

Accessible Canada Act **2025 Progress Report**

General

The College of Immigration and Citizenship Consultants (the College) is committed to identifying and removing barriers, and preventing new barriers, to persons with disabilities. Furthermore, the College is committed to achieve accessibility through meeting or exceeding our requirements under the *Accessible Canada Act* (the ACA).

Our Accessibility Plan (the Plan) outlines the steps the College is taking to meet those requirements and to improve accessibility for people with disabilities. The Plan, and related Accessibility Policies, were developed in concert with professional accessibility consultants, all of whom are persons with disabilities.

This is the College's first Progress Report, and it provides an update on the College's commitment to identifying and removing barriers and preventing new barriers to persons with disabilities.

The Manager, Human Resources, is designated to receive feedback on behalf of the College with respect to accessibility matters and this Plan.

The public is invited to communicate and/or provide feedback to the College in one of the following ways:

- Email: accessibility@college-ic.ca
- Mail: 5500 North Service Road, Suite 1002, Burlington, Ontario L7L 6W6
- Phone: 1-877-836-7543 (1084)

Alternatively, the Feedback Form can be completed and sent to accessibility@college-ic.ca. Information about the College's Feedback Process can be found in Schedule A and the Feedback Form can be found in Schedule B.

The College's Accessibility Plan, Progress Report and/or description of the feedback process can be requested in an alternate format (print, large print, Braille, audio format or an electronic format that is compatible with adaptive technology that is intended to assist persons with disabilities).

The social media sites the College uses to communicate with the public include:

Facebook – English:

<https://www.facebook.com/CollegeICC>

Facebook – French:

<https://www.facebook.com/CollegeCIC>

Instagram – English:

<https://www.instagram.com/collegeicc/>

Instagram – French:

<https://www.instagram.com/collegecic/>

X – Bilingual:

https://x.com/College_IC

LinkedIn – Bilingual:

<https://www.linkedin.com/company/77031166/>

YouTube – Bilingual:

<https://www.youtube.com/c/CICC-CCIC>

Areas Described Under Section 5 of the *Accessible Canada Act (ACA)*

The College is committed to identifying and removing barriers, and preventing new barriers to persons with disabilities, in the following areas, as described in section 5 of the ACA:

- a) Employment;
- b) The built environment;
- c) Information and communication technologies (ICT);
- d) Communication, other than ICT;
- e) The procurement of goods, services and facilities;
- f) The design and delivery of programs and services (if applicable); and
- g) Transportation (if applicable).

a) Employment

The College circulated and/or posted our first Accessibility Policy and Accessibility Plan to bring awareness to a culture of accessibility across the organization. Our disability consultants provided training to our staff earlier this year, and as staff join the College, they too will be trained on accessibility.

Employees requiring accommodation due to a disability continue to be provided with opportunities to engage in discussions to determine the appropriate accommodation based on their needs.

Job postings continue to include reference to the College's commitment to providing equal opportunities to all candidates and to meeting the needs of people with disabilities. Candidates invited to participate in the interview process are advised that if they require an accommodation, the College will work with them to meet their needs.

Employment agreements have been updated to include the College's commitment to providing accommodations for people with disabilities. Candidates are asked to contact a member of the Human Resources team if they require accommodation.

b) Built Environment

The College completed the redesign of our collaborative office space in early 2024. Throughout the process, the College worked closely with our disability consultants who provided input into accessibility considerations. As suggested by the consultants, the microwave in the kitchen was moved to a wheelchair accessible location, the kitchen sink was made wheelchair accessible, and the First Aid kit was moved to an accessible location.

The College will meet with and discuss the possible implementation of best practices and barrier-free design with people with disabilities whenever any modifications to the College's collaborative office space are proposed.

c) Information and Communication Technologies (ICT)

In 2024, the College Portal was launched, which is an Enterprise Management System (EMS). The EMS is a cloud-based enterprise management solution designed to meet the needs of professional regulators. The College Portal complies with the current requirements of the ACA.

d) Communication, other than ICT

The College continues to use accessible communication strategies to provide information to people with disabilities.

Communication among the College, licensees, applicants, candidates, stakeholders and the public continue to be conducted in a manner that takes into account a person's disability.

Employees continue to work with a person with a disability to assess the type of disability and discuss the appropriate form of communication that meets their needs.

Alternate formats may include, for example:

- Print
- Large print
- Braille
- Audio
- Electronic

e) Procurement of Goods, Services and Facilities

Accessibility requirements are discussed with the applicable department during the drafting stage of a procurement document and integrated into the planning phase.

The following clause is included in the College's RFxs:

"5.12 Accessible Canada Act

The Proponent must be capable of delivering accessibility consistent with the *Accessible Canada Act (ACA)*, to the extent applicable. Proponents are required to comply with The College's Accessibility Plan, policies, practices and procedures, as the same may be in effect during the term of any Agreement and apply to the Deliverables to be provided by the Proponent.

As part of its Proposal, the Proponent should describe all measures that the Proponent intends to implement or make available in order that the Deliverables provided in response to this RFX be in compliance with applicable accessibility standards under the ACA, including but not limited to:

- (a) any training that has been, or will be, provided to Proponent's staff;
- (b) all policies implemented by Proponent in respect of the ACA;
- (c) identified barriers to accessing Deliverables and proposals for removal or mitigation of such barriers;
- (d) feedback procedures that will allow The College to identify concerns; and
- (e) processes or procedures to deal with ongoing identification and removal of barriers.

Any Agreement resulting from this RFX will require that the successful Proponent to provide all Deliverables in accordance with the ACA."

f) Design and Delivery of Programs and Services (if applicable)

The College continues to take accessibility into consideration during the design of programs and services. From time to time, the College will continue to consult with persons with disabilities when developing and/or updating existing programs and services to enable accessibility.

g) Transportation

This section of the ACA does not apply to the College.

Consultations

The College consulted with an organization that only employs people with different types of disabilities. Their input was considered in the preparation of this Progress Report. The College will continue to consult with people with disabilities in the preparation of future Progress Reports and Accessibility Plans. Through virtual meetings and emails, the College received guidance and recommendations to help the College prepare this Progress Report and meet the requirements under the ACA.

Feedback

In May 2024, the College posted its first Accessibility Plan (Plan) on its website, and has not received feedback on the Plan.

Barriers

The following barriers were identified by licensees, candidates, applicants, members of the public and/or the disability consultants:

1. A licensee had a visual barrier in reading the invoice they received from the College, and they didn't have access to a screen reader.
 - Solution: A member of the Finance team called the licensee and read the details to the licensee. The licensee was also assisted in making payment over the phone.

2. A licensee had a visual barrier which presented challenges for them to fully participate in an online course, follow the material and take notes.
 - Solution: The College provided the licensee with additional time to allow their support person to assist in reading the material and taking notes.
3. Several candidates identified physical and/or mental health related challenges and required support in preparation of writing the Entry-to-Practice (EPE) exam.
 - Solution: Candidates were provided with additional time to complete the exam, additional breaks, and/or access to food and/or medication.
4. One candidate writing the EPE exam identified a physical barrier in that they are blind and required support to write the exam.
 - Solution: The applicant was provided with additional time to write the exam, additional breaks, and a scribe/reader.
5. One candidate identified a diagnosed medical condition requiring them to write the EPE in-person rather than online and have additional time to complete the exam.
 - Solution: The College made arrangements to have the candidate write a paper-based exam in-person and provided them with an additional 60 minutes to complete the exam.

The College has used this feedback to help identify and eliminate potential barriers in the areas described under Section 5 of the *Accessible Canada Act*.