ontario	Other Canadian Provinces	USA	Other International (list countries and # of applicants)	Unknown	Total
7079	1685	1080	7061	1	16960
			Egypt 2057		
			India 1480		
			United Kingdom 772		
			Philippines 316		
			Pakistan 316		
			Iran 296		
			Jordan 193		
			Nigeria 122		
			Iraq 118		
			South Africa 98		
			Bangladesh 98		
			Australia 93		
			South Korea 90		
			Syria 77		
			Yugoslavia 59		
			China 56		
			Jamaica 55		
			Poland 55		
			Russia 46		
			Romania 45		
			Lebanon 43		
			Ukraine 40		
			Taiwan 36		
			Vietnam 29		
			United Arab Emirates 28		
			Israel 24		
			Bosnia & Herzegovina 20		
			Brazil 20		
			Ghana 19		
			Hungary 18		
			Sudan 18		
			Italy 17		
			Japan 16		
			Saudi Arabia 14		
			Turkey 14		
			Argentina 13		
			Ethiopia 12		
			Germany 12		
			Trinidad and Tobago 11		
			Albania 10		
			Czech Republic 9		



			Ireland	9		
			Cuba	9		
			Kenya	8		
			Libya	8		
			Bulgaria	7		
			France	7		
			Macedonia	7		
			Tanzania	7		
			Algeria	6		
			Armenia	6		
			New Zealand	6		
			Zimbabwe	6		
			Belgium	5		
			Korea	5		
			Malaysia	5		
			Nepal	5		
			Serbia	5		
			Thailand	5		
			Kazakhstan	4		
			Northern Ireland	4		
			Yemen	4		
			Eritrea	3		
			Indonesia	3		
			Peru	3		
			Portugal	3		
			Singapore	3		
			Slovakia	3		
			Sweden	3		
			Tunisia	3		
			Venezuela	3		
			Azerbaijan	2		
			Belarus	2		
			Chile	2		
			Colombia	2		
			Croatia	2		
			Greece	2		
			Lithuania	2		
			Malta	2		
			Moldova	2		
			Palestine, State of	2		
			Qatar	2		
			Spain	2		
			Switzerland	2		
			Afghanistan	1		
			Austria	1		
			Ecuador	1		
			Georgia	1		
			Guyana	1		



			Haiti	1		
			Kuwait	1		
			Kyrgyzstan	1		
			Mauritius	1		
			Mexico	1		
			Norway	1		
			Oman	1		
			Puerto Rico	1		
			Sierra Leone	1		
			Slovenia	1		
			Uganda	1		
			Uzbekistan	1		
			Zaire	1		

g. Application processed

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

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	234	60	48	219	17	578
Applicant actively pursuing licensing. Those who had some contact with your organization in the reporting year	225	46	45	152	0	468
Inactive applicants. Those who had no contact with your organization in the reporting year.	50	19	5	43	1	118
Applicants who met all requirements and were authorized to become members <u>but</u>	0	0	0	0	0	0



did not become members						
Applicants who became fully registered members	76	48	17	273	0	414
Applicants who were authorized to receive an alternative licence but were not issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence*	215	29	40	47	0	465

- An alternative class of licence enables it holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

h. Classes of certificate/licence

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

#	Certification	Description
1	Registered Pharmacy Student	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 (CCAPP, 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



		<p>registration. 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>
2	Pharmacy Intern	<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. 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>
3	Pharmacist	<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</p>



		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.
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Additional comments:

i. Reviews and appeals processed

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

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applicants that were subject to an internal review or that were referred to a statutory committee of your governing council, such as Registration Committee	10	4	14	41	0	69
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
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Additional comments:

j. Paid Staff

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

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

Category	Number of staff
Total number of staff employed by the regulatory body	144
Number of staff involved in the appeals process	5
Number of staff involved in the registration process	13.5

Additional comments:

Submission

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

Nancy Lum-Wilson

Title:

CEO and Registrar

Date:

2021/03/29