

# College of PHYSIOTHERAPISTS of Ontario

## 2025 Fair Registration Practices Report

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Prepared for the Office of the Fairness Commissioner (OFC)



FAIRNESS COMMISSIONER  
COMMISSAIRE À L'ÉQUITÉ

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# 1. Background

Under section 22.7(1) of Schedule 2 of the Regulated Health Professions Act, 1991 (RHPA), which is substantially similar to section 20 of the Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA).

“A regulated profession shall prepare a fair registration practices report annually or at such other times as the Fairness Commissioner may specify or at such times as may be specified in the regulations”.

Section 22.9 of Schedule 2 of the RHPA and Section 23 of FARPACTA then go on to indicate that the Fairness Commissioner shall specify the form in which these reports shall be prepared, along with the required filing dates. This section also stipulates that a regulator must make these reports public.

It is pursuant to these authorities that the Office of the Fairness Commissioner (OFC) has required that each regulator complete its annual Fair Registration Practices Report (FRP).

Please note that this report covers the time-period from January 1 to December 31, 2025.

The FRP:

- Collects information about the organization, applicants to the profession and current membership.
- Provides information to the public about how the organization has implemented fair registration practices during the reporting period.
- Helps the OFC to successfully undertake the education and compliance activities which include monitoring, applying a risk-informed compliance framework, assessing performance, and sharing best practices.
- Determines whether the regulator is complying with recently enacted legislative and regulatory provisions designed to reduce barriers for domestic labour mobility and internationally trained applicants.
- Identifies trends across regulated professions and regulated health colleges.

## 2. Organization information

<b>Organization name</b>	College of PHYSIOTHERAPISTS of Ontario
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## 3. Registration requirements

Applicants to the regulated professions and compulsory trades must fulfil registration requirements to practice their profession or use a professional title. This section summarizes registration requirements for each profession or trade regulated by College of PHYSIOTHERAPISTS of Ontario

Licensing requirements (brief description for each requirement listed):

<b>Profession/ Trade Name</b>	Physiotherapist
<b>Academic requirement</b>	A minimum of a bachelor's degree in a physiotherapy education program from a Canadian University. Since 2012, physiotherapy has been a master's level degree program. Individuals who have received their physiotherapy education outside of Canada must have their credentials assessed by the

	<p>Canadian Alliance of Physiotherapy Regulators (CAPR). In 2025 the national credentialing program went through significant changes. It now includes three pathways for credentialing. Pre-approved Pathway: This pathway is for internationally educated physiotherapists who received their entry-to-practice physiotherapy education in one of the pre-approved jurisdictions, AND can demonstrate that they are licensed to practice without restriction in the pre-approved jurisdiction where they were educated OR are recent graduates eligible to be licensed as a physiotherapist without restriction in the pre-approved jurisdiction where they were educated. It is based on an analysis of comparability of physiotherapy systems between Canada and the pre-approved jurisdictions. The pre -approved country list includes Australia, Hong Kong, Ireland, New Zealand, South Africa, United Kingdom, and the United States of America Standard Pathway: This pathway is for all internationally trained physiotherapists who want their qualifications recognized to work in Canada. It follows the Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications, ensuring fairness, transparency, timeliness, and consistency. It also considers the minimum standards needed for physiotherapy programs in Canada. Alternative Pathway: This pathway is for exceptional cases where</p>
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	<p>an internationally educated physiotherapist does not have some or all required documents for valid reasons beyond their control. It follows recommendations from the Convention on the Recognition of Qualifications concerning Higher Education for refugees and displaced persons.</p>
<p><b>Experience requirement</b></p>	<p>The College does not have a Canadian experience requirement. All applicants are required to successfully complete an entry to practice examination as a part of the licensure process. After licensure, currency of practice is maintained, in part, by having completed 1200 practice hours over the preceding five year period. Practice hours do not have to be from Ontario. To meet the practice hour requirement, physiotherapists can practice in clinical and non clinical roles related to the profession in addition to engaging in professional development activities. Practice hours are defined as hours worked that have been paid for. This can include direct professional services, administration, teaching, research, clinical education or sales as it relates to assistive devices.</p>
<p><b>Language requirement</b></p>	<p>An applicant must be able to speak and write either French or English with reasonable fluency. If individuals completed their entry to practice education in Canada, they do not need to complete a language proficiency assessment. If they completed their entry-to-practice physiotherapy</p>

	<p>education (both classroom and clinical portions) in one of the following countries (where English or French is the official national and only language used primarily in all levels of education): Australia, United States of America, New Zealand, Republic of Ireland, United Kingdom, or France they do not need to complete a language proficiency assessment. Applicants educated in other international jurisdictions must achieve the minimum score in each language skill area (writing, speaking, listening, and reading) on one of the approved language tests. The national body ensures that it maintains a current understanding of the language proficiency requirements at both the provincial and national levels and makes changes as required. The current approved language tests include:</p> <ul style="list-style-type: none"><li>• Canadian English Language Proficiency Index Program General (CELP G)</li><li>• International English Language Testing System General Training (IELTS GT)</li><li>• International English Language Testing System Academic (IELTS AC)</li><li>• Pearson Test of English Core (PTE Core)</li><li>• Test d'évaluation du français (TEF) o TEF Canada, TEF Quebec and TEF 5 épreuves</li><li>• Test de connaissance du français (TCF) o TCF Canada, TCF Quebec and TCF Tout Public</li></ul> <p>The results of the language assessment must be submitted to CAPR as part of the credentialing process. Additional</p>
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	<p>information regarding the language assessments including the required scores can be found here:  <a href="https://alliancept.org/internationally-trained/credentialing-overview/policies/2-2-language-proficiency/">https://alliancept.org/internationally-trained/credentialing-overview/policies/2-2-language-proficiency/</a></p>
<p><b>Additional information on licensing requirements (may include links to appropriate page on regulator website):</b></p>	<p>For the calendar year 2025 the entry to practice examination process and licensure process was as follows: Internationally educated applicants would complete the credentialing process which includes a working in Canada context course. All applicants would attempt the national Physiotherapy Competency Exam – PCE written which was a multiple choice exam. Successful completion of this exam allowed the applicant to apply for a Provisional Practice certificate of registration which allowed them to work as a PT resident under supervision while they waited to attempt the clinical exam. The PCE written was phased out in 2025 with its last offering in the fall of 2025. After successfully completing the written exam applicants who wished to work in Ontario attempted the Ontario Clinical Exam (OCE). The OCE is a three hour virtual exam which was introduced in 2022 in response to the national clinical exam being discontinued during COVID-19. Successful completion of the OCE allowed applicants to apply for an Independent Practice certificate of registration. Candidates had three attempts to successfully complete both</p>

	<p>the PCE written and the national clinical exam/OCE. The Board of Directors at the College determined that the OCE would be phased out and that the College would approve the new national examination, administered by CAPR as its entry to practice examination starting Jan 2026. From Jan 2026-Dec 2026 applicants will be able to choose to take either the OCE or the national examination, which is referred to as the Canadian Physiotherapy Exam (CPTe). The last administration of the OCE will be held in Oct 2026. The national examination is a 5-hour exam which includes multiple choice questions, case scenarios and an oral exam. Successful completion of this exam will allow the candidate to apply directly into the Independent Practice class. Within the first year of practice registrants will complete a Jurisprudence Module which ensures that registrants know the standards.</p>

#### 4. Third party assessments

Third party organizations that assess qualifications on behalf of the regulator.

<b>Organization name</b>	<b>Function</b>
Canadian Alliance of Physiotherapy Regulators (CAPR)	Competency-based assessment

Canadian Alliance of Physiotherapy Regulators (CAPR)	Academic credential evaluation
Canadian Alliance of Physiotherapy Regulators (CAPR)	Knowledge based exam

Fair access legislation requires regulators to take reasonable measures to ensure that any third parties undertake assessment of qualifications in a way that is transparent, objective, impartial and fair.

College of PHYSIOTHERAPISTS of Ontario takes the following measure(s) to ensure fair and timely assessments:

Coming in 2026 The ability for candidates to complete a self assessment to determine if there are any areas of practice that they need to learn more about. A curated list of resources will be made available for the areas where a refresher or new learning may be helpful. The intent being that engaging in early learning or refreshers may increase the likelihood of successful completion of the exam. The College monitors third-party performance by:

- There is a Service Level Agreement that was signed by both parties in October 2025. It governs the relationship between the regulators and CAPR, sets responsibilities and accountabilities and reporting/monitoring. This agreement provides the foundation for the oversight framework.
- Monthly meetings between CAPR and all PT Regulators. There are ad hoc meetings between the CPO Registrar and CAPR CEO as needed.
- Monitoring trends in inquiries from prospective applicants and sharing this information between the two organizations
- Obtaining data reports in an ongoing way regarding all aspects of credentialing and examinations from CAPR
- Participating in broader system partner meetings (academics, bridging programs, College and CAPR)
- CAPR attending and presenting at our Board meetings (presentations were made at the March 2025 meeting)
- Discussions about the Exam and our relationship with CAPR were held at the Board table in March 2025, May 2025, June 2025, September 2025 and December 2025)
- Staff on the College’s Registration teams and Examinations teams have a close working relationship with counterpart colleagues at CAPR

## 5. Accomplishments, risks and mitigations

Key accomplishments and risks pertaining to fair registration practices during the reporting period are summarized below.

### A. Accomplishments

1	<p>The foundation, including supporting policies, has been built so we can move back to a national entry to practice examination; the last national exam was administered in November 2019. Since 2019 the national PT regulators began to adopt national standards of practice[CR6.1]. The College completed our adoption of those standards in 2025. These two efforts will provide a more seamless transition to practice for our internationally educated and Canadian educated applicants.</p>
2	<p>CAPR launched a document submission portal which allows organizations involved in the credentialing process to submit documents online as opposed to courier, mail and fax. Additional information can be found here: <a href="https://alliancept.org/new-caprs-institution-portal-makes-submitting-documents-easier/">https://alliancept.org/new-caprs-institution-portal-makes-submitting-documents-easier/</a></p>
3	<p>CPO has also launched several initiatives to remove unnecessary barriers for PTs educated outside of Canada. Starting two years ago, the College began an initiative that aims to understand and remove unnecessary barriers faced by PTs educated outside Canada seeking to license and practice in Ontario. In 2024, our efforts were focused on data analysis and research to understand where the barriers are. In 2025, we began to take action based on what we learned, for example:</p> <ul style="list-style-type: none"> <li>• We collaborated with CPA and CAPR to create a “Pathway to Licensure” tool that explains the licensure process to prospective applicants. This tool is currently being updated to reflect the updated pathway under the one-exam model.</li> <li>• We have two educational sessions that we deliver to PT students in Ontario in person. In 2025, we adapted these into webinar modules to make the learning accessible to all applicants.</li> <li>• We are making efforts across the organization to share information and communicate in plain and accessible language.</li> <li>• We developed a tailored outreach and engagement strategy to reach prospective PTs educated outside Canada to share relevant information and resources with them along their licensure journey. We will be implementing the strategy in 2026.</li> <li>• We shared our learnings with system partners such as CPA, OPA, and CAPR, and are having ongoing discussions with them to identify how we could collaborate to support PTs educated outside Canada.</li> </ul> <p>In December 2025, our Board approved a new strategic plan for 2026-2030. Supporting PTs</p>

educated outside Canada before and after licensure continues to be a focus for the College in the new plan.
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**B. Risks and Mitigations**

<b>Risk</b>	<b>Mitigation Measure</b>
Transitioning to a new national examination	As one exam is being phased out and another exam is being launched the exam candidate / applicant experience is top of mind. We ensured that we were communicating early and often with candidates through CAPR and our own communication channels including Facebook, LinkedIn and Instagram[CR7.1]. We held webinars and ensured that our website was being updated in real time. We created flow charts / decision support tools so candidates knew what their options were at each step of the process. The Board also directed that the College continue to offer the OCE through 2026 while CAPR was launching the CPTe so that there were no backlogs created because of the transition. Over 1400 individuals will take the OCE in 2026.
Letters of Professional Standing	Official letters of professional standing will only be sent directly to institutions. Confirmation of registration for other purposes and which are provided directly to the registrant will be provided in alternative format to ensure that the integrity of the official document is maintained

**6. Changes to registration practices**

During the January 1 to December 31, 2025 reporting period, College of PHYSIOTHERAPISTS of Ontario has introduced the following changes impacting its registration processes. Changes, anticipated impacts, and risk mitigation are summarized below.

### A. Registration requirements and practices

Registration process	Changes Made (Yes / No)	Description
Timelines for registration, decisions and/or responses	No	
Changes to internal review or appeal process	No	
Assessment of qualifications, including competency-based assessments and examinations	Yes	<ul style="list-style-type: none"> <li>• No actual changes impacting registrants in 2025, but changes for 2026 and beyond announced</li> <li>• Board approved provisional adoption of the Canadian Physiotherapy Exam (CPTe) developed by the Canadian Alliance of Physiotherapy Regulators in March 2025 – confirmed by approval of service level agreement with CAPR at June meeting</li> <li>• Adoption of the CPTe means moving to a combined written and practical exam – CAPR’s separate written exam and OCE to be sunset as a result</li> <li>• As a result of the new one-exam model, the Board has approved a proposal to sunset the Provisional Practice Class in the regulation since it is predicated on a separate written exam</li> <li>• To mitigate the potential impact on registrants, CAPR has committed to frequent sittings of the CPTe in 2026 to avoid any delays in candidates being able to complete the exam and begin their registration process with the College. The Board also</li> </ul>

		committed to offering the Ontario Clinical Examination through to the end of 2026
Registration requirements either through regulation, by-law or policy	Yes	In 2026, the College will seek changes to the regulation governing the classes of registration for physiotherapists. Applicants will only be required to complete one examination moving forward, instead of two.
Documentation requirements for registration	No	

**B. Training, policy and applicant supports**

<b>Registration process</b>	<b>Changes Made (Yes / No)</b>	<b>Description</b>
Anti-racism and inclusion-based policies and practices	Yes	<p>March 2025 – Board Education The Emergence of A.I. The Board participated in an education session focused on the emergence of artificial intelligence (AI), which provided a foundational overview of what constitutes AI and how it is currently being used in healthcare settings. The session explored practical examples of AI applications, such as administrative tools, clinical support technologies, and data driven decision making, and examined both the potential benefits and associated risks, including privacy, informed consent, bias, and reliability of outputs. The education also addressed the implications of AI for regulation, highlighting considerations for professional guidance, regulatory oversight, and the responsible use of AI within regulatory organizations.</p> <p>June 2025 - Board Education Strategic Oversight and Operations The Board participated in an education session focused on strategic oversight and effective board–staff</p>

	<p>relations. The session examined the respective roles of the Board and management in supporting sound decision making at the strategic governance level and provided frameworks to help clarify expectations, perspectives, and accountabilities. The education emphasized how board culture, information flows, and governance processes influence outcomes and offered practical tools and behavioural considerations to support a collaborative and effective governance relationship in service of the College's mandate.</p> <p>September 2025 – Board and Committee Education Truth and Reconciliation Commission Report The Board and Committee members participated in an education session introducing the Truth and Reconciliation Commission of Canada's Final Report and Calls to Action, with a particular focus on those related to health care and their relevance to the College's regulatory role. The session provided historical context on the residential school system and the mandate and work of the TRC, and explored key themes arising from the Calls to Action, including Indigenous health outcomes, cultural safety, and systemic barriers within health systems. The education supported Board awareness of how reconciliation related considerations may intersect with the College's mandate, responsibilities, and future work.</p> <p>September 2025 – Board Education Development of an Indigenous Cultural Safety and Humility Standard British Columbia College of Nurses and Midwives The Board received an education session from the British Columbia College of Nurses and Midwives on the development of its Indigenous Cultural Safety</p>
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	<p>and Humility Standard. The presentation outlined the rationale for establishing a dedicated standard, described the engagement led approach used in British Columbia, and highlighted the role of Indigenous communities in informing the content and direction of the standard. The session provided insight into the governance considerations, relationship building efforts, and power sharing required to support meaningful engagement, and offered practical lessons to inform the Board’s consideration of whether and how a similar approach could be applied in Ontario.</p> <p>September 2025 – Board Education Research: Exploring Physiotherapists Recognition of Sexual/Professional Boundaries with Patients in Ontario The Board received an education session on research examining physiotherapists’ recognition and management of sexual and professional boundaries with patients in Ontario. Graduate students from the University of Toronto presented findings from their research project, which explored how physiotherapists identify boundary issues and the role of College supports in navigating those situations. The session provided insight into boundary related challenges in practice and informed the Board’s understanding of professional conduct considerations.</p> <p>December 2025 – Board Education A Different Model: The Health and Supportive Care Providers Oversight Authority (HSCPOA) The Board received an education session introducing the Health and Supportive Care Providers Oversight Authority and its model of voluntary regulation. The presentation, delivered by senior leadership from HSCPOA, outlined the Authority’s mandate, the rationale</p>
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		for voluntary registration of personal support workers, and the governance and accountability mechanisms associated with the model. The session provided the Board with comparative insight into an alternative regulatory framework and its potential implications for oversight, public confidence, and professional accountability.
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**C. System partners**

<b>Registration process</b>	<b>Changes Made (Yes / No)</b>	<b>Description</b>
Steps to increase accountability of third parties	Yes	<ul style="list-style-type: none"> <li>• The College has entered a Service Level Agreement with CAPR</li> <li>• The agreement confirms that CAPR will be providing Evaluation services, specifically credentialing and examination to applicants seeking to register as a PT</li> <li>• To support appropriate oversight, specific KPIs, timelines and outcomes, including regarding the scheduling of exams, release of results, timelines for credentialing and communication timelines with candidates.</li> <li>• The SLA also establishes specific reporting requirements, requires CAPR to ensure their processes meet best practices and include reasonable processes to prevent historically disadvantaged groups – including international applicants – from being disadvantaged</li> </ul>
Mutual recognition agreements	No	
Accreditation of educational programs	No	

**D. Responsiveness to changes in the regulatory environment**

Registration process	Changes Made (Yes / No)	Description
Steps to address labour issues (minister/stakeholders consultations, check demand-supply gap, etc)	Yes	The College continues to gather data that supports conversations regarding health human resource planning at the provincial and national table. The College supports the data collection initiatives conducted through CIHI and our latest reports for 2024 can be found here: <a href="https://www.cihi.ca/en/physiotherapists">https://www.cihi.ca/en/physiotherapists</a> In addition, the Board has received information about the profile of the profession December 2025: <a href="https://collegept.org/wp-content/uploads/2025/11/December-8-9-2025-Board-Meeting-Package.pdf">https://collegept.org/wp-content/uploads/2025/11/December-8-9-2025-Board-Meeting-Package.pdf</a>
Other	No	

## 7. Membership and application data

The Office of the Fairness Commissioner collects membership and application data from regulators through annual Fair Registration Practices Reports, which are also made available to the public. Information is collected for the purpose of discerning statistical changes and trends related to a regulator’s membership, application volumes, licensure/certification results, and appeals year over year.

### A. Race-based data collected

	Race-based data collected? (Yes or No)
Members	YES
Applicants	YES

Additional description:

This is collected on a voluntary basis only and it does not reflect the entirety of the profession. Our ability to refer to it and draw conclusions from it is limited at this time due to the quality of the data. The Board is continuing to assess the best way to learn more about the make up of the profession.

## B. Other identity-based or demographic data collected

	<b>Other identity-based or demographic data collected? (Yes or No)</b>
Members	Yes
Applicants	Yes

Additional description:

This is collected on a voluntary basis only. and it does not reflect the entirety of the profession. Our ability to refer to it and draw conclusions from it is limited at this time due to the quality of the data. The College continues to work on collection of data. In February 2026, the College published a blog on this topic: <https://collegept.org/2026/02/17/lets-talk-data-where-were-headed/>

## C. Languages of service provision

College of PHYSIOTHERAPISTS of Ontario makes application materials and information available to applicants in the following languages.

<b>Language</b>	<b>Yes / No</b>
English	Yes
French	No
Other (please specify)	

## D. Membership Profile

<b>Profession Name</b>	<b>Total Number of Members</b>
Physiotherapist	13239

<b>Class of License</b>	<b>Total Number of Members</b>	<b>Number of Internationally Educated Members</b>
Full / General/ Independent Practice	12307	4536
Provisional Practice	932	620

<b>Gender</b>	<b>Number of Members</b>
Male	3863
Female	9172
X (includes trans, non-binary, and two-spirit people)	7
Other / not collected	197

<b>Jurisdiction of Initial Training</b>	<b>Number of Members</b>
Ontario	7364
Other provinces and territories	719
United States	331
Other International	4825

<b>Country of Initial Training</b>	<b>Number of Members</b>
Canada	8083
India	2814
United Kingdom	598
United States of America	331
Philippines	262

Australia	223
Iran	135
Pakistan	83
Hong Kong	76
Ireland	70
Poland	65
Egypt	60
Brazil	52
South Africa	37
Netherlands	31
Colombia	30
Nigeria	30
Lebanon	22
Sri Lanka	19
New Zealand	16
Jamaica	15
Israel	14
United Arab Emirates	11
Hungary	11
Bulgaria	10
Romania	10
Bangladesh	8
Turkiye	8
Belgium	8
Chile	8
China	7
Jordan	6
Argentina	6
South Korea	5
France	5
Spain	5
Czechia	5
Nepal	4
Serbia	4
Saudi Arabia	4
Italy	3
Venezuela	3
Portugal	3

Ukraine	2
Finland	2
Mauritius	2
Zambia	2
Slovenia	2
Peru	2
Germany	2
Croatia	1
Malaysia	1
Ghana	1
Kenya	1
Uruguay	1
Ecuador	1
Denmark	1
Bolivia	1
Panama	1
Kuwait	1
Zimbabwe	1
Sudan	1
Greece	1
Switzerland	1
Mexico	1
Taiwan	1
Thailand	1
Malta	1
Serbia	5
Montenegro	2

Official language of preference	Number of Members
English	13239

Racial identity (optional)	Number of Members
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Black	90
East / Southeast Asian	551
Indigenous	13
Latin American	65
Middle Eastern	125
East / Southeast Asian	989
White	2179
Other	47
Not collected	9180

### E. Data Notes

Please note that registrants provide racial data on a voluntary basis. A.2. Gender options selection updated in 2025 and is now a multi-select field A.5. There is a comment on last years' template from someone at MLITSD: If you do not collect this data, please use official language of correspondence with applicants. A.6. Racial Identity is optional and multi-select. For this reason the data provided in the figure above is incorrect because it would not allow us to submit the report. The NOT Collected total should be 9263.

### F. Applicant Profile

Profession Name	Total Number of Applicants
Physiotherapist	<b>2423</b>

Gender	Number of Applicants
Male	592
Female	1813
X (includes trans, non-binary, and two-spirit people)	2
	16

Other / not collected	
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<b>Jurisdiction of Initial Training</b>	<b>Number of Applicants</b>
Ontario	775
Other provinces and territories	52
United States	26
Other International	1570

<b>Country of Initial Training</b>	<b>Number of Applicants</b>
India	1100
Canada	827
United Kingdom	162
Australia	54
Philippines	53
Iran	27
United States of America	26
Pakistan	23
Ireland	23
Nigeria	19
Lebanon	13
Brazil	12
Sri Lanka	12
Egypt	10
Hong Kong	8
Turkiye	5
New Zealand	4
Colombia	4
United Arab Emirates	4
South Korea	3
South Africa	3
Spain	3
France	3
Bangladesh	3

Chile	2
Germany	2
Netherlands	2
Israel	2
Italy	2
Mexico	2
Portugal	1
China	1
Venezuela	1
Kenya	1
Poland	1
Czechia	1
Romania	1
Zimbabwe	1
Ecuador	1
Nepal	1

<b>Official language of preference</b>	<b>Number of Applicants</b>
English	2423

<b>Racial identity (optional)</b>	<b>Number of Applicants</b>
Black	37
East / Southeast Asian	173
Indigenous	2
Latin American	28
Middle Eastern	49
South Asian	734
White	330
Other	24
Not collected	1046

## G. Data Notes

B.4. There is a comment on last years' template from MLITSD: If you do not collect this data, please use official language of correspondence with applicants.

B.5. Racial Identity is optional and multi-select. therefore the correct figure for Not Collected should be 1076 B.0. – B.5. These numbers are based on applications with a Submission Date in 2024. If someone submitted a PPC application early in 2025 and then submitted a switch application later in 2025, they are counted as 2.

## H. Application Decisions

The table below summarizes the outcome of registration decisions finalized in 2025. Some applications may have been received in the previous year.

Jurisdiction of initial training	Successful	Unsuccessful	Withdrawn
Ontario	760	1	7
Other provinces and territories	53	0	1
United States	26	0	1
Other International	1403	0	20

### Applications with decisions pending

The table below summarizes the inventory of applications in progress as of December 31, 2025. Again, some of these applications may have been received in the previous year.

Jurisdiction of initial training	Incomplete	Complete	Total
Ontario	4	0	4
Other provinces and territories	0	0	0
United States	1	0	1

Other International	66	12	78
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## I. New Registrants

For the 2025 reporting year, the breakdown of new registrants by class of registration is provided below:

Class of registration	Total new registrants	Number of internationally educated registrants
Full / General/ Independent Practice	873	551
Provisional Practice	1137	813
Courtesy	19	7

## J. Data Notes

B.7. Successful = Accepted or approved in 2025 Unsuccessful = Denied in 2025 Withdrawn = Withdrawn or Expired in 2025 B.8. a) Applications with Initial Review Date in 2025 but Completed on Date in or after 2nd week of 2026 or blank b) Applications with Initial Review Date in 2025 but Completed on Date in first week of 2026 B.9. IPC app type = New, all PPC, all Courtesy In addition, for the "Full/General/Independent Practice" section, some people will register for provisional and move to Independent Practice within the same year

## K. Reviews and Appeals

Applicants for registration may appeal a registration decision. An **internal review or appeal** involves formal reconsideration of a registration decision further to an application and submissions by the applicant.

Jurisdiction of initial training	Number of internal reviews and appeals processed	Number of decisions changed following internal review or appeal
Ontario	5	0
Other provinces and territories	0	0
United States	0	0
Other International	5	0
Multiple Jurisdictions	1	0
Other/not collected	0	0

An **external review or appeal** involves review of a registration decision by an external appeal tribunal or court, such as the Health Professions Review and Appeal Board or Divisional Court.

Jurisdiction of initial training	Number of applicants who sought external review or appeal	Number of decisions changed following external review or appeal
Ontario	0	0
Other provinces and territories	0	0
United States	0	0
Other International	0	0
Multiple Jurisdictions	0	0
Other/not collected	0	0

**Issues raised in reviews and appeals** can point to challenges in the registration process. The table below summarizes top issues or reasons that applicants raised during these appeal proceedings.

Issue or reason raised	Number of appeals
1. Good Character Requirement 2. Applicant did not meet the currency requirement (1200 practice hours in the preceding 5 years) 3. The Applicant Should be Exempt from the Examination Requirement	6 4 1

**Internationally trained applicants** face additional challenges in the registration process. The table below summarizes top reasons for not registering internationally trained individuals.

Reason for not registering	Number of internationally trained applicants
1. Good Character Requirement 2. Eligibility to Practice In Ontario Requirement	5 1

## L. Data Notes

For B.11 – The Registrar has two options to manage an application 1) register the applicant or 2) refer the application to the Registration Committee for review. The Registration Committee can direct the Registrar to issue the certificate, issue the certificate with terms and conditions, or refuse the application.



## Glossary of terms

**Applicant:** An individual who has applied for membership in a regulated profession or compulsory trade, with the associated rights to practice their profession / trade or use a professional title.

**Domestic labour mobility:** Applications subject to the Canadian Free Trade Agreement, which stipulates that a certificate issued by one province or territory should be recognized by all others unless there is an exception due to public health, safety and security reasons.

**Internationally educated / trained:** An individual whose initial professional education was not from a Canadian educational institution, or who is applying for trade certification based on experience gained outside Canada. This category includes individuals with education / training in the US and other countries. It also includes individuals who completed their initial professional education outside Canada and later addressed gaps with courses or a bridging program based in Canada.

**Jurisdiction of initial training:** For professions, the jurisdiction in which an applicant obtained their initial professional education used in full or partial fulfilment of registration requirements. For trades, the jurisdiction of initial trade experience listed on a Trades Equivalency Assessment (TEA) application.

**Member:** An individual who has satisfied the conditions for registration in their profession / trade and has been granted the right to practice and/or the right to use a professional designation or title. Members may hold a full license to engage in independent practice, or they may hold an alternate class of registration.

**Racial identity:** Voluntary self-report data of racial identity as a social description. Follows categories identified in the Ontario Anti-Racism Directorate Data <<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>> .

**Registration requirements:** the entry-to-practice requirements that that an applicant must meet to be granted full membership in a regulated profession or trade, with the associated right to practice or right to use a professional title.

- **Academic requirement:** The formal education, or equivalent, that is required for licensing or certification in a particular regulated profession or trade.
- **Experience requirement:** The experiential training or work experience that is required for licensing or certification in a particular regulated profession or trade.
- **Language requirement:** The level of language proficiency that is required for licensing or certification in a particular regulated profession or trade, and the language proficiency tests accepted in fulfillment of this requirement.

**Third party service provider:** An external organization that assesses applicant qualifications on behalf of the regulator.