

# Fair Registration Practices Report

## Foresters (2015)

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 (FARPACKTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACKTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

### Index

1. Qualitative Information
2. Quantitative Information
3. Submission

### 1. Qualitative Information

<p><b>a) Requirements for registration, including acceptable alternatives</b></p> <p><b>i. Describe any improvements / changes implemented in the last year.</b></p> <p>(See Question f – change required OPFA By-law amendment)</p> <p><b>ii. Describe the impact of the improvements / changes on applicants.</b></p> <p>No changes this year</p> <p><b>iii. Describe the impact of the improvements / changes on your organization.</b></p> <p>No changes this year</p> <p><b>b) Assessment of qualifications</b></p> <p><b>i. Describe any improvements / changes implemented in the last year.</b></p> <ol style="list-style-type: none"> <li>1. The “Criteria for Relevant Experience” document was revised to improve the description of competencies to be demonstrated through experience. This action addressed recommendations for improvement contained in the 2014 Fair Registration Practices Assessment Report.</li> <li>2. A review of assessment methods for objectivity, validity and reliability was completed in 2015. The review confirmed very good reliability of current registration practices and identified one recommendation for improvement related to verifying eligibility of out-of-province mentors and sponsors (already being implemented by OPFA staff). This action addressed a recommendation for improvement contained in the 2014 Fair Registration Practices Assessment Report.</li> <li>3. In 2015, the nationally administered Credential Assessment Process (CAP) to assess required competencies of applicants increased the number of assessment panels per year from two (every six months) to four (every three months).</li> </ol> <p><b>ii. Describe the impact of the improvements / changes on applicants.</b></p> <ol style="list-style-type: none"> <li>1. Clearer, consistent direction provided to applicants (transparent).</li> <li>2. Consistent decisions provide fair, objective process for all applicants.</li> <li>3. There is more choice for the applicant on when they can access the CAP assessment, and also less wait time to be assessed for those applicants who need to move through the process quickly.</li> </ol> <p><b>iii. Describe the impact of the improvements / changes on your organization.</b></p> <ol style="list-style-type: none"> <li>1. Clearer, consistent direction provided by OPFA staff.</li> <li>2. Improved consistency and transparency of registration decisions by the Registration Committee.</li> <li>3. Assessment panels every three months serves to spread out the related workload for the Registrar throughout the year. The Registrar personally helps all CAP applicants assemble and submit their CAP portfolios.</li> </ol> <p><b>c) Provision of timely decisions, responses, and reasons</b></p> <p><b>i. Describe any improvements / changes implemented in the last year.</b></p> <p>No changes this year</p> <p><b>ii. Describe the impact of the improvements / changes on applicants.</b></p> <p>No changes this year</p> <p><b>iii. Describe the impact of the improvements / changes on your organization.</b></p> <p>No changes this year</p> <p><b>d) Fees</b></p> <p><b>i. Describe any improvements / changes implemented in the last year.</b></p> <p>No changes this year</p> <p><b>ii. Describe the impact of the improvements / changes on applicants.</b></p>
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No changes this year

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

No changes this year

e) Timelines

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

Reduced wait time associated with entry into the Credential Assessment Process for applicants that have not graduated from accredited forestry programs. In 2015, Credential Assessment panels began convening four times per year (every three months), rather than twice per year (every six months) (related to Question b – Assessment of Qualifications).

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

There is more choice for the applicant on when they can access the CAP assessment, and also less wait time to be assessed for those applicants who need to move through the process quickly.

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

Assessment panels every three months serves to spread out the related workload for the Registrar throughout the year. The Registrar personally helps all CAP applicants assemble and submit their CAP portfolios.

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

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

1. OPFA By-laws were amended in 2015 to reflect the acceptable alternatives for an applicant to meet the 2008 Certification Standards (competencies required for registration). The alternatives are graduation from an accredited forestry program in Canada, or demonstrating the same competencies through the national Credential Assessment Process (and follow-up competency gap filling, if required). The option to write all 16 exams (as per pre-2008 knowledge/subject area Certification Standard) was eliminated however, the writing of exams continues to be an acceptable means of filling identified competency gaps.
2. OPFA By-laws were amended in 2015 to reflect that character witnesses could be either members in good standing, or now also "practicing members of other professions".

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

1. By-laws and the registration (and assessment) process are consistent which increases transparency to applicants. The continued availability of exams continues to be one of several methods by which an applicant can meet the Certification Standards.
2. The by-law change expands the eligibility of potential character witnesses, a benefit for applicants.

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

1. Consistency in by-laws and registration practices allows for clear communication with applicants, and aids objectivity and reliability in registration decisions.
2. The expansion of eligible character witnesses provides consistency with the nationally administered Credential Assessment Process, that already allowed "practicing members of other professions" to act as character witnesses.

g) Resources for applicants

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

Improved documentation and wording on OPFA website provides more registration-related information for applicants. Consistency of published information is improved between various pages on the website. These changes addressed multiple recommendations for improvement from the 2014 Fair Registration Practices Assessment Report.

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

Information is more readily available to applicants, with improved consistency in the wording (if included on multiple website pages).

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

Applicant inquiries to registration staff for information are slightly reduced.

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.

Implemented annual training for Registration Committee members in April 2015. Registrar presented and discussed several registration-related information items with OPFA Council throughout the year, to improve Council understanding of the OPFA registration processes and FARPACTA fair access principles of Transparency, Objectivity, Impartiality and Fairness. Registrar attended several sessions and meetings throughout the year such as the OFC Learning Day and Ontario Regulators for Access Consortium (ORAC) meeting in which aspects of registration practices and legislative requirements were discussed. Information was shared with other registration staff.

In 2015, members of the OPFA Council and Registrar reviewed the newly launched OFC Learning Module 1 - Understanding Fair Access Law.

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

Maintain or enhance consistency of registration-related decisions through review and discussion of membership requirements by committee members.

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

Maintain or enhance consistent communication of registration requirements by registration staff. Improve Council understanding of membership requirements (and rationale for these requirements), and the legislative context in which the OPFA (as a provincial regulator) must operate.

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.

In 2015, the OPFA completed implementation of the action plan to address all 18 recommendations for improvement contained in the 2014 Fair Registration Practices Assessment Report.

In 2015, the OPFA led or was involved in development of two major projects that will have significant beneficial implications for applicants in future years:

(1) Bridge Training Program for Foresters (BTPF):

In 2014, the Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT) provided funds to the Ontario Professional Foresters Association (OPFA) to develop a bridge training program for foresters. The OPFA Bridge Training Program for Foresters (BTPF) is a three-year project to improve access to, and support for, the development of competency-based training modules for applicants interested in being registered as professional foresters in Canada. Training modules will be developed for the 35 required demonstrable competencies (DCs) that make up the Canadian Federation of Professional Foresters Association's (CFPFA) 2008 Certification Standards for professional forestry.

The OPFA has contracted with the Canadian Forestry Accreditation Board (CFAB) to review and evaluate training modules for instructional content and methods of learning assessment. The CFAB involvement will ensure that this project meets the competencies required by the 2008 Certification Standards.

It is expected that starting in spring 2016, aspiring R.P.F. applicants, from within Ontario, or elsewhere in Canada, or still living abroad, will benefit from the Bridge Training Program for Foresters training and assessment modules during their application process to become Registered Professional Foresters in Canada.

(2) Competencies Review Project (CR):

The Canadian Federation of Professional Foresters Associations (CFPFA) is developing a new and revised set of competency standards for Professional Foresters in Canada. Revised Certification Standards will recognize varied academic training and experience without lowering the standard expected of foresters by the profession and the public. With additional flexibility in competencies required by area of practice, more qualified individuals will meet the Certification Standards. Also more university programs may qualify for accreditation which would streamline the registration process for accredited program graduates. Revised Standards are expected to align better with the skills and knowledge required by employers for entry-level professional foresters in Canada.

In accordance with provincial legislation, the OPFA Council, and the councils of other provincial professional forester regulators, must review and approve any revised Certification Standard prior to implementation (target implementation 2017).

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

(1) Bridge Training Program for Foresters - No direct change for applicants in 2015, however applicants are being advised that additional opportunities for training for professional forester competencies will be available in 2016. Some applicants prioritized 2015 efforts for competency gap filling based on this knowledge.

(2) Competencies Review - No direct change for applicants in 2015, however certain applicants, with non-traditional forestry-related training or experience, are being informed of the anticipated change in 2017 to Certifications Standards to include varied areas of practice. Applicants are able to consider if having competencies assessed under the current Certification Standards, or waiting for the revised standard would result in greater assessment success for their situation.

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

No direct change in 2015, however registration staff is discussing the upcoming BTPF opportunities, and changes expected with the Competencies Review Project, with potential applicants, Provisional members and OPFA Council.

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

No changes this year

[BACK TO INDEX](#)

## 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	No

Other (please specify)

Additional comments:

## b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	23
Female	5
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	537
Female	111
None of the above	0

Additional comments:

Includes Full, Inactive, Life and Non-Resident members.

## 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
24	2	0	Brazil 1	0	28
			Brazil 1		
			Total 2		

<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
8	2	0	U.K. 2 Total 2	0	12

<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
502	131	3	Croatia 1 Germany 1 Romania 1 Poland 1 Nepal 1 Serbia 1 Switzerland 1 Taiwan, Province Of China 1 U.K. 1 Iran 1 Slovakia 1 Total 11	1	648

<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	24	2	0	2	0	28
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	58	8	1	11	0	78
Inactive applicants (applicants who had no contact with your organization in the reporting year)	7	0	1	4	0	12
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	8	2	0	2	0	12
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>	1	0	0	0	0	1

<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:

The alternative membership category is our Associate Membership, which enables the member to practise within a limited scope of practice in a specific geographic area.

#### 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)	Full (R.P.F.)	Description (a)
		Able to practise any aspect of professional forestry in which they are competent.
b)	Associate	Description (b)
		Able to practise forestry within a specific individual scope of practice.
c)	Non-Resident	Description (c)
		Practicing, but not in Ontario without also holding a Temporary Permit.
d)	Other	Description (d)
		There are other categories of membership, however, they are not entitled to practise.

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	0	0	0	0	0	0
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	2.5
Staff involved in appeals process	2
Staff involved in registration process	2

Additional comments:

Staff are not directly employed by the OPFA, but are independent consultants.

[BACK TO INDEX](#)

### 3. Submission

I hereby certify that:

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

Susan Jarvis, R.P.F.

Title:

Registrar

Date:  
2016/02/18

[BACK TO INDEX](#)