

Fair Registration Practices Report

Pharmacists (2017)

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. On January 18, 2017, The College launched the Practice Assessment of Competence at Entry (PACE) for registered pharmacy students. PACE is the training requirement replacing Structured Practical Training Studentship and Internship for those not enrolled in a CCAPP or ACPE pharmacy degree program.

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

2. International Pharmacy Graduate Program has undergone a program renewal. A new single-streamed blended IPG program will be launched. 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. Students can practice in a pharmacy setting where they are assessed by a College trained and appointed assessor over a two or three week period. Results provided to the student may identify performance gaps. Registration Program staff will support students in creating an individualized development program to prepare for a reassessment.

Upon completion of PACE, the applicant is referred to a panel of the Registration Committee (Panel). The Panel considers the assessment results along with any other submissions from the applicant when determining if additional education and/or training is required, to be eligible for the next level of registration.

2. IPG has revised the program content with online resources. The innovative program delivery model is better able to meet learner needs and program outcomes/goals.

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

PACE results strengthen the objective evidence upon which panels determine whether any additional education and/or training is required to address any 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.

2. Course content is mapped to the NAPRA Entry-to-Practice Competencies. All courses better reflect professional expectations and scope of practice

b) Assessment of qualifications

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

PEBC has transitioned the Pharmacist Qualifying Examination Part I (MCQ) to a computer-based format effective November 2017, providing candidates with greater access to the exam. The exam has changed from a two-day exam to a single day that is offered over multiple days, up to three times per day at up to 17 sites across Canada.

http://www.pebc.ca/index.php/ci_id/3142/la_id/1.htm

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

The online format provides candidates with greater access to the exam. This offering has significantly improved candidates' ability to schedule the exam at a date, time and location of their choosing.

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

The move to computer-based testing also provided PEBC with opportunities for further improvements to exam security through the enhanced screening and proctoring of candidates at the test centres as well as a means to utilize different methods in the administration of the exam to minimize breaches of exam content.

In the future, computer-based testing will allow for the incorporation of innovative item types beyond the standard multiple choice questions, which is expected to further strengthen the assessment of candidates at entry-to-practice.

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.

In 2017, The Pharmacy Examining Board of Canada needed to make adjustments to their fees which are in line with the changes to their processes.

Document Evaluation: \$600

Pharmacist Evaluating Examination: \$535

Pharmacist Qualifying Examination Part I (MCQ) – computer: \$675

Pharmacist Qualifying Examination Part II (OSCE): \$1575

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

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

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.

Adjustments to fees are in line with the changes to processes. The new fees are applicable to all applicants and ensure the sustainability of the exams.

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. In July 2017, The Registration Committee approves the recommendation for an acceptable policy background check. Police Background Checks will be required for all applicants at entry-to-practice. The College will accept a Police Information Check (PIC) which can be obtained at the applicant's local police station or an Enhanced Police Information Check (E-PIC) available online through a 3rd party service provider. The checks will be valid if completed within six months of submitting a certificate of registration any class.

2. Beginning 2017 everyone submitting an application for registration as a student, intern and pharmacist must declare they have read and understood the Code of Ethics by signing a "Declaration of Commitment"

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

1. Both the PIC and E-PIC are easily accessible. The PIC is available within 10 business days while the E-PIC can be available the next business day
2. Improved practice with greater awareness of their professional role and commitment as a healthcare professional. Members are confirming they understand the ethical principals and standards which guide the practice of pharmacists and pharmacy technicians in fulfilling the College's mandate to serve and protect the public by putting patients first.

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

1. The police background check provides information that supports the College's assessment of applicant character and conduct at entry-to-practice. As well, the checks uphold the College's mandate to protect the public. An environmental scan showed police background checks are required by many health regulatory authorities across the country.
2. Upholds the College's mandate to serve and protect the public. Improves practice with greater awareness of the member's professional role and commitment as a healthcare professional.

g) Resources for applicants

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

1. The PDR Catalogue is a central list of educational and remedial resources identified by the College as learning vehicles to support applicants and members in their development and to address gaps in competency for applicants and members requiring remediation. The Catalogue organizes resources according to the competencies they address. It is designed such that by selecting the competency gap needing to be addressed, resources that address that gap can be identified or located.
2. The final ethics module – Principle of Accountability - (learning resource for the new Code of Ethics) is now available on the College's website. http://www.ocpinfo.com/extra/OCP_Accountability/story.html
- 3.. A Framework for Ethical Decision Making (for applying Code of Ethics) Designed to enhance objectivity and consistency. http://www.ocpinfo.com/library/pharmacy-connection/download/OCP_PharmacyConnection_Spring2017_Ethical_Decision_Making.pdf

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

1. PDR reference catalogue contains resources for staff to share with applicants requiring development for a PACE reassessment
2. The Principle of Accountability is the final learning module which will help prepare Applicants to fulfill their ethical and legal obligations in practice.
3. Designed to enhance objectivity and consistency, the Framework for Ethical Decision-Making provides a systematic thought-provoking process to guide decision-making and document decisions made in practice that support our commitment to serve and protect our patients' best interests.

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

1. The PDR Catalogue is an additional resource available to Registration Committee Panel members when determining if additional education or training is required to meet the entry to practice competencies.

The PDR Catalogue enables transparency and access to all resources among OCP staff and Committees. It also eliminates duplication of effort so that each department will not need to maintain separate lists.

2. 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. Supports the College's continued commitment to serve and protect our patients' best interests.

3. The Framework for Ethical Decisions Making supports the College's continued commitment to serve and protect our patients' best interests.

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.

The PDR Catalogue is a central list of educational and remedial resources identified by the College as learning vehicles to support applicants and members in their development and to address gaps in competency for applicants and members requiring remediation.

The Catalogue organizes resources according to the competencies they address. It is designed such that by selecting the competency gap needing to be addressed, resources that address that gap can be identified or located.

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

PDR reference catalogue contains resources for staff to share with applicants requiring development for a PACE reassessment

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

The PDR Catalogue is an additional resource available to Registration Committee Panel members when determining if additional education or training is required to meet the entry to practice competencies.

The PDR Catalogue enables transparency and access to all resources among OCP staff and Committees. It also eliminates duplication of effort so that each department will not need to maintain separate lists.

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.

1. Council approves a more robust application process for the appointment Non-Council Committee Members

<http://www.ocpinfo.com/about/council/nccm/>

2. College restructuring: realigning some of the structures within the organization, in order to better match the skills of our people with the work that they do to further build organizational capacity which will help advance our mandate.

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

1. The process will allow for the necessary diversity of perspectives and skills. It ensures the College has high-quality individuals who are engaged in the process and understand the role and mandate of the College.
2. Staff is better positioned to respond to the needs of applicants and members.

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

1. The process will allow for the necessary diversity of perspectives and skills. It ensures the College has high-quality individuals who are engaged in the process and understand 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.
2. Staff is better positioned to respond to the needs of applicants, members, and external stakeholders while furthering the College's mandate to serve and protect the public

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

The College has updated its Registration Regulation to support practice evolution and change. To the extent possible, the updated regulation is high level rather than specific. Standards, policies and guidelines will be utilized to address issues as needed.

Priorities, based on 5 years experience with the current regulation include:

- Addition of an intern class of registration for Pharmacy Technicians
- Elimination of a student class of registration for Pharmacists (relying on provisions in the Regulated Health Professions Act to allow students to practice)
- Extending the two-part Register to all members
- Adding a requirement that members maintain language proficiency in English or French within ongoing terms, conditions, and limitations on all certificates

Council has approved the updated registration regulation, and it will be forwarded to the Ministry in early 2018.

Police background checks are also being added as a registration requirement; however, this requirement will be outlined in policy rather than in the regulations.

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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 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 | 366 |
| Female | 631 |
| 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 | 6774 |
| Female | 9329 |
| 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 |
|----------------|---------------------------------|------------|----------------------------|----------------|--------------|
| | | | India 135 | | |
| | | | Egypt 78 | | |
| | | | U.K. 38 | | |
| | | | Iran 16 | | |
| | | | Jordan 16 | | |
| | | | Pakistan 13 | | |
| | | | Australia 11 | | |
| | | | Korea 8 | | |
| | | | Bangladesh 7 | | |
| | | | Iraq 7 | | |
| | | | Nigeria 7 | | |
| | | | Lebanon 6 | | |
| 341 | 84 | 45 | | 46 | 897 |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|------------------------|---------|-------|
| | | | Philippines 5 | | |
| | | | United Arab Emirates 5 | | |
| | | | Syrian Arab Republic 4 | | |
| | | | Turkey 3 | | |
| | | | China 2 | | |
| | | | Israel 2 | | |
| | | | Italy 2 | | |
| | | | Jamaica 2 | | |
| | | | New Zealand 2 | | |
| | | | Algeria 1 | | |
| | | | Brazil 1 | | |
| | | | Ghana 1 | | |
| | | | Ireland 1 | | |
| | | | Kazakhstan 1 | | |
| | | | Nepal 1 | | |
| | | | Poland 1 | | |
| | | | Qatar 1 | | |
| | | | Russia 1 | | |
| | | | S Arabia 1 | | |
| | | | S. Africa 1 | | |
| | | | Ukraine 1 | | |
| | | | Total 381 | | |

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 |
|---------|--------------------------|-----|---------------------|---------|-------|
| | | | India 148 | | |
| | | | Egypt 111 | | |
| | | | U.K. 49 | | |
| | | | Iran 21 | | |
| 283 | 52 | 23 | Bangladesh 15 | 0 | 798 |
| | | | Jordan 11 | | |
| | | | Australia 10 | | |
| | | | Pakistan 10 | | |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|-----------------------------------|---------|-------|
| | | | Iraq 8 | | |
| | | | Philippines 7 | | |
| | | | Nigeria 6 | | |
| | | | S. Africa 4 | | |
| | | | Jamaica 3 | | |
| | | | Korea 3 | | |
| | | | Sudan 3 | | |
| | | | Syrian Arab Republic 3 | | |
| | | | Ukraine 3 | | |
| | | | United Arab Emirates 3 | | |
| | | | China 2 | | |
| | | | Lebanon 2 | | |
| | | | Nepal 2 | | |
| | | | Romania 2 | | |
| | | | Russia 2 | | |
| | | | Albania 1 | | |
| | | | Armenia 1 | | |
| | | | Czech Republic 1 | | |
| | | | Ghana 1 | | |
| | | | Palestinian Territory, Occupied 1 | | |
| | | | Portugal 1 | | |
| | | | Trinidad 1 | | |
| | | | Turkey 1 | | |
| | | | Viet Nam 1 | | |
| | | | Yemen 1 | | |
| | | | Macedonia, The Former Yugoslav 1 | | |
| | | | Zaire 1 | | |
| | | | Total 440 | | |

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 |
|---------|--------------------------|------|--------------------------|---------|-------|
| 6898 | 1786 | 1069 | Egypt 1900 India 1178 | 0 | 16103 |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|-----------------------------------|---------|-------|
| | | | U.K. 688 | | |
| | | | Philippines 308 | | |
| | | | Pakistan 269 | | |
| | | | Iran 264 | | |
| | | | Jordan 158 | | |
| | | | Nigeria 110 | | |
| | | | S. Africa 109 | | |
| | | | Iraq 98 | | |
| | | | Macedonia, The Former Yugoslav 80 | | |
| | | | Korea 80 | | |
| | | | Australia 76 | | |
| | | | Bangladesh 76 | | |
| | | | Syrian Arab Republic 65 | | |
| | | | China 64 | | |
| | | | Poland 58 | | |
| | | | Romania 50 | | |
| | | | Viet Nam 49 | | |
| | | | Taiwan, Province Of China 46 | | |
| | | | Jamaica 42 | | |
| | | | Russia 42 | | |
| | | | Ukraine 38 | | |
| | | | Lebanon 35 | | |
| | | | Scotland 21 | | |
| | | | Hungary 20 | | |
| | | | United Arab Emirates 19 | | |
| | | | Ghana 18 | | |
| | | | Israel 18 | | |
| | | | Italy 18 | | |
| | | | Brazil 17 | | |
| | | | Japan 17 | | |
| | | | S Arabia 15 | | |
| | | | Sudan 15 | | |
| | | | Turkey 14 | | |
| | | | Argentina 13 | | |
| | | | Ethiopia 13 | | |
| | | | Germany 13 | | |
| | | | Albania 10 | | |
| | | | Cuba 10 | | |
| | | | France 10 | | |
| | | | Slovenia 10 | | |
| | | | Ireland 9 | | |
| | | | Palestinian Territory, Occupied 8 | | |
| | | | Trinidad 8 | | |
| | | | Algeria 7 | | |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|------------------------------|---------|-------|
| | | | Czech Republic | 7 | |
| | | | Kenya | 7 | |
| | | | Libyan Arab Jamahiriya | 7 | |
| | | | Tanzania, United Republic Of | 7 | |
| | | | Zimbabwe | 7 | |
| | | | Belgium | 6 | |
| | | | Bulgaria | 6 | |
| | | | Korea | 6 | |
| | | | Armenia | 5 | |
| | | | Nepal | 5 | |
| | | | New Zealand | 5 | |
| | | | Slovakia | 5 | |
| | | | Thailand | 5 | |
| | | | Croatia | 4 | |
| | | | Indonesia | 4 | |
| | | | Kazakhstan | 4 | |
| | | | Malaysia | 4 | |
| | | | Serbia | 4 | |
| | | | Yemen | 4 | |
| | | | Azerbaijan | 3 | |
| | | | Eritrea | 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 | |
| | | | Serbia | 2 | |
| | | | Switzerland | 2 | |
| | | | Afghanistan | 1 | |
| | | | Austria | 1 | |
| | | | Costa Rica | 1 | |
| | | | Ecuador | 1 | |
| | | | Georgia | 1 | |
| | | | Guyana | 1 | |
| | | | Haiti | 1 | |
| | | | Kuwait | 1 | |

| Ontario | Other Canadian Provinces | USA | Other International | Unknown | Total |
|---------|--------------------------|-----|---------------------|---------|-------|
| | | | Kyrgyzstan 1 | | |
| | | | Mauritius 1 | | |
| | | | Mexico 1 | | |
| | | | Norway 1 | | |
| | | | Oman 1 | | |
| | | | Puerto Rico 1 | | |
| | | | Qatar 1 | | |
| | | | Sierra Leone 1 | | |
| | | | Slovenia 1 | | |
| | | | Spain 1 | | |
| | | | Sweden 1 | | |
| | | | Uganda 1 | | |
| | | | Uzbekistan 1 | | |
| | | | Zaire 1 | | |
| | | | Total 6350 | | |

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 | 341 | 84 | 45 | 381 | 46 | 897 |
| Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year) | 1280 | 140 | 82 | 648 | 114 | 2264 |
| Inactive applicants (applicants who had no contact with your organization in the reporting year) | 32 | 71 | 42 | 192 | 64 | 401 |
| 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 | 283 | 52 | 23 | 440 | 0 | 798 |
| 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 | 338 | 22 | 45 | 205 | 0 | 610 |

| from January 1 st to December 31 st 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:

Applicant files that should have been expired in 2016 were expired in 2017.

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 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) | 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 pharmacist (who is physically present in an accredited</p> |

| | | |
|----|------------|--|
| | | pharmacy). They may not delegate any of the controlled acts. |
| | | Description (c) |
| c) | Pharmacist | 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 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 | 0 | 3 | 4 | 137 | 0 | 144 |
| 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 | 108 |
| 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:

2018/02/28

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