

# Fair Registration Practices Report

## Fuel and Electrical Systems Technicians (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.

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## 1. Qualitative Information

<b>a) Requirements for registration, including acceptable alternatives</b>
<b>i. Describe any improvements / changes implemented in the last year.</b>
No changes this year
<b>ii. Describe the impact of the improvements / changes on applicants.</b>
No changes this year
<b>iii. Describe the impact of the improvements / changes on your organization.</b>
No changes this year
<b>b) Assessment of qualifications</b>
<b>i. Describe any improvements / changes implemented in the last year.</b>
No changes this year
<b>ii. Describe the impact of the improvements / changes on applicants.</b>
No changes this year
<b>iii. Describe the impact of the improvements / changes on your organization.</b>
No changes this year
<b>c) Provision of timely decisions, responses, and reasons</b>
<b>i. Describe any improvements / changes implemented in the last year.</b>
At times in 2015, the time to complete a Trade Equivalency Assessment (TEA)—the alternative pathway to certification and registration for applicants who have not completed an Ontario apprenticeship but have equivalent experience and/or qualifications in the trade—was greater than the 9 weeks reported in 2014. The College assumed responsibility for conducting assessments from MTCU in April 2014 and was only able to regularize workflow and make accurate projections of average processing times for the first time in 2015. Towards the end of Q4, the College began a review of its TEA policies and practices, and improvements are expected to be made in 2016.
<b>ii. Describe the impact of the improvements / changes on applicants.</b>
Many TEA applicants experienced longer processing times than the 9 weeks stated in 2014 report, and the 8-10 weeks stated in the new <i>Trade Equivalency Assessment (TEA) Application Guide</i> and on the College's website.
<b>iii. Describe the impact of the improvements / changes on your organization.</b>
The College received a higher than expected number of applications since assuming responsibility for conducting equivalency to apprenticeship assessments in 2014, and in 2015, the College experienced inconsistent application volumes and intermittent backlogs, which impacted staff requirements.
<b>d) Fees</b>

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

No changes to fees were made in 2015; however, beginning in 2016, the College will be increasing its fees for conducting equivalency to apprenticeship assessments and credential verifications to cover the costs of providing the services.

In May 2015, the College conducted its first annual review of its Trade Equivalency Assessment (TEA) service delivery after one full year of conducting the assessments after assuming responsibility from the Ministry of Training, Colleges, and Universities on April 8, 2014. The review indicated that the department providing the services was operating at a deficit, and that the College's current fees were not sufficient to recover the costs of providing the services. The Board of Governors approved the following changes to fees collected for conducting assessment services, beginning in 2016:

- Increase the TEA fee (i.e. verification of skills and experience) from \$200 to \$235;
- Increase the credential verification fee from \$25 to \$50;
- Establish a new \$100 fee for file reactivations and reassessments.

These changes to fees will be reflected in an updated fee schedule in Section 25 of the College's By-Laws following an amendment by the Board.

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

The impact of these fee increases on applicants is expected to be minimal. TEA applicants will be required to pay an additional \$35 (+1.75% over current year) and those who require a reassessment will be required to pay an additional \$100 (+100% over current year). Applicants who instead require a credential verification (Canadian out-of-province and military certificates) will be required to pay an additional \$25 (+50% over current year). Additional staff resources implemented in 2015 is expected to reduce average processing times, and applicants should experience faster service in the future.

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

The increased revenue resulting from these fee increases is expected to allow the College to recover the costs of providing assessment services while meeting a 6-8 week service delivery standard for completing equivalency to apprenticeship assessments and credential verifications.

**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.**

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

**g) Resources for applicants**

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

In March 2015, the College released a new application guide that provides step-by-step instructions on how to obtain a Trade Equivalency Assessment (TEA)—a detailed assessment of an applicant's trade skills and experience and a certification/registration pathway for applicants who have not completed an Ontario apprenticeship but have equivalent experience and/or qualifications in the trade, including experienced Canadian and internationally-trained workers. The *Trade Equivalency Assessment (TEA) Application Guide* provides step-by-step instructions and application requirements for 'equivalency to apprenticeship' applicants, including a list of required documentation and evidence of an applicant's skills and experience. This guide can be downloaded from the College's website (<http://www.collegeoftrades.ca/guides-forms>) or requested directly from the College by calling (1-855-299-0028) or emailing the College's Client Services Centre ([info@collegeoftrades.ca](mailto:info@collegeoftrades.ca)).

In 2015, the College launched 'Earn While You Learn' ([www.earnwhileyoulearn.ca](http://www.earnwhileyoulearn.ca)), a new website for prospective apprentices that promotes the trades as a first choice career, primarily to Ontario's youth; provides important information on apprenticeship, including the steps to register as an apprentice; and showcases the different types of jobs in the trades, including a new campaign called 'Tune In, Trade Up', which highlights the different trades

involved in the music industry in Ontario.

In July 2015, the College released a new *Exam Preparation Guide*, a resource that helps members prepare, write and pass the Certification of Qualification exam; the Guide has been redesigned and updated to make important information such as the exam details, preparation resources, exam scheduling, and the policy on exam re-attempts much clearer and simpler, as well as to provide new resources, such as separate 'one-pagers' on, for example, 'Essential Skills Upgrading' and 'Accommodations and Exam Day'. The *Exam Preparation Guide* is available for download on the College's website (<http://www.collegeoftrades.ca/resources/exam-process>).

Toward the end of 2015, the College released approximately 50 'trade fact sheets', which provide trade-specific information on different apprenticeship programs for prospective apprentices, including information on the steps to registering with the College, and are available for download on the College's website (<http://www.collegeoftrades.ca/trades-in-ontario>).

In December 2015, the Ministry of Training, Colleges & Universities (MTCU) launched a new online application for apprenticeship ([www.ontario.ca/apprenticeship](http://www.ontario.ca/apprenticeship)), which will allow individuals to complete the first part of their application for apprenticeship. This application with MTCU is required in order to register a training agreement, which is a registration requirement for membership in the College's Apprentices Class.

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

The impact of these improvements to the College's resources for applicants and members is expected to be positive overall; specifically:

Prospective apprentice applicants now have more accessible online information on apprenticeship, the steps to becoming an apprentice, as well as a new online application option to initiate an apprenticeship with MTCU (a registered training agreement with MTCU is a requirement for registration in the College's Apprentices Class).

Those applying for a Certificate of Qualification and membership in the College's Journeypersons Class now have an improved resource to help them be successful in writing and passing the exam for their trade.

TEA applicants now have clear, step-by-step application instructions and a simplified list of requirements, as well as a more transparent and fair process and pathway to trade certification.

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

For the College, these improvements improve transparency, accessibility and fairness for its applicants, contributes to the achievement of the College's public interest mandate, as well as the Board of Governors' 2015 strategic priority of 'improving apprenticeship experience'.

**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.**

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

**k) Mutual recognition agreements**

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

Signed by Canada's Premiers on July 16, 2015, the *Provincial-Territorial Apprenticeship Mobility Protocol* is an Agreement between the provinces and territories that aims to reduce barriers to interprovincial/territorial apprentice mobility by facilitating, to the extent practicable, the mutual recognition of in-class training, work experience and associated examination results for apprentices who are transferring permanently or temporarily to another province or territory.

The Ministry of Training, Colleges, and Universities (MTCU), as the body responsible for administering apprenticeship in Ontario, is reviewing its apprenticeship registration procedures and policies so as to facilitate, to the extent practicable, the mobility of apprentices in and out of Ontario—whether temporarily or permanently—including enabling mutual recognition of successfully completed in-class training, relevant work experience and examination results for apprentices moving between provinces and territories.

The College actively supports the implementation of the *Apprenticeship Mobility Protocol* by regularly participating in a implementation Working Group with MTCU.

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

Applicants to the College's Apprentices Class must have a registered training agreement with MTCU. To do this, the potential apprentice must meet with an MTCU Employment Training Consultant, who will assess and recognize an applicant's prior in-school learning and on-the-job hours by granting a program credit transfer. The impact on these apprentices is expected to be positive, in terms of an improved registration relocation experience, and more importantly, improved labour market and training outcomes from being able to pursue jobs anywhere in Canada and move without interruption to their training.

**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.**

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

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

Applicants to the College's Apprentices Class must have a registered training agreement with MTCU. Although not a direct requirement for registering with the College, the Minister of Training, Colleges, and Universities amended Ontario Regulation 421/12, under the *Ontario College of Trades and Apprenticeship Act, 2009* (OCTAA), in order to establish in regulation, pre-existing operational requirements that that 'a training agreement shall not be registered unless the individual who is to receive apprenticeship training has successfully completed Grade 12 in Ontario or has successfully completed an academic standard that the Minister considers equivalent'—for all trades under OCTAA except for 37, which require Grade 10 or Grade 8 (<https://www.ontario.ca/laws/regulation/120421>).

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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:

**b) Gender of applicants**

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	0
Female	0
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	69
Female	0
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 education<sup>1</sup> in the profession or trade.

Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
0	0	0	n/a 0 Total 0	0	0

<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
0	0	0	n/a 0 Total 0	0	0

<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
69	0	0	n/a 0 Total 0	0	69

<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:

We do not maintain a connection between this data and our members beyond an initial OFC report unless they were an apprentice in which case they are considered Ontario trained.

**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	0	0	0	0	0	0
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	0	0	0	0	0	0
Inactive applicants (applicants who had no contact with your organization in the reporting year)	0	0	0	0	0	0
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	0	0	0	0	0	0
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>	0	0	0	0	0	0

<sup>1</sup> An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Additional comments:

**h) Classes of certificate/license**

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

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

#	Certification	Description
		<b>Description (a)</b>
a)	Journeypersons Class	<p>Individuals in this class:</p> <ul style="list-style-type: none"> <li>• Have met all of the requirements set out for their trade(s) and hold a valid Certificate of Qualification</li> <li>• If an individual is not a completed Ontario apprentice (i.e. does not have a Certificate of Apprenticeship), she/he could have met the requirements by having been assessed to have experience and/or qualifications that are equivalent to a Certificate of Apprenticeship in that trade and passed the required Certificate of Qualification exam, if one is available for the trade; or</li> <li>• Have been assessed to have experience and/or qualifications that are equivalent to a Certificate of Apprenticeship and have been issued a valid Provisional Certificate of Qualification (separate eligibility requirements set out in the Ontario College of Trades' Classes of Members and Registration Regulation (O.Reg. 321/12 and in College operational policy); and <ul style="list-style-type: none"> <li>• Can hold themselves out as Journeypersons.</li> </ul> </li> </ul>
		<b>Description (b)</b>
b)	Journeyperson Candidates Class	<p>Individuals in this class:</p>

		<ul style="list-style-type: none"> <li>• Have completed an Ontario apprenticeship program (hold a Certificate of Apprenticeship) in a trade that has a Certificate of Qualification exam (voluntary or compulsory) and have not passed that Certificate of Qualification exam for their trade(s);</li> <li>• Are subject to any ratios and/or wage rates that have been set out for their trade(s), if they practice a compulsory trade; <ul style="list-style-type: none"> <li>• Can remain in this class until they pass the Certificate of Qualification exam and become members of the Journeypersons class or for a maximum of one year (whichever comes first);</li> <li>• Can continue to work legally in their trade, if they are in a compulsory trade, as they prepare to write their exams (individuals in voluntary trades do not have to be members of the College to work legally); and</li> </ul> </li> <li>• Can hold themselves out as Journeyperson Candidates (they are neither Apprentices nor Journeypersons).</li> </ul>
c)	Apprentices Class	<p style="text-align: center;"><b>Description (c)</b></p> <p style="text-align: center;">Individuals in this class:</p> <ul style="list-style-type: none"> <li>• Hold one or more valid registered training agreements with the Ministry of Training, Colleges &amp; Universities in either compulsory or voluntary trades;</li> <li>• Are subject to any ratios and wage rates that have been set out in regulations for their trade,</li> <li>• Can remain in this class until they receive their Certificate of Apprenticeship; and <ul style="list-style-type: none"> <li>• Can hold themselves out as Apprentices.</li> </ul> </li> </ul>
d)	Tradespersons Class	<p style="text-align: center;"><b>Description (d)</b></p> <p style="text-align: center;">Individuals in this class:</p> <ul style="list-style-type: none"> <li>• Practice voluntary trades where there is Certificate of Qualification exam to become certified as Journeyperson in the trade;</li> <li>• Have been members of the Journeyperson Candidates Class or are not eligible for Journeyperson Candidates Class and have been assessed to have experience and/or qualifications that are equivalent to a Certificate of Apprenticeship in that trade;</li> <li>• Are preparing to write/have no plans to write/have not passed the available Certificate of Qualification exam for their trade(s); <ul style="list-style-type: none"> <li>• Can remain in this class indefinitely or until they pass the available Certificate of Qualification exam for their trade(s); and</li> <li>• Can hold themselves out as Tradespersons (they are neither Apprentices nor Journeypersons).</li> </ul> </li> </ul>
e)	Employer/Sponsor Class	<p style="text-align: center;"><b>Description (e)</b></p> <p style="text-align: center;">Individuals in this class:</p> <ul style="list-style-type: none"> <li>• Are potentially employers/sponsors of individuals who are in the Apprentices, Tradespersons, Journeyperson Candidates or Journeypersons classes.</li> </ul>

**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	23	0	0	0	0	23
Appeals heard	23	0	0	0	0	23
Registration decisions changed following an appeal	22	0	0	0	0	22



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
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**Additional comments:**

\*Numbers reported are for all trades under OCTAA, including all 22 compulsory trades and 134 voluntary trades.

**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	169.5
Staff involved in appeals process	6
Staff involved in registration process	60

**Additional comments:**

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### 3. Submission

I hereby certify that:

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

Dale Richardson

**Title:**

Manager Member Records

**Date:**

2016/02/29

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