



Physiotherapy Education Accreditation Canada
Agrément de l'enseignement de la physiothérapie au Canada

Professional Entry-Level Physiotherapy Education Programs Annual Report 2015

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Professional Entry-Level Physiotherapy Education Programs Annual Report 2015

Background

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation review of the 15 physiotherapy education programs in Canada. This document summarizes key program information for the period January 1 – December 31 2015 and provides an overview of the nature of physiotherapy education in Canada for 2015. There are four academic institutions that offer physiotherapy entry-level training through a Baccalaureate-Masters Continuum (BMC) program. As such, program metrics for these four institutions differ substantially from those of the other 11 physiotherapy education programs, one of which offers a BMC but with admission to the Masters program occurring at U3. Consequently, this document will report aggregated data for these two subsets of education programs separately.

Non Baccalaureate-Masters Continuum Programs

Overview of Programs

Eleven of the 15 education programs (73.3 %) offered non-BMC entry-level physiotherapy training. These programs were located across Canada in seven different provinces and award graduates with four different types of degrees. The majority of programs (n = 5, 45.5 %) offered a Master of Science in Physical Therapy (MScPT) and other programs offered a Master of Physical Therapy (MPT) (n = 4, 36.4 %), a Master of Health Sciences in Physiotherapy (MHSc(PT)) (n = 1, 9.1 %), and a Master of Science Applied (Physical Therapy) (MScA(PT)) (n = 1, 9.1 %).

The duration of non-BMC physiotherapy programs on average was 25.1 months (S.D. = 1.2) and ranged from 24 months to 28 months. As shown in Figure 1, the most frequent duration of programs was 24 months (n = 4, 36.4 %). Regarding the delivery of entry-level physiotherapy training, a number of programs supplemented traditional face-to-face teaching methods with distance and distributed education. For the purpose of this annual review, distance education was defined as “a teaching-learning situation in which the majority of instruction is offered in other than a face-to-face environment” and distributed education was defined as “a teaching-learning situation in which different cohorts of students in different geographical locations/campuses receive the same curriculum face-to-face with different instructors but standardized delivery and evaluation”. In 2015, there were three programs (27.3 %) that had adopted a distance education component and each program offered two required courses in this manner. A blended learning format was employed in some instances; here a portion of content was delivered online, with some instruction offered using traditional face-to-face teaching methods. One program had a distributed education program with two distributed sites. The total number of students enrolled at these satellite locations was 61 and the associated faculty full-time equivalent (FTE) totaled 5.4.

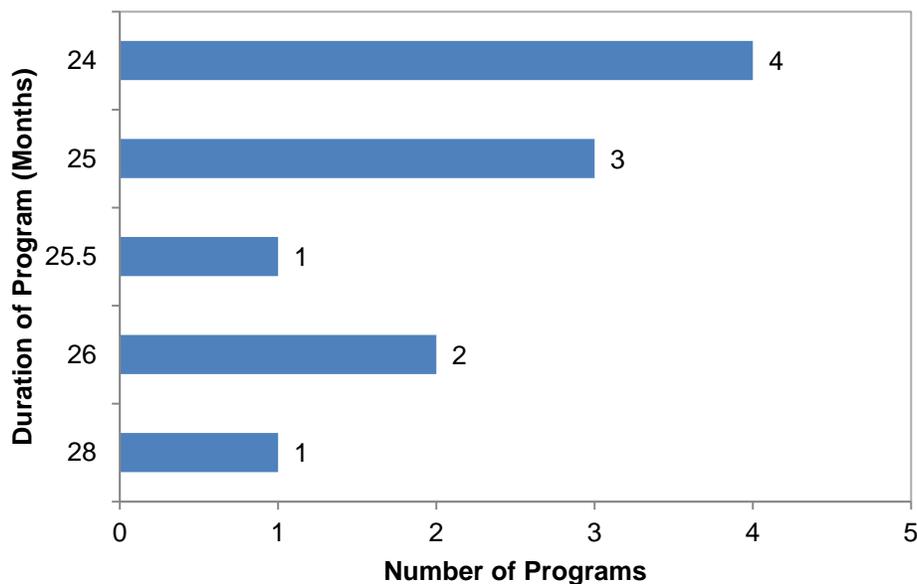


Figure 1: Duration of 11 non Baccalaureate-Masters Continuum physiotherapy programs. The duration of programs ranged from 24 to 28 months.

Program requirements – Clinical Fieldwork

Clinical fieldwork experience is a critical component of all entry-level physiotherapy education programs in Canada. Students undertook a number of clinical placements, which varied in duration and time commitment (full-time versus part-time). In 2015, the total number of student placements per year was 3,985 with a mean number of placements of 362 (range = 216 – 657 placements). These placements included out-of-catchment and international placements. Here, students completed placements in geographic locations that were outside the catchment area of their program, either at another location within the same province, elsewhere in Canada or in an international setting. Out-of-catchment placements (n = 217, range = 2 – 44 placements) represented a small percentage (5.8 %) of the total number of placements. Similarly, programs offered Canadian students from other programs placements within their catchment areas. Canadian students who were enrolled in other programs completed 148 placements (range = 2 – 28 placements) within the program catchment area in question. Eight of the 11 programs (72.7 %) had students who completed an international placement in 2015. A total of 35 students (range = 1 – 13) gained clinical experience in an international setting. Approximately half as many students (n = 17, range = 1 – 4) from international physiotherapy schools completed placements within the catchment area of these programs.

On average, students admitted in September 2015 are expected to complete 1,113.5 clinical placement hours (range = 1025 – 1250 hours) prior to graduation. All programs require students to complete a minimum of four placements and the clinical component of one program includes

seven placements (Figure 2). Generally, students are expected to participate in placements on a full-time basis and the first placement for two programs is a part-time placement.

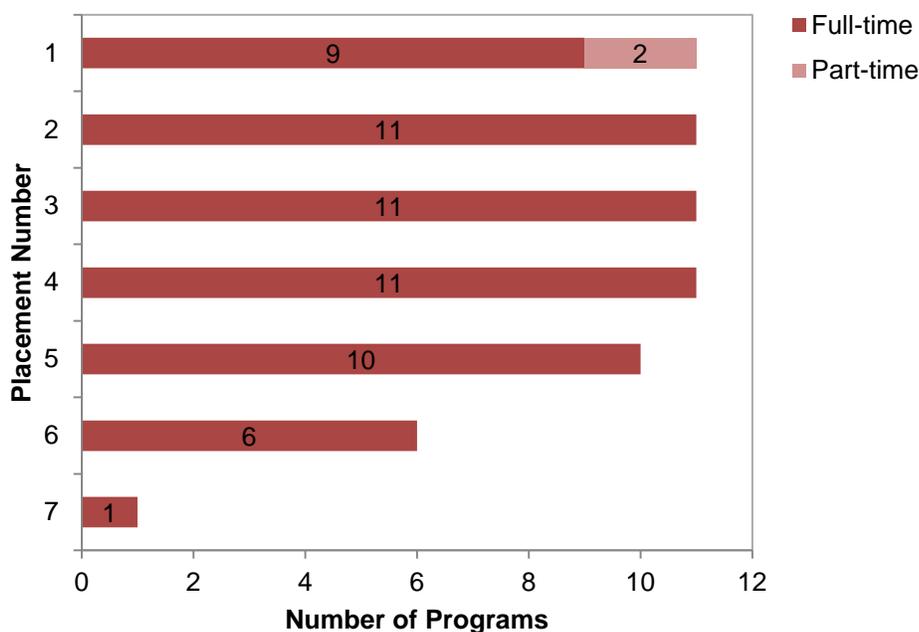


Figure 2: Time commitment and number of clinical placements students admitted in 2015 to 11 non Baccalaureate-Masters Continuum physiotherapy programs are expected to complete prior to graduation. The majority of placements require a full-time commitment from students.

A number of programs provided compensation to clinical preceptors or facilities/sites for their involvement in clinical education. There were five programs (45.5 %) that received financial support from provincial governments to enhance clinical education. Typically, these funds were used to provide an honorarium to clinical preceptors or sites. Five programs (45.5 %) compensated clinical preceptors and this compensation ranged from \$10 per day to \$19 per day. There were seven programs (63.6 %) that directly compensated clinical facilities/sites. Compensation was either established per placement e.g. \$750 per placement, determined per week per student e.g. \$50 per week per student or per day per student e.g. \$10 - \$19 per day per student.

Program requirements – End-of-program Deliverable

All 11 non-BMC programs required students to complete a major project, which was either an end-of-program research project (n = 10, 90.9 %) and/or a comprehensive/capstone project (n = 6, 54.5 %). Each major project included a number of different components, for example students undertaking a research project may be required to complete an ‘Ethics Application’, a ‘Project Proposal’, ‘Data Collection/Data Analysis’, an ‘Oral Presentation’, and a ‘Poster Presentation’. Nine of the ten programs (81.8 %) required students to collect and analyze data (Figure 3), whilst programs (n = 4, 36.4 %) required the delivery of a ‘Poster Presentation’ to a lesser extent. There was one education program that required students to complete all the

aforementioned components of a research project, in addition to writing a research report structured according to journal guidelines. 'Other' requirements of students included developing a business proposal, a final written report, and the demonstrated use of screening tools and outcome measures.

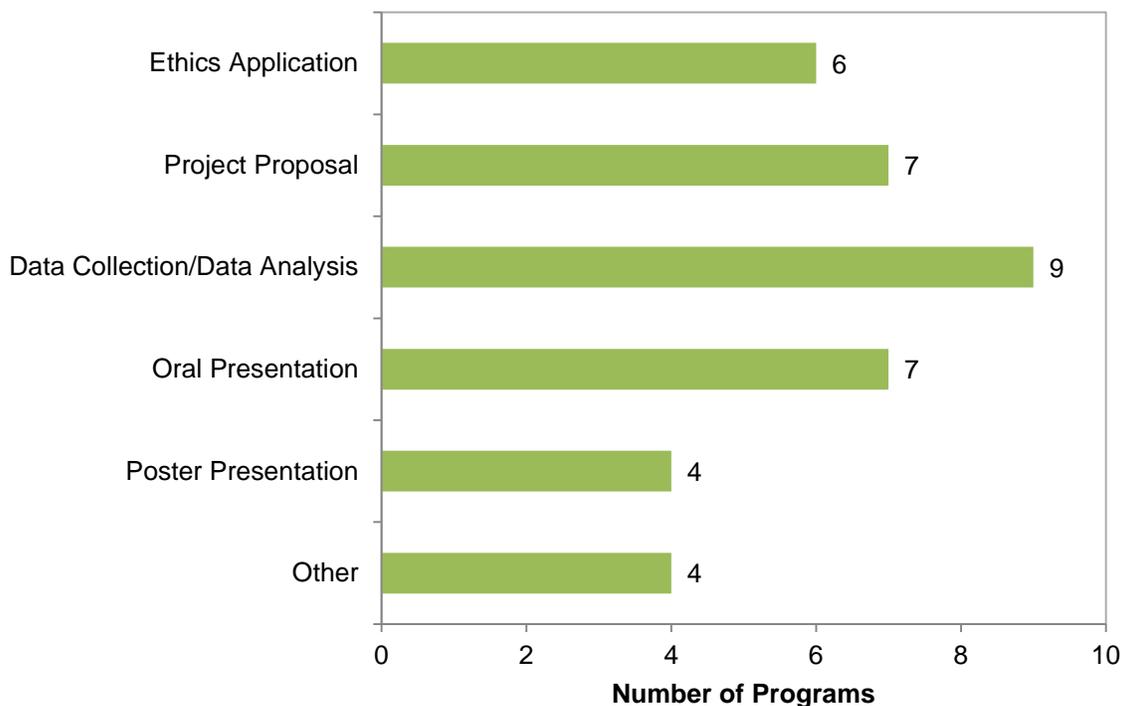


Figure 3: End-of-program research requirements for students enrolled in non Baccalaureate-Masters Continuum professional entry-level programs. Students commonly undertook the following components of a research project: data collection/data analysis (n = 9, 81.8 %), developing a research proposal (n = 7, 63.6 %), and giving an oral presentation (n = 7, 63.6 %).

Fewer programs used a comprehensive/capstone project to assess students. For those that did, a 'Multi-station OSCE' (n = 6, 54.5 %) was the most frequent component of capstone projects (Figure 4). Assessment also relied on a 'Portfolio' (n = 2, 18.2 %) and an 'Oral Presentation' (n = 1, 9.1 %). No program included a 'Poster Presentation' or an 'Oral Examination' as a component of capstone projects. Academic credit was associated with research or comprehensive/capstone components for nine of the 11 programs (81.8 %) and was not applicable for one program (9.1 %).

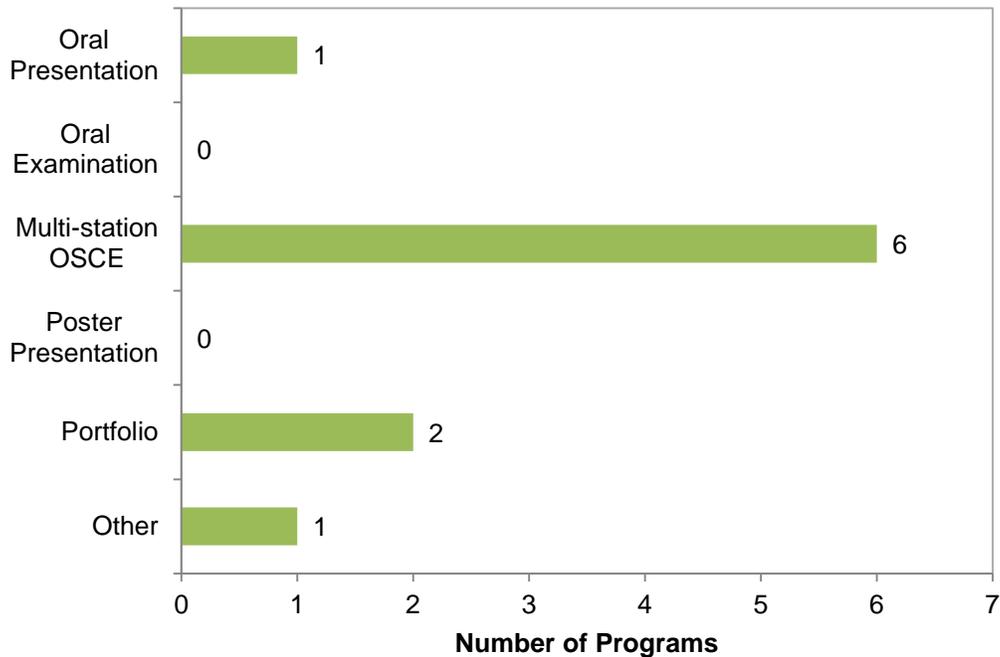


Figure 4: Comprehensive/capstone project requirements for students enrolled in non Baccalaureate-Masters Continuum professional entry-level programs. Six programs (54.5 %) examined students' skills through a multi-station OSCE and two programs (18.2 %) required students to complete a portfolio.

Applicants, Admission, and Enrolment

For the 2015 academic year, the total number of applications received from qualified applicants was 5,167 (Figure 5). On average, programs received 469 applications and this ranged from 105 to 1,274 applications. Programs extended 1,054 offers of admission and ultimately enrolled 690 students (mean = 62.8, \pm 24.4). Given the current data collection tool, it is not possible to decipher whether an applicant applied to more than one entry-level program, as such the estimated enrolment rate is 13.4 %. The number of enrolled new students was less than the targeted enrolment number of 697. Slightly more than three-quarters of seats (n = 529, 76.6 %) within programs were funded, with five programs providing funding for all new students enrolled for 2015.

The admission of students to professional entry-level programs was determined by a number of criteria/considerations (Table 1). The grade point average (GPA) of applicants and performance in an interview were most frequently considered (n = 9, 81.8 %) during the applications process. For interviews, seven of the nine programs (63.6 %) employed a multiple mini interview (MMI) format, whereas one program assessed applicants using case/situational analysis based on physiotherapy competencies and the other program used a computer administered profile. Eight programs (72.7 %) considered the English/French language proficiency of applicants and language skills were commonly ascertained through standardized tests such as the TOEFL, IELTS, and CanTEST. 'Minimum GPA', 'Sub GPA', and 'Residency' were requirements for seven programs. Regarding 'Residency', four programs (36.4 %) limited admissions to or gave

preference to in-province applicants. Other programs had designated seats for applicants from pre-identified provinces and two programs specified that admission was limited to applicants with permanent residency status or Canadian citizenship. 'References' (n = 6, 54.5 %) and 'Volunteer Hours' (n = 5, 45.5 %) were considerations for few programs and five programs (45.5 %) identified other factors that informed final admissions' decisions. These were: proof of enrollment in pre-requisite courses, completion of pre-requisite courses, scholarships and awards, a written submission, and bilingualism.

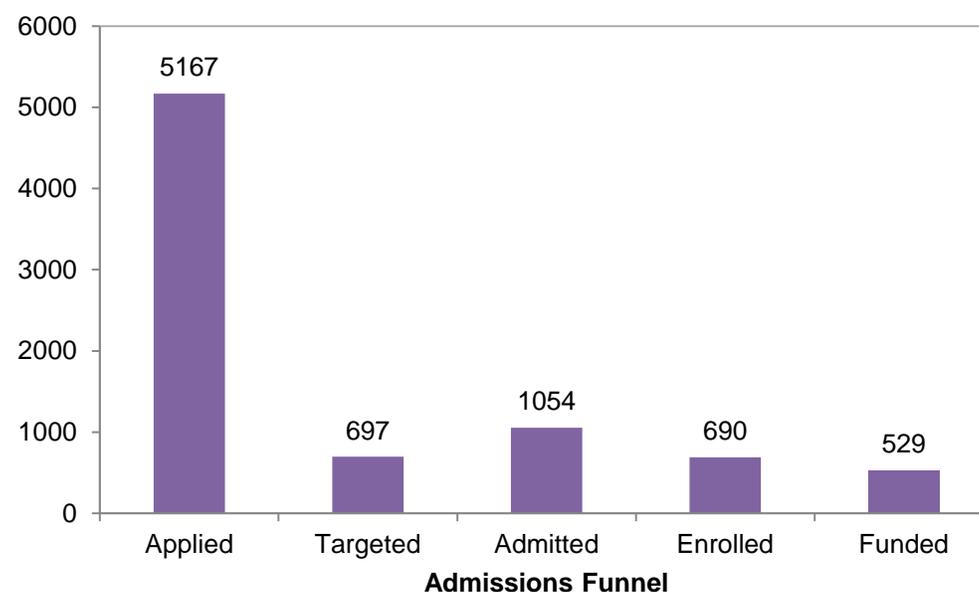


Figure 5: Admissions funnel for 11 non Baccalaureate-Masters Continuum professional entry-level programs. A total of 5,167 applications were received from qualified individuals and the final number of enrolled students was 691, representing an enrolment rate of 13.4 %.

Table 1: Admissions criteria/considerations for 11 non Baccalaureate-Masters Continuum professional entry-level programs. The majority of programs (n = 9, 81.8 %) had GPA requirements and an interview process informed final admissions decisions.

Admissions Criteria/Considerations	Number of Programs (%)
GPA	9 (81.8)
Interview	9 (81.8)
English/French Language Proficiency	8 (72.7)
Minimum GPA	7 (63.6)
Sub GPA	7 (63.6)
Residency	7 (63.6)
References	6 (54.5)
Volunteer Hours	5 (45.5)
Other	5 (45.5)

All newly enrolled students had completed another post-secondary degree prior to commencing professional entry-level physiotherapy training. For the majority of new students, a Bachelor's degree (n = 660, 95.5 %) was the highest level of education obtained prior to starting physiotherapy training. An additional 26 new students had obtained a Master's degree (3.8 %) and four students held Doctorate degrees (5.8 %). A number of programs had designated seats for particular students. For six programs, designated seats were allocated for out-of-province students, international students, Aboriginal students, and students from a language minority group.

Student Demographics

As shown in Figure 6, there were a total of 1,609 students (mean = 146, range = 68 – 325) enrolled in the 11 non Baccalaureate-Masters Continuum programs. The majority of students were female (n = 1,054, 65.5 %) and males represented 34.5 % of the student population. International students represented a small percentage (0.4 %) of the student population and there were five international students enrolled in two programs. Fifty-nine students had received formal accommodations from programs (Table 2), with mental health/learning needs (n = 36) reported as the most common accommodation. Other accommodations were: 'Physical status' (n = 9) and 'Cultural/religious' (n = 5). Data regarding the nature of accommodations classified as 'Other' was not available.

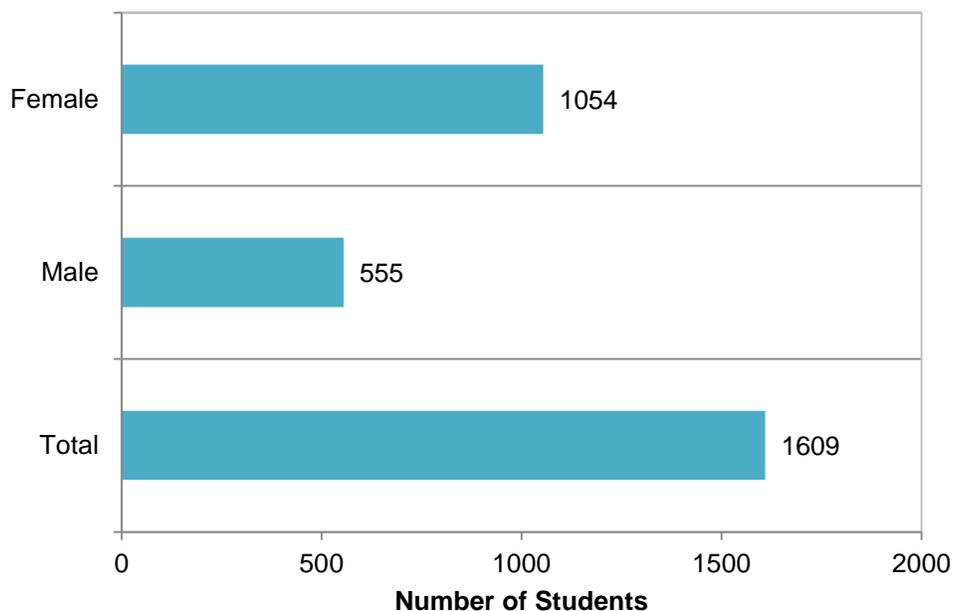


Figure 6: Total number of students enrolled in non Baccalaureate-Masters Continuum professional entry-level programs. The majority of the 1,610 enrolled students were female (n = 1,054, 65.5 %).

Table 2: Formal accommodations received by students enrolled in professional entry-level physiotherapy programs. Thirty-six students in ten programs received accommodations for mental health/learning needs.

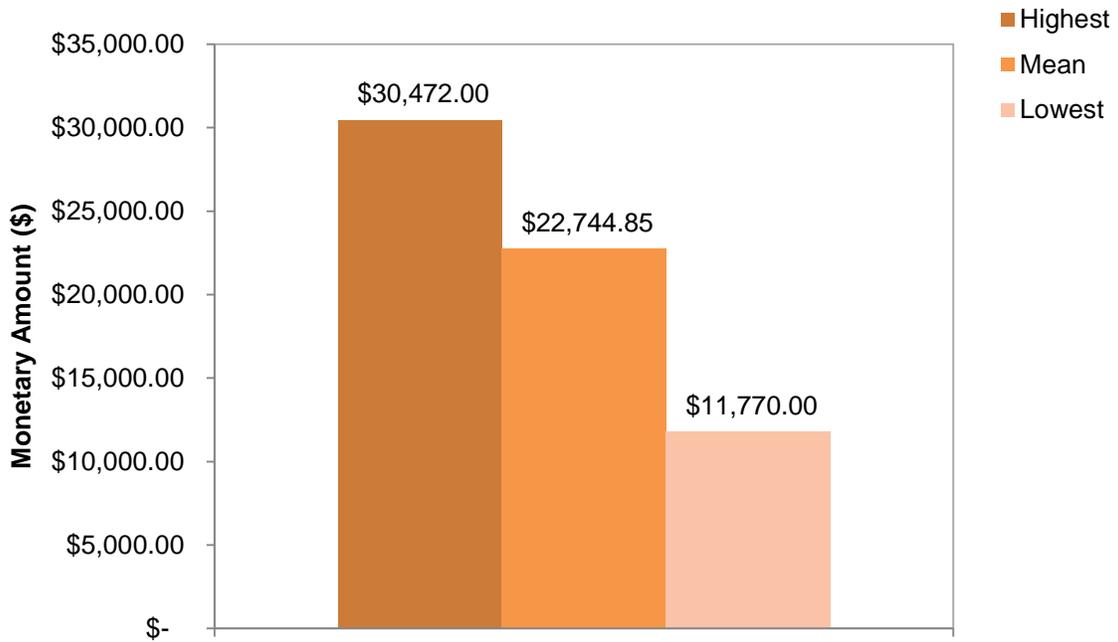
Accommodation	Number of Students
Mental health/learning	36
Other	9
Physical status	9
Cultural/religious	5
<i>Total</i>	<i>59</i>

Graduation and Attrition

In 2015, 11 professional entry-level physiotherapy programs graduated a total of 686 students (mean = 62.4, range = 35 – 106). Over the course of this training, a number of students had withdrawn from programs prior to graduation; this totaled 31 students and thus, represented an overall attrition rate of 4.3 %. Attrition rates ranged from 0.0 % to 20.3 %; however, there were four programs with attrition rates of 0.0 %. Programs attempted to identify reasons for this attrition; for the most part students did not provide reasons for withdrawing from programs. Performance issues (n = 3, 27.3 %) were the most common reason for attrition. Other reasons for attrition were ‘withdrawal for health concerns/reasons’ (n = 2, 18.2 %), ‘transfer to medicine’ (n = 2, 18.2 %), and ‘transfer to other health professional programs’ (n = 1, 9.1 %).

Student Incurred Costs

Students commencing their studies in the 2015 academic year were expected to incur costs for tuition, other fees, and textbooks. The total program associated costs ranged from \$ 11,770.00 to \$ 30,472.00, with an average cost of \$ 22,744.85 (Figure 7). As depicted in Figure 8, tuition costs accounted for a large proportion of the associated program costs (range = 57.2 % - 88.9 %) and the mean cost of tuition was \$ 18,579.20 (range = \$ 6,727.00 - \$ 26,034.00). Other fees on average were \$ 2,825.89 and ranged from \$ 1,336.66 to \$ 5,745.81. The cost of textbooks was minimal, ranging from \$ 0 to \$ 2,200.00 (mean = \$ 1,339.77).



Overall Associated Program Costs

Figure 7: Overall cost associated with the completion of non Baccalaureate-Masters Continuum professional entry-level programs in Canada. This cost included tuition, other fees, and textbooks. The mean cost anticipated that students would incur was \$ 22,744.85 and ranged from \$ 11,770.00 to \$ 30,472.00.

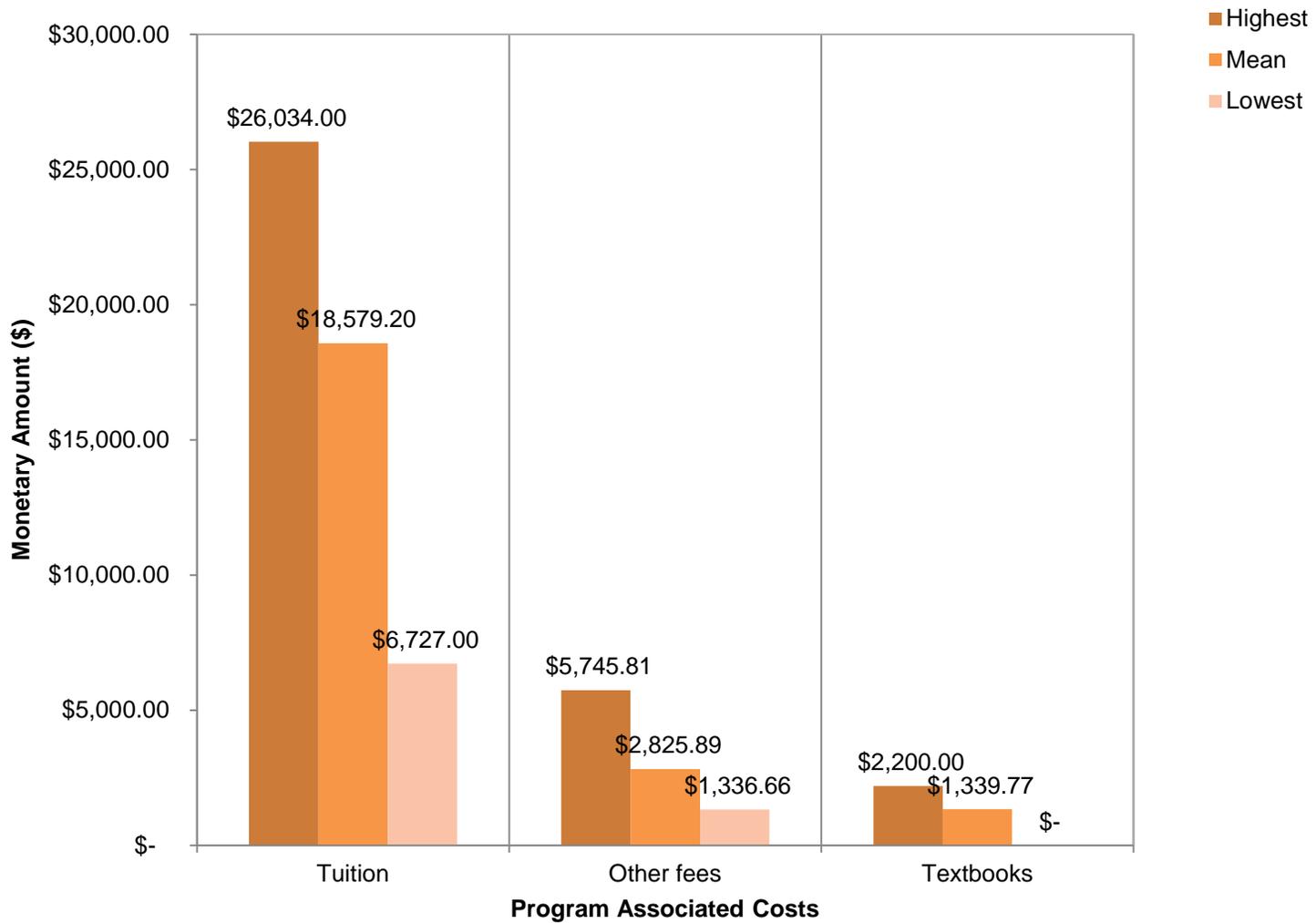


Figure 8: Disaggregated costs and the range of costs for non Baccalaureate-Masters Continuum professional entry-level programs. Associated program costs included tuition, other fees, and textbooks.

Faculty and Staff Personnel

Core faculty (physiotherapists and non-physiotherapists), academic coordinators/directors of clinical education, associated faculty, and other instructors were responsible for the delivery of program content. This represented a core faculty to student ratio of 1:7.9 (218.95:1,609). Programs noted that the ratio between teaching assistants and students varied from course to course and was typically determined by course managers. Ratios were as low as 1:9 and as high as 1:20 in clinical labs. As shown in Table 3, the majority of core faculty positions were allocated to physiotherapists on a full-time basis (n = 139, 63.5 %). An additional 65.95 physiotherapists contributed to programs on a part-time basis. There were 18 non-physiotherapists (16 full-time and 2 part-time) who were affiliated with entry-level programs. The accompanying FTE for core faculty was 177.6. Core faculty members were not only responsible for teaching in professional entry-level physiotherapy programs but also supervised other post-secondary students (Figure 9), who were primarily pursuing doctorate degrees (n = 188). Core faculty provided support to 'Thesis Master's' students (n= 130), 'Clinical Master's' students (n = 29), and students in other programs of study (n = 26). These 'Other' supervisory roles included the supervision of post-doctoral fellows, visiting doctorate students, visiting scientists and physiotherapists, and students in undergraduate programs.

All programs had individuals appointed to the role of academic coordinator/director of clinical education (ACCE/DCE). There were a total of 17 ACCE/DCEs (FTE = 13.3) and this position required individuals to perform both administrative (mean = 56 % of time, range = 20 – 90 %) and teaching duties (mean = 42 % of time, range = 10 – 80 %). One ACCE/DCE was engaged in research activities 20 % of the time. There were 32 associated faculty members (FTE = 5.8) who were involved in the delivery of one half or more contact hours of a course. A total of 808 other instructors (range = 0 – 312) were also involved in course instruction. Programs received assistance from support staff (FTE = 39.5) and technical staff (FTE = 13.8). These administrative support staff included lab assistants in four of the 11 programs (36.4 %). Administrative support staff members were shared with other programs at nine of the 11 institutions.

Table 3: Number of core faculty positions allocated/budgeted for physiotherapists and non-physiotherapists and the total associated full-time equivalent.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time)	139 (63.5)	
Physiotherapist (Part-time)	65.95 (30.1)	
Non-physiotherapist (Full-time)	16 (5.5)	
Non-physiotherapist (Part-time)	2 (0.9)	
<i>Total</i>	<i>218.95</i>	<i>177.6</i>

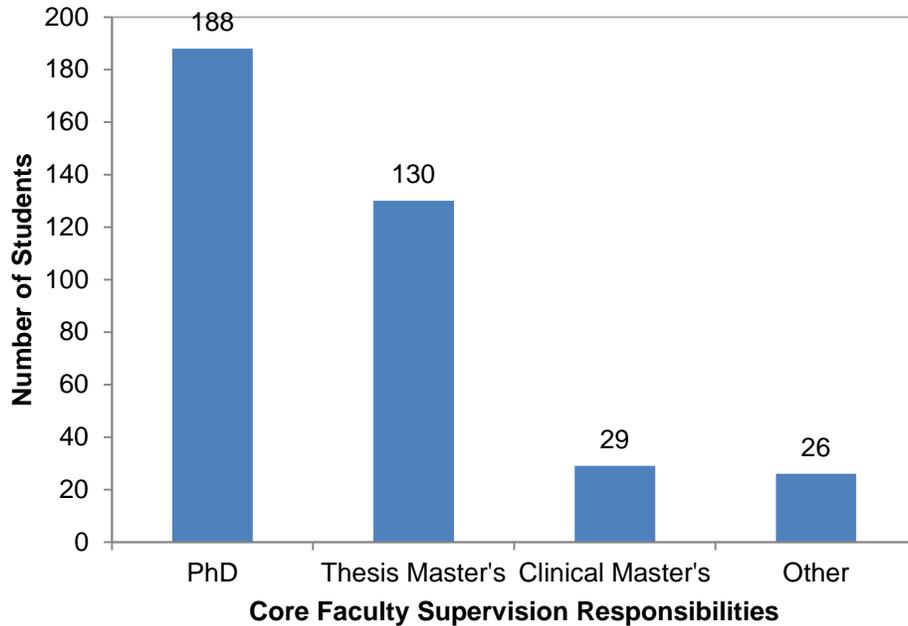


Figure 9: Number of students undertaking various post-secondary degrees supervised by core faculty members. Core faculty primarily provided support to doctorate students (n = 188).

Table 4: Number of program personnel: academic coordinators, associated faculty, and other instructors, and the accompanying full-time equivalents for such personnel and support staff and technical staff.

	Number of Personnel	Total FTE
<i>Academic Coordinator/Director of Clinical Education</i>	17	13.3
<i>Associated Faculty</i>	32	5.8
<i>Other Instructors</i>	808	-
<i>Support Staff</i>	-	39.5
<i>Technical Staff</i>	-	13.8

Baccalaureate-Masters Continuum Programs

Overview of Programs

Baccalaureate-Masters Continuum degrees were offered by four (26.7 %) of the 15 entry-level physiotherapy programs. All four programs were based in Quebec and the degree types conferred to students were: Maîtrise en physiothérapie (M.Pht.) (n = 2, 50.0 %), Maîtrise ès sciences Physiothérapie (M.Sc.PT) (n = 1, 25.0 %), and a Maîtrise ès sciences appliquées (physiothérapie) (M.Sc.A.(Physiothérapie)) (n = 1, 25.0 %).

On average, the duration of these BMC physiotherapy programs was 47.0 months (Figure 10). Two programs (50.0 %) had adopted a distance education approach for the delivery of some course content. A total of seven required courses were offered using a blended learning format, with online modules and face-to-face instruction. These required courses included 'Biomechanics', 'Collaboration and Evidence-based Practice', and 'Statistics'. There were no programs that used a distributed education model.

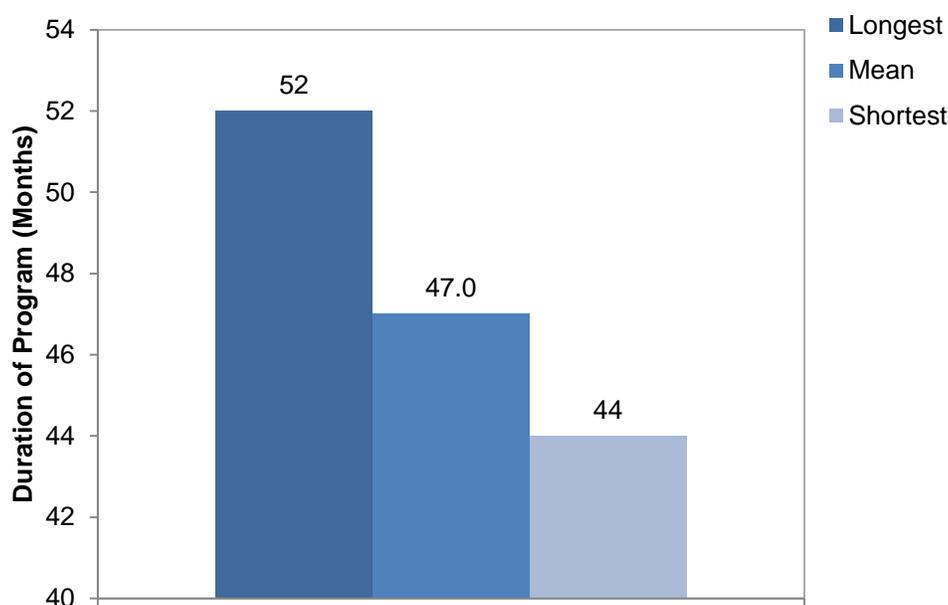


Figure 10: Duration of four Baccalaureate-Masters Continuum physiotherapy programs. The average length of programs was 47.0 months and program duration ranged from 44 to 52 months.

Program requirements – Clinical Fieldwork

As with non-BMC programs, students enrolled in BMC programs were required to acquire clinical fieldwork experience, complete a research project, and/or a comprehensive/capstone project in order to graduate. For 2015, students completed a total of 1,481 clinical placements (mean = 370.25, range = 136 – 630), which was slightly greater than the previous year (n = 1,070). This increase was most likely due to the inclusion of an additional program in this year's

review. BMC students also completed out-of-catchment placements (n = 26 placements), although this was to a lesser extent than students enrolled in non-BMC programs. A similar number of students in BMC programs (n = 33) and non-BMC programs (n = 35) undertook placements in an international setting. Two BMC programs had students from other programs complete a total of five placements within their catchment areas. Furthermore, 14 students from international physiotherapy schools completed clinical placements within the catchment areas of these four BMC programs.

For students admitted in September 2015, the expected number of clinical fieldwork hours to be completed prior to graduation averaged 1,068.25 (range = 1,008 – 1,190). Students are expected to complete a minimum of four placements; however, one program requires students to complete seven placements (Figure 11). The time commitment for placements is primarily full-time; however, students in one program complete two placements on a part-time basis. None of the BMC programs received financial support for clinical education from the provincial government. Nevertheless, programs provided compensation to preceptors or clinical facilities for their supervision of entry-level students during their clinical placements. One program (25 %) compensated preceptors in the amount of \$ 18.70 per day or \$ 25 per day depending on the stage of a student's training. The remaining three programs compensated facilities and this ranged from \$ 20 to \$ 40 per day per student. In one instance, compensation varied if the placements were within the catchment area or outside.

Program requirements – End-of-program Deliverable

All four programs required students to complete components of a research project (Figure 12). All students were required to collect and analyze data (n = 4, 100 %) and three programs (75 %) required students to complete an 'Ethics Application' and/or an 'Oral Presentation'. Two programs required students to complete a 'Poster Presentation' and developing a 'Project Proposal' was a requirement for one program (25 %). As with the non-BMC programs, students in BMC programs were less likely to complete components of comprehensive/capstone projects. As shown in Figure 13, students in two programs completed a 'Multi-station OSCE', whereas the other capstone components were not requirements. Two programs identified 'Other' learning activities completed prior to graduation. These were a comprehensive examination and final theoretical examination. There was one program that did not have a capstone project as part of entry-level training. Academic credit was associated with these end-of-program requirements for all four programs.

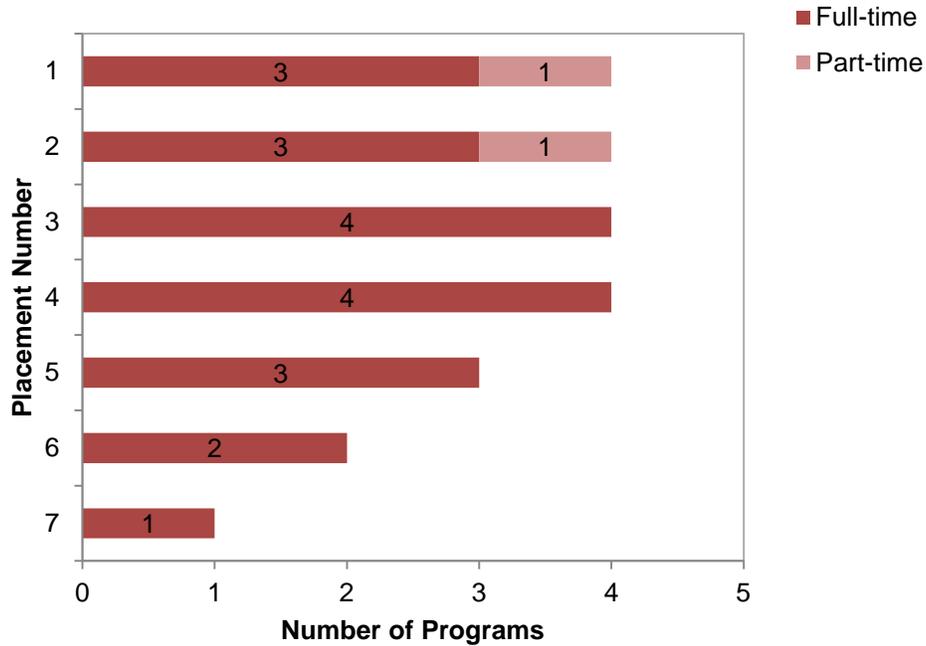


Figure 11: Time commitment and number of clinical placements students admitted in 2015 to four Baccalaureate-Masters Continuum physiotherapy programs are expected to complete prior to graduation. All programs require students to complete a minimum of four placements and the majority of these placements require a full-time commitment from students.

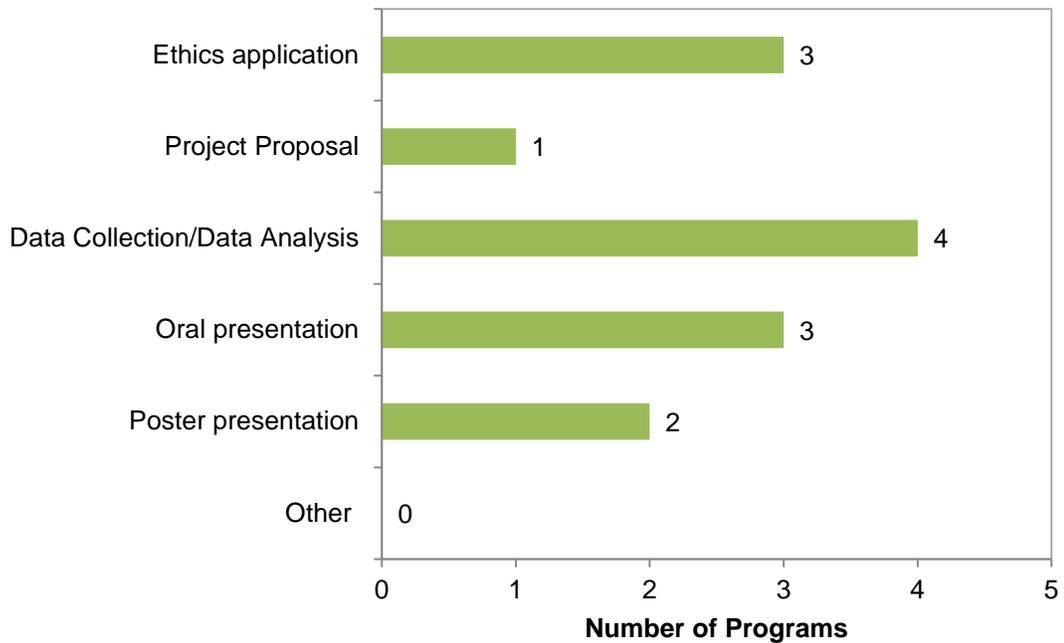


Figure 12: End-of-program research requirements for students enrolled in Baccalaureate-Masters Continuum professional entry-level programs. Students in all four programs were required to complete data collection and data analysis.

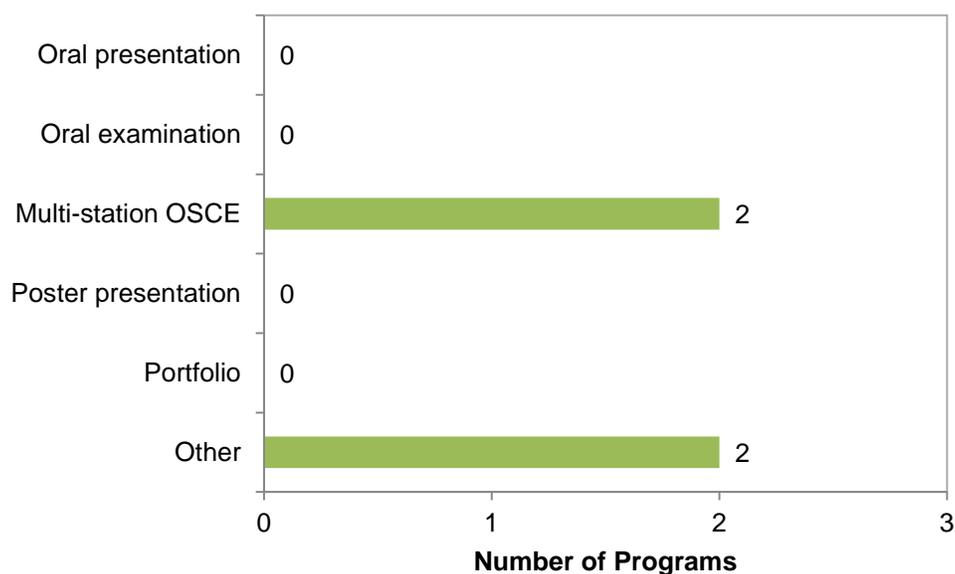


Figure 13: End-of-program comprehensive/capstone project requirements for students enrolled in Baccalaureate-Masters Continuum professional entry-level programs.

Applicants, Admission, and Enrolment

For the past academic year the total number of applications received from qualified applicants was 3,133 (Figure 14), which was 76 fewer applications than 2014. On average, programs received 783 applications (range = 150 – 1053). The four programs together extended offers of admission to 740 applicants in attempts to reach the target enrolment of 303. The final number of new students enrolled was 305 (mean = 76.3, \pm 39.6), which represented an enrolment rate of 9.7 %. Ninety-three percent of seats within programs were funded, with two programs funding all new students enrolled for 2015.

The admissions criteria for the four BMC programs are outlined in Table 5. Applicants were evaluated based upon their GPA ($n = 3$, 75 %), as well as ‘English/French Language Proficiency’ and ‘Residency’ ($n = 2$, 50 %). The French language and literature test from the Ministry of Education of Quebec or a TFI score of at least 850/990 were used to determine French language proficiency. Regarding ‘Residency’, entrance to BMC programs was limited to residents of Quebec, permanent residents, and Canadian citizenship. The ‘Other’ admissions considerations included a combination of academic performance and an autobiographical essay, R rated candidates from CEGEP, and the completion of preliminary post-secondary science courses no more than eight years prior to admissions to the program.

The majority of newly enrolled students had completed CEGEP prior to commencing BMC entry-level programs, which admit students at the first year baccalaureate level. One hundred and fifty-six students had completed CEGEP (51.1 %) and an additional 106 students (34.8 %) had completed CEGEP and some university courses. Very few students had obtained a

Bachelor's degree (n = 19, 6.2 %) or Master's degree (n = 2, 0.7 %) and no students held a Doctorate degree, unlike non-BMC programs, which admit students at the Masters level. There were an additional 22 students (7.2 %) that held 'Other' qualifications. Two of the four programs designated a total of 35 seats for certain groups of applicants. These seats were reserved for applicants who had completed a TRP diploma in CEGEP (15 seats), out-of-province applicants (9 seats, New Brunswick), Aboriginal students (2 seats), readmissions (4 seats), and 5 seats were unspecified.

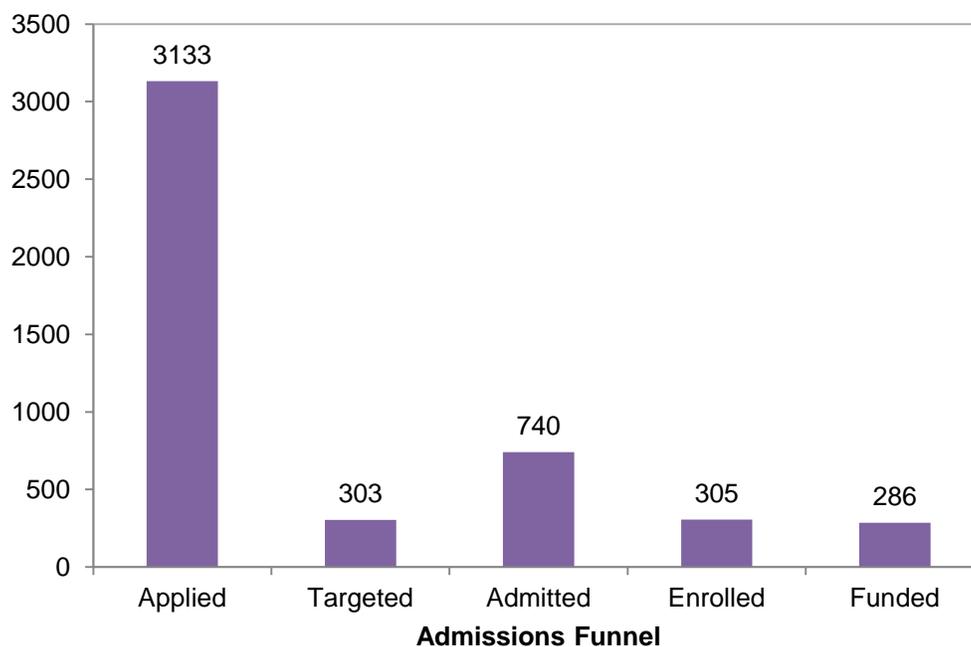


Figure 14: Admissions funnel for the four Baccalaureate-Masters Continuum professional entry-level programs. A total of 3,133 applications were received from qualified individuals in 2015. Three hundred and five applicants ultimately enrolled in programs.

Table 5: Admissions considerations for four Baccalaureate-Masters Continuum entry-level programs. All programs assessed applicants based on their GPA and other considerations were language proficiency and residency.

Admissions Criteria/Considerations	Number of Programs (%)
GPA	3 (75.0)
Other	3 (75.0)
English/French Language Proficiency	2 (50.0)
Residency	2 (50.0)
Minimum GPA	1 (25.0)
Sub GPA	1 (25.0)
References	1 (25.0)

Student Demographics

In 2015, there were a total of 1,053 students (mean = 263, range = 111 – 385) enrolled in these four Baccalaureate-Masters Continuum programs (Figure 15). As with non-BMC programs, the majority of students were female (n = 740, 70.3 %) and there were only three international students (0.3 %) enrolled in two programs. A total of 35 students were granted formal accommodations from programs (Table 6). These accommodations were mostly associated with ‘Mental health/learning’ (n = 16, 45.7 %). Eight students (22.9 %) had received a formal accommodation due to ‘Physical status’, whereas no accommodations were made due to ‘Cultural/religious’ reasons. The ‘Other’ accommodations were related to athletics commitments of students.

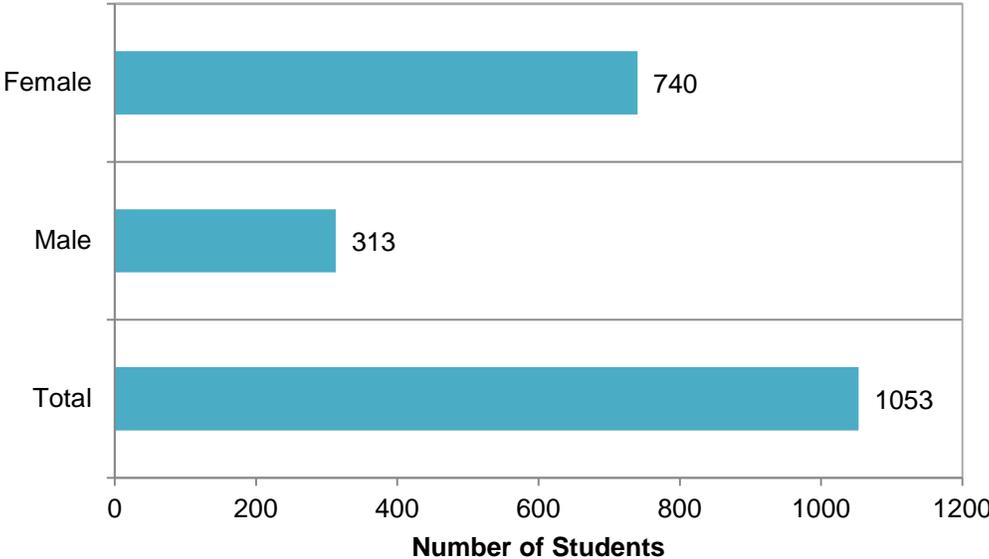


Figure 15: Total number of students enrolled in non Baccalaureate-Masters Continuum professional entry-level programs in 2015. The majority of enrolled students were female (n = 740, 70.3 %) and males represented 29.7 % of the student population.

Table 6: Formal accommodations received by students enrolled in Baccalaureate-Masters Continuum programs. Thirty-five students were granted accommodations, primarily for ‘Mental health/learning’ reasons.

Accommodation	Number of Students
Mental health/learning	16
Other	11
Physical status	8
Cultural/religious	0
<i>Total</i>	35

Graduation and Attrition

For the 2015 academic year, a total of 163 students (mean = 41, range = 0 – 69) were conferred degrees. There was one new program that had not yet graduated any students in 2015. There were a number of students (n = 83) who started entry-level programs with this cohort but who left prior to graduation. This represented an overall attrition rate of 33.7 %, with program attrition rates ranging from 17.6 % to 100 %. All programs indicated that attrition was due to ‘Transfer to other health professional program’ and three programs experienced attrition as a result of students transferring to medicine. In addition, programs also observed attrition due to ‘Required withdrawal – performance issues’ (n = 1, 25 %), ‘Withdrawal for health concerns/reasons’ (n = 1, 25 %), and ‘Voluntary withdrawal’ (n = 1, 25 %), where students transferred to another physiotherapy program.

Student Incurred Costs

The associated program costs (tuition, other fees, and textbooks) were similar for the four BMC programs. The anticipated overall cost for BMC programs on average was \$ 16,308.29 and ranged from \$ 14,986.35 to \$17,293.00 (Figure 16). This was less than the anticipated costs for non-BMC programs. Tuition accounted for between 63.8 % and 70.1 % of program costs. On average, students in BMC programs were expected to incur a cost of \$ 10,911.16 for tuition (range = \$ 10,320.75 - \$ 11,315.00). The anticipated cost for ‘Other fees’ was \$ 3,434.63 (range = \$2,700.00 - \$4,744.81) and students were expected to spend approximately \$1,962.50 (range = \$ 1,500 - \$ 2,500) on textbooks (Figure 17).

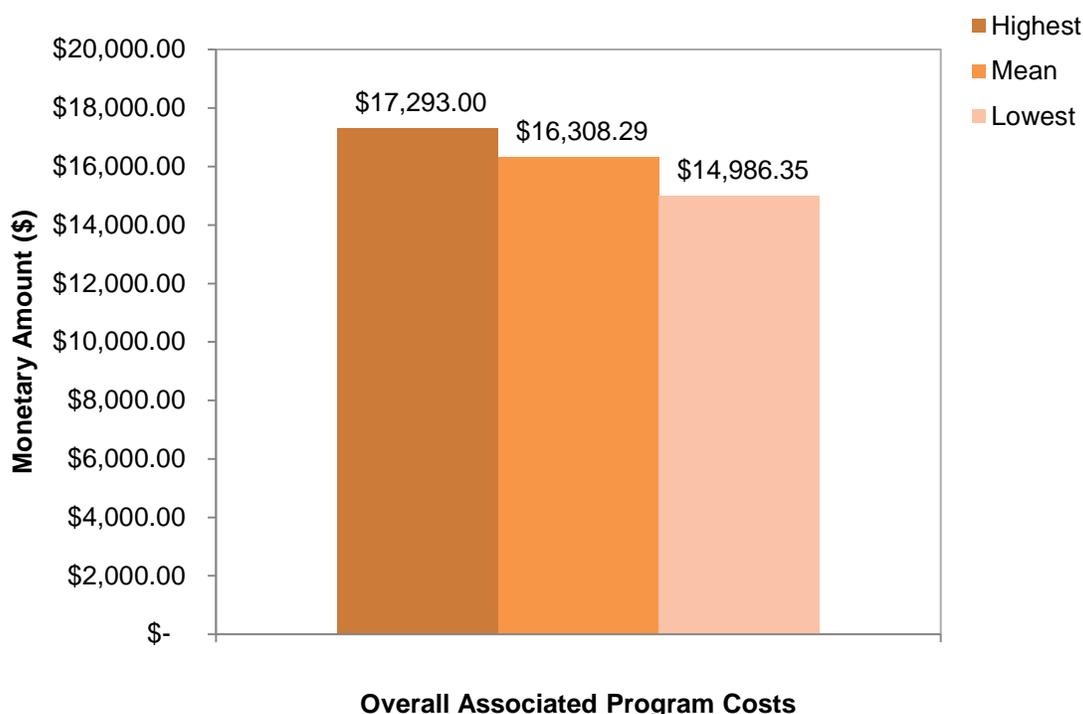


Figure 16: Overall cost associated with the completion of Baccalaureate-Masters Continuum professional entry-level programs in Quebec. Associated program costs included tuition, other fees, and costs for textbooks. The mean cost that students were anticipated to incur was \$ 16,308.29 and ranged from \$ 14,986.35 to \$ 17,293.00.

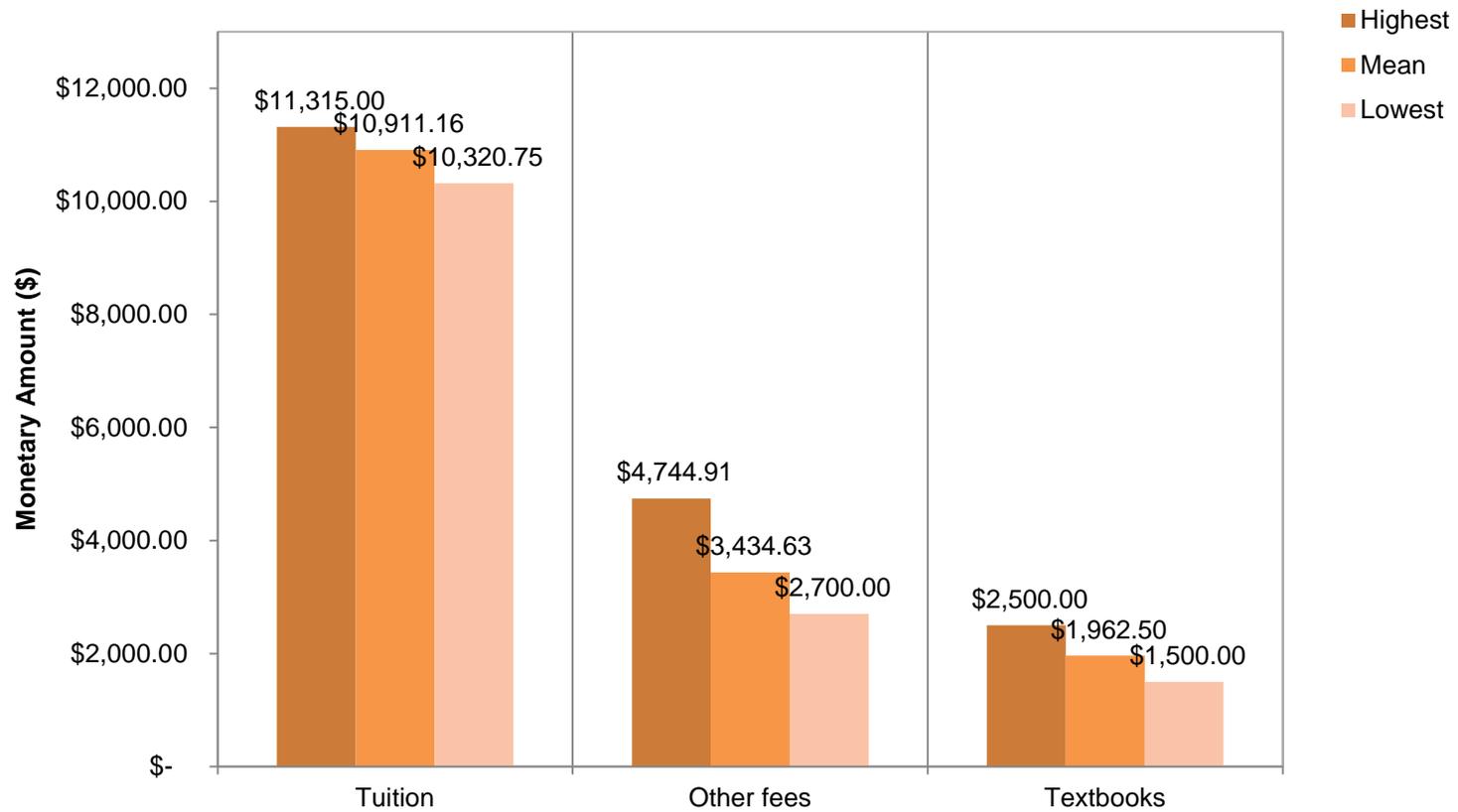


Figure 17: Disaggregated costs and the range of costs for Baccalaureate-Masters Continuum professional entry-level programs. Tuition constituted between 63.8 % and 70.1 % of program costs.

Faculty and Staff Personnel

Core faculty (n = 64, FTE = 65.35), academic coordinators/directors of clinical education (n = 5, FTE = 4.3), associated faculty (n = 46, FTE = 3.95), and other instructors (n = 427) were involved in the instruction of entry-level physiotherapy students (Table 7 and Table 8). This corresponded to an overall instructor to student ratio of 1:16.5 (64:1,053). Programs stated that the ratio of teaching assistants/lab assistants to students ranged from 1:8 to 1:14. The majority of core faculty positions were allocated/budgeted for full-time physiotherapists (n = 40, 62.5 %) and there were an additional 12 physiotherapists involved in entry-level programs on a part-time basis. There were a total of 12 non-physiotherapists affiliated with programs. Core faculty members also supervised other post-secondary students (Figure 18). Faculty members supervised a total of 184 students: 'Thesis Master's' students (n = 69), 'Clinical Master's' students (n = 54), 'PhD' students (n = 38), and 'Other' students (n = 23). Programs did not specify the disciplinary focus of students in the 'Other' category.

Table 7: Number of core faculty positions allocated/budgeted for physiotherapists and non-physiotherapists on a full-time or part-time basis and the total associated full-time equivalent.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time)	40 (62.5)	
Physiotherapist (Part-time)	12 (18.8)	
Non-physiotherapist (Full-time)	10 (15.6)	
Non-physiotherapist (Part-time)	2 (3.1)	
<i>Total</i>	<i>64</i>	<i>65.35</i>

There were five individuals (FTE = 4.3) in the position of ACCE/DCE and this position involved both administrative and teaching duties for two programs. For the other two programs, academic coordinators were responsible for only administrative duties. Forty-six associated faculty (mean = 11.5, range = 5 – 24) contributed in the delivery of course content in entry-level BMC programs. Baccalaureate-Masters Continuum programs had a total of 427 other instructors (mean = 106.8, range = 28 – 171) affiliated with their programs and programs received assistance from support staff (FTE = 28) and technical staff (FTE = 3). These personnel were shared with other educational programs within these four institutions.

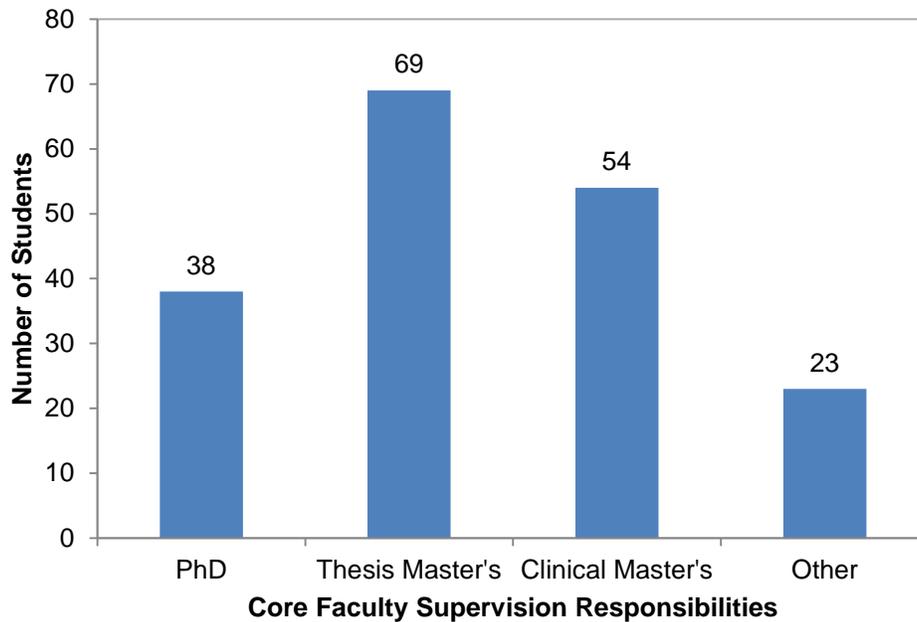


Figure 18: Number of students undertaking various post-secondary degrees supervised by core faculty members. Core faculty primarily supported thesis Master's students (n = 69).

Table 8: Number of program personnel: academic coordinators, associated faculty, and other instructors, and the accompanying full-time equivalents for such personnel and support staff and technical staff.

	Number of Personnel	Total FTE
<i>Academic Coordinator/Director of Clinical Education</i>	5	4.3
<i>Associated Faculty</i>	46	3.95
<i>Other Instructors</i>	427	-
<i>Support Staff</i>	-	28
<i>Technical Staff</i>	-	3

Contact Information

For more information about the data presented in this document or about the PEAC, please contact Kathy Davidson at kathy.davidson@otapta.ca. A list of all affiliated education programs is available at the respective [PEAC website](#).