Fair Registration Practices Report

Land Surveyors (2012)

The answers that you submitted to OFC can be seen below.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions Act (FARPA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPA
- 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.

Provision of Information About Registration Practices (1 / 13)

Describe how you make information about registration practices available to individuals applying or intending to apply for registration. Specify the tools used to provide information, and the manner in which you make that information available, current, accurate and user friendly in each of these subcategories:

a) steps to initiate the registration process

*** SAME AS LAST YEAR ***

Most applicants obtain registration information from our website, which contains a separate area for Careers/Membership. This area contains downloadable files describing our course requirements for both a licence and a Certificate of Registration as well as a description of the registration process, including materials to be submitted and fees. Similar information is available in hard copy from the Association and may be picked up or mailed to interested parties on request. We receive both telephone and e-mailed enquiries.

b) requirements for registration

*** SAME AS LAST YEAR ***

Requirements are detailed on our website, as above and parties who call or e-mail will receive a detailed response or referral to the AOLS website.

c) explanation of how the requirements for registration are to be met, such as the number of years of schooling required for a degree to be deemed equivalent to an Ontario undergraduate degree, length and type of work experience, credit hours or program content

*** SAME AS LAST YEAR ***

As in b)

d) any education or practical experience required for registration that must be completed in Ontario or practice that must be supervised by a member of the profession who is registered in Ontario

*** SAME AS LAST YEAR ***

As in b)

e) requirements that may be satisfied through acceptable alternatives

We have now developed an alternative method of evaluating candidates using a competency based approach and in many cases we are able to allow candidates to enter into a "Learning Contract" with one of our resources that provides the candidate with a means to achieve the missing competencies without having to take a complete university course. This process has now been enshrined in recent changes to our regulation 1026 under the Surveyors Act.

f) the steps in the assessment process

*** SAME AS LAST YEAR ***

As in b)

g) the documentation of qualifications that must accompany each application; indicate which documents, if any, are required only from internationally trained applicants

*** SAME AS LAST YEAR ***

As in b)

h) acceptable alternatives to the documentation if applicants cannot obtain the required documentation for reasons beyond their control

Through a grant from MTCU and CIC, we have developed alternative methods of assessing candidates who cannot provide acceptable documentation and course descriptions. We are now using a form of Prior Learning and Assessment (PLAR) to evaluate such candidates and to form learning contracts with candidates who may require only certain parts of particular courses. The missing competencies may be obtained through means other than taking complete university courses, such as through home study and a test, or participating in certain portions of a modularized course. The initial project ended on March 31, 2012. The competency listings have been completed and will shortly be made available on our new website. We have now been approved for a further extension of this project for a nine month period to begin in February 2013. This project will extend the competency approach into our GIM branch and our articling process.

i) how applicants can contact your organization

Contact information (telephone, mailing address and e-mail link) is shown on our website.

j) how, why and how often your organization initiates communication with applicants about their applications

Applicants are advised by mail immediately after approval of their evaluations and applications to article by our Academic and Experience Requirements Committee (AERC), which meets quarterly. Articling students are in continuous contact with their monitors through the preparation of their required work reports. We recently added all of our evaluated applicants within the past two years to our email list so they will be included in all of our bi-weekly newsletters and other association announcements.

k) the process for dealing with documents provided in languages other than English or French

*** SAME AS LAST YEAR ***

We have an arrangement with the Accreditation Assistance Access Centre (AAAC) to refer IEP's who require translation and other immigrant services.

l) the role of third-party organizations, such as qualification assessment agencies, organizations that conduct examinations or institutions that provide bridging programs, that applicants may come into contact with during the registration process

*** SAME AS LAST YEAR ***

We require IEP's to have their education level assessed by a recognized third party assessment organization, such as the U of T Comparative Education Service or WES. This evaluation is only used to ensure that candidates have at least a minimum level of education before we complete our own detailed evaluation.

m) any timelines, deadlines or time limits that applicants will be subject to during the registration process

*** SAME AS LAST YEAR ***

Academic evaluations are valid for a period of 3 years and if not acted upon a new evaluation may be required. If the candidate has begun and continues taking courses no new evaluation will be required. By Regulation, the articling process must be completed within 4 years unless extended due to parental leave.

n) the amount of time that the registration process usually takes

*** SAME AS LAST YEAR ***

Evaluations are completed and approved by our AERC within a 3 month period. Articles are usually

completed well within the 4 year limitation.

o) information about all fees associated with registration, such as fees for initial application, exams and exam rewrites, course enrolment or issuance of licence

*** SAME AS LAST YEAR ***

The evaluation fee is noted in the instructions on the website. Other fees are provided to articling students after approval of their articles.

p) accommodation of applicants with special needs, such as visual impairment

*** SAME AS LAST YEAR ***

Visual impairment would render a person virtually incapable of becoming a professional surveyor. To my knowledge we have never had to deal with any other special needs.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

Use of the competency based evaluation was included in recent changes to Regulation 1026 of the Surveyors Act. Also included was a clause enabling the AERC to reduce or eliminate the articliing period for candidates with appropriate experience from another jurisdiction.

Amount of Fees (2 / 13)

Are any of the fees different for internationally trained applicants? If yes, please explain.

*** SAME AS LAST YEAR ***

Our fees are the same for everyone, however IEP's must pay for the U of T or WES evaluation and possibly for document translations.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Provision of Timely Decisions, Responses and Reasons (3 / 13)

a) What are your timelines for making registration decisions?

*** SAME AS LAST YEAR ***

Our AERC, which must approve evaluations, articling applications and examination results, meets quarterly, so a candidate may have to wait a maximum of 3 months for approval of a specific phase.

b) What are your timelines for responding to applicants in writing?

*** SAME AS LAST YEAR ***

Candidates receive written confirmation of all decisions immediately after AERC meetings.

c) What are your timelines for providing written reasons to applicants about all registration decisions, internal reviews and appeal decisions?

*** SAME AS LAST YEAR ***

As in b)

d) Explain how your organization ensures that it adheres to these timelines.

*** SAME AS LAST YEAR ***

We are very small, with less than 40 evaluations per year, so timelines are not an issue.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

a) Describe how you give applicants access to their own records related to their applications for registration.

*** SAME AS LAST YEAR ***

No applicant has ever requested to see a file, however there is no information in their files that they would not be aware of or have received, so we would have no issue in allowing someone access to their own file.

b) Explain why access to applicants' own records would be limited or refused.

*** SAME AS LAST YEAR ***

N/A

c) State how and when you give applicants estimates of the fees for making records available.

*** SAME AS LAST YEAR ***

N/A

d) List the fees for making records available.

*** SAME AS LAST YEAR ***

N/A

e) Describe the circumstances under which payment of the fees for making records available would be waived or would have been waived.

*** SAME AS LAST YEAR ***

N/A

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Resources for Applicants (5 / 13)

a) List and describe any resources that are available to applicants, such as application guides, exam blueprints or programs for orientation to the profession.

*** SAME AS LAST YEAR ***

Application information is available on our website. Previous examinations are now posted on our website and are available to exam candidates at no cost.

b) Describe how your organization provides information to applicants about these resources.

*** SAME AS LAST YEAR ***

Articling students are given a very detailed Student Handbook and prior to starting articles must attend a meeting with their articling surveyor and monitor at which they are informed about the articling process and advised of available resources.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Internal Review or Appeal Processes (6 / 13)

In this section, describe your internal review or appeal process. Some regulatory bodies use these two terms (*internal review* and *appeal*) for two different processes, some use only one of these terms, and some use them interchangeably. Please use the term that applies to your profession. If you use both terms (for two different processes), please address both.

a) List your timelines for completing internal reviews or appeals of registration decisions.

*** SAME AS LAST YEAR ***

All appeals are processed and approved by the AERC every 3 months.

A decision to deny registration to a candidate may be appealed to our Registration Committee, which would hold a hearing to determine the appeal. Such a hearing would involve lawyers and others and would be scheduled to suit the parties involved. There has been only one such appeal in the past 10 years.

i. State the number of internal reviews or appeals of registration decisions that exceeded your timelines.

*** SAME AS LAST YEAR ***

None.

ii. Among internal reviews or appeals that exceeded your timelines, state the number that were from internationally trained applicants.

*** SAME AS LAST YEAR ***

N/A

b) Specify the opportunities you provide for applicants to make submissions regarding internal reviews or appeals.

*** SAME AS LAST YEAR ***

Candidates are advised of the appeal process and required time frames in the letter that they receive with their evaluation results.

c) Explain how you inform applicants about the form in which they must make their submissions (i.e., orally, in writing or by electronic means) for internal reviews or appeals.

*** SAME AS LAST YEAR ***

As in b)

d) State how you ensure that no one who acted as a decision-maker in a registration decision acts as a decision-maker in an internal review or appeal of the same registration decision.

*** SAME AS LAST YEAR ***

Registration decisions must be appealed to a completely independent body.

e) Describe your internal review or appeal process.

*** SAME AS LAST YEAR ***

An appeal must be referred to the Registration Committee, who must hold a formal hearing.

f) State the composition of the committee that makes decisions about registration, which may be called a Registration Committee or Appeals Committee: how many members does the committee have; how many committee members are members of the profession in Ontario; and how many committee members are internationally trained members of the profession in Ontario.

*** SAME AS LAST YEAR ***

From Regulation 1026 of the Surveyors Act:

14. (1) The Registration Committee is continued and shall be composed of,
(a) one or more elected members of the Council to be appointed from time to time by the Council;
(b) three or more members of the Association who are not members of the Council to be appointed from time to time by the Council; and
(c) one of the members of the Council appointed by the Lieutenant Governor in Council to be appointed to this Committee from time to time by the Council. R.R.O. 1990, Reg. 1026, s. 14 (1).
(2) Three members of the Registration Committee, at least one of whom is an elected member of the Council, constitute a quorum. R.R.O. 1990, Reg. 1026, s. 14 (2).
(3) All decisions of the Registration Committee at a meeting or at a hearing require the vote of a majority of its members present. R.R.O. 1990, Reg. 1026, s. 14 (3).
(4) The Council shall select from among the members of the Registration Committee a person to be its presiding officer. R.R.O. 1990, Reg. 1026, s. 14 (4).
(5) The presiding officer, or in his or her absence another member of the Registration Committee designated by the presiding officer, shall preside at all meetings and hearings of the Committee. R.R.O. 1990, Reg. 1026, s. 14 (5).
(6) If a member of the Registration Committee becomes unable to act after the Committee commences a hearing, its remaining members may complete the hearing in the member's absence, if they constitute a quorum. R.R.O. 1990, Reg. 1026, s. 14 (6).

There are no IEP's on the current Registration Committee.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Information on Appeal Rights (7 / 13)

This section refers to reviews or appeals that are available after an internal review or appeal. Describe how you inform applicants of any rights they have to request a further review of or appeal from a decision.

> *** SAME AS LAST YEAR ***
>
> For academic evaluations, applicants are advised of their appeal rights in the letter that we send them with their evaluation results.
>
> For a denial of a registration, we would inform the applicant of their right to appeal in their letter of denial, citing the appropriate sections of the Surveyors Act.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

> None.

Assessment of Qualifications (8 / 13)

This category covers your processes for assessing all qualifications, such as academic credentials, competencies, language ability or practical experience.

a) List the criteria that must be met in order for an applicant's qualifications to satisfy the entry-to-practice requirements for your profession.

> Applicants require a Baccalaureate level degree in professional surveying or equivalent. Equivalency can be attained through a competency based evaluation that includes competencies gained through other than university education.

b) Describe the methodology used to determine whether a program completed outside of Canada satisfies the requirements for registration.

> All candidates must submit course descriptions, which are compared against our standard requirements. We do not accredit programs, either in or outside Canada.

c) Explain how work experience in the profession is assessed.

Work experience may result in the attainment of some of the individual competencies used in the competency based assessment process.

d) Describe how your organization ensures that information used in the assessment about educational systems and credentials of applicants from outside Canada is current and accurate.

Candidates from outside Canada must have their degree assessed by a third party such as OCAS or WES.

e) Describe how previous assessment decisions are used to assist in maintaining consistency when assessing credentials of applicants from the same jurisdictions or institutions.

Previous evaluations of candidates from the same institution are compared to current evluations to ensure consistency.

f) Explain how the status of an institution in its home country affects recognition of the credentials of applicants by your organization.

N/A

g) Describe how your organization accommodates applicants with special needs, such as visual impairment.

N/A

h) State the average length of time required to complete the entire registration process, from when the process is initiated to when a registration decision is issued.

3 years

i. State whether the average time differs for internationally trained individuals.

Not tracked.

ii. If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.

n/a

i) If your organization conducts credential assessments:

i. Explain how you determine the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

n/a

ii. Describe the criteria that are applied to determine equivalency.

n/a

iii. Explain how work experience is taken into account.

Work experience may be offered as evidence of the attainment of specific competencies in a particular subject area.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

Candidate completes self-evaluation forms for each of eleven subject areas, including what the evidence is of attaining each individual competency. These forms and supporting evidence are reviewed by an assessor and a personal interview is conducted. The assessor prepares a report to our Academic and Experience Requirements Committee, who review it and prepare a recommended learning program for the applicant to attain any outstanding competencies.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

Competencies were developed by a team of four university professors and approved by our AERC. They will be reviewed and revised as necessary when new developments or changes occur.

iii. Explain how work experience is used in the assessment of competency.

Some competencies may be satisfied through work experience. The applicant would state this on the form and be prepared to provide proof either through statements from employers or a personal interview.

k) If your organization conducts prior learning assessment:

i. Describe the methodology used to evaluate prior learning.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

iii. Explain how work experience is used in the assessment of prior learning.

l) If your organization administers examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

We have a Statutes examination and a Professional entrance examination. Statutes is a 3-hour closed book written examination with approximately 10 questions totalling about 100 marks. The Professional examination consists of a 4-hour closed book written exam and a separate 1-hour oral examination. The oral and written portions may be taken separately. The written exam is again 8 to 10 questions totalling about 100 marks. The written examinations are marked independently by two markers and the marks are averaged. If the individual marks differ by more than 20% of the value of the question that question is re-marked by two other markers. The students may attempt each of these exams a maximum of 3 times.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

Each exam is set by two members of our AERC and the exam is then reviewed by two other members and the Registrar. We try to include questions from various areas of our legislation and the majority of the questions are taken from previous exams. The history of the marks achieved on each question from the previous uses is used to determine whether a question is relatively easy or more difficult and we use a mix of difficulties in assembling the final version of each exam. If history indicates that q question is too easy or too difficult the question would either be revised or not used again.

iii. State how often exam questions are updated and the process for doing so.

Additional questions are suggested by committee members for each exam session (i.e. every 6 months) however a maximum of 2 new questions is used on each exam. All questions are kept in a repository, by subject area, for use on future exams. Each time a question is used it is reviewed to ensure that it is still applicable to current legislation.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Third-Party Organizations (9 / 13)

a) List any third-party organizations (such as language testers, credential assessors or examiners) relied upon by your organization to make assessment decisions.

> Applicants from outside Canada must have their academic level assessed by WES or the University of Toronto Comparative Education Service.

b) Explain what measures your organization takes to ensure that any third-party organization that it relies upon to make an assessment:

i. provides information about assessment practices to applicants

> None.

ii. utilizes current and accurate information about qualifications from outside Canada

> *None.*

iii. provides timely decisions, responses and reasons to applicants

> None.

iv. provides training to individuals assessing qualifications

> None.

v. provides access to records related to the assessment to applicants

> None.

vi. accommodates applicants with special needs, such as visual impairment

> None.

c) If your organization relies on a third party to conduct credential assessments:

i. Explain how the third party determines the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

n/a

ii. Describe the criteria that are applied to determine equivalency.

n/a

iii. Explain how work experience is taken into account.

n/a

d) If your organization relies on a third party to conduct competency assessments:

i. Describe the methodology used to evaluate competency.

n/a

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

n/a

iii. Explain how work experience is used in the assessment of competency.

n/a

e) If your organization relies on a third party to conduct prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

n/a

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

n/a

iii. Explain how work experience is used in the assessment of prior learning.

n/a

f) If your organization relies on a third party to administer examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

n/a

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

n/a

iii. State how often exam questions are updated and the process for doing so.

n/a

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

n/a

Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

None. Assessors are all university professors.

ii. individuals who make registration decisions

No additional training. All are members of our Association.

iii. individuals who make internal review or appeal decisions

None. All are university professors or members of our association.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Agreements on the Recognition of Qualifications (11 / 13)

Examples of agreements on the recognition of professional qualifications include mutual recognition, reciprocity and labour mobility agreements. Such agreements may be national or international, between regulatory bodies, associations or jurisdictions.

a) List any agreements on the recognition of qualifications that were in place during the reporting period.

Mutual Recognition Agreement under the Agreement on Internal Trade

b) Explain the impact of these agreements on the registration process or on applicants for registration.

Very little impact. We have had only 4 applicants to our Association since its inception.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None.

Data Collection (12 / 13)

Languages in which application information materials are available

a) Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
English	Yes
French	No
Other (please specify)	

Paid staff employed by your organization

b) 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, 1 full-time employee and 1 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	11
Staff involved in appeals process	1
Staff involved in registration process	2

Countries where internationally educated applicants were initially trained

c) In the following table, enter the top source countries where your applicants[1] were originally trained in the profession (**excluding** Canada), along with the number of applicants from each of these source countries.

Enter the country names in descending order. (That is, enter the source country for the greatest number of your applicants in the top row, the source country for the second greatest number in the second row, etc.)

Use the dropdown menu provided in each row to select the country.

Note that only one country can be reported in each row. If two or more countries are tied, enter the information for these tied countries in separate rows.

Country of training (Canada excluded)	Number of applicants in the reporting year
Poland	3
Sri Lanka	3
Ukraine	1
Syrian Arab Republic	1
France	1
Egypt	1
Bulgaria	1
Iran	1
China	1
Turkey	1

[1]Persons who have applied to start the process for entry to the profession.
Select "n/a" from the drop-down list if you do not track this information. Enter "0" in a "Number of applicants" field if you track the information, but the correct value is zero.

Jurisdiction where members were initially trained

d) Indicate where your members[2] were initially trained in the profession (use only whole numbers; do not enter commas or decimals).

The numbers to be reported in the **Members** row are the numbers on December 31st of the reporting year. For example, if you are reporting registration practices for the calendar year 2009, you should report the numbers of members in the different categories on December 31st of 2009.

	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Members on December 31st of the reporting year	n/a	n/a	n/a	n/a	n/a	0

[2] Persons who are currently able to use the protected title or professional designation of the profession.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

Applications your organization processed in the past year

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

from January 1st to December 31st of 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)					
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	16	0	0	17	0	**33**
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	n/a	n/a	n/a	n/a	n/a	**0**
Inactive applicants (applicants who had no contact with your organization in the reporting year)	n/a	n/a	n/a	n/a	n/a	**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	7	0	0	5	0	**12**
Applicants who were authorized to receive an alternative class of licence[3] but were not issued a licence	n/a	n/a	n/a	n/a	n/a	**0**
Applicants who were						

issued an alternative class of licence[3]	n/a	n/a	n/a	n/a	n/a	**0**

[3] An alternative class of licence enables its holder to practise with limitations, but additional registration requirements must be met in order for the member to be fully licenced. Please list and describe below the alternative classes of licence that your organization grants, such as student, intern, associate, provisional or temporary.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

	Class of licence	**Description**
a)	n/a	
b)		
c)		
d)		
e)		
f)		
g)		
h)		

i)		
j)		

Reviews and appeals your organization processed in the past year

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

from January 1st to December 31st of 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)					
	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**

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

None

Certification (13 / 13)

I hereby certify that:

  i. I have reviewed the information submitted in this Fair Registration Practices Report (the"Report").
  ii. To the best of my knowledge:
    - all information required to be provided in the Report is included; and
    - the information contained in the Report is accurate.

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

Title: Registrar

Date: March 6, 2013