

Professional Entry-Level Physiotherapy Education Programs

Annual Report 2018

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I. Background

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation of the 15 entry-level physiotherapy training programs in Canada. Programs are required to complete an annual survey providing program-related information to PEAC. There are two education models for entry-level physiotherapy training in Canada, a non-Baccalaureate-Master's Continuum (BMC) model and a Baccalaureate-Master's Continuum model. Four academic institutions, primarily in Quebec, offer physiotherapy training using a BMC model. As such, program metrics for these four institutions differ substantially from the other 11 physiotherapy education programs (non-BMC). One of these 11 programs offers a BMC, but allows admission to the master's program at U3 ("qualifying year"). Data for this program were aggregated with the non-BMC programs.

This document summarizes key program information for January 1 – December 31, 2018 and provides an overview of entry-level physiotherapy education in Canada for 2018. Aggregate data for these two education models is presented separately. Given the distribution of data, descriptive statistics are reported as frequencies and proportions or median values and ranges (minimum and maximum values).

II. Non Baccalaureate-Master's Continuum Programs

a. Overview of Programs

Characteristics of the 11 non-BMC programs were documented through the completion of the annual survey, which included questions on program deliverables, enrolment, faculty and graduation (**Table 1**). One thousand, six hundred and forty-four learners (ranging between 78 – 317 learners) were enrolled in all years at the 11 non-BMC programs as of December 31, 2018. A total of 725 learners started entry-level physiotherapy training in September 2018 and were expected to spend 25 months (24 – 28 months) undertaking coursework and clinical training prior to graduating as entry-level practitioners. This median duration is inclusive of breaks where learners are not enrolled in coursework or engaged in clinical placements.

b. Program Structure and Learner-Incurred Expenses

Ten of the 11 entry-level programs offered course material using a traditional didactic approach and all course-based curriculum was delivered to learners by the same instructors, at the same time. However, one program supplemented face-to-face instruction with distance education, which incorporates asynchronous components. Distance education is defined as "*a teaching-learning situation in which the majority of instruction is offered in other than a face-to-face environment*". This program offered two courses over the summer semester using this approach.

One program adopted a distributed education model, which is 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”. This program had learners situated at two additional satellite sites and all courses, with the exception of off-campus clinical courses, were taught using a two-way web cast system. For 2018, 89 learners were enrolled at the two satellite sites, representing 28.1% of the total learner population at that institution. The associated faculty full-time equivalent (FTE) units for these satellite sites were 4.4.

In reviewing associated program costs (‘Tuition’ and ‘Other fees’), it is anticipated that from the program start date to graduation, Canadian learners will incur a median total cost of \$26,516 (range: \$13,039 – \$28,980). This is equivalent to a monthly cost of \$1,060.64 for entry-level physiotherapy education, excluding other incidental costs and living expenses. ‘Tuition’ costs account for a large proportion of anticipated program costs, with a median value of \$19,924 (range: \$7,612 – \$26,814) and the median anticipated cost of ‘Other fees’ is \$3,431 (range: \$2,166 – \$7,760). Data on ‘Tuition’ and ‘Other fees’ for international learners was not collected with the annual survey, as there were very few (n = 5) international learners enrolled in non-BMC programs. These five learners were enrolled in one program and represented 0.3% of all learners across the 11 non-BMC programs. All non-BMC programs provided formal accommodations to a total of 70 (4.3%) learners in 2018.

Table 1: Characteristics of non Baccalaureate-Master’s Continuum entry-level physiotherapy programs in Canada, as of December 31, 2018. Data is presented as either frequencies and proportions or median and range values.

Program Characteristics	N¹
<i>Program Structure</i>	
Duration, months (range)	25 (24 – 28)
Distance education	
Yes (%)	1 (9.1)
No (%)	10 (90.9)
Distributed education	
Yes (%)	1 (9.09)
No (%)	10 (90.9)
Tuition, CDN (range)	\$19,924 (\$7,612 – \$26,814)
Other fees, CDN (range)	\$3,431 (\$2,166 – \$7,760)
Total costs, CDN (range)	\$26,516 (\$13,039 – \$28,980)
Total Learners	1,644
International learners (%)	5 (0.3)
Learners with accommodations (%)	70 (4.3)
<i>Clinical Fieldwork</i>	
Clinical placement hours (range)	1080 (1032 – 1163)
Learner placements (range)	319 (250 – 600)

¹ either frequencies and proportions or median and range values

Program Characteristics	N¹
Out-of-catchment placements, learners sent on (range)	10 (3 – 33)
Out-of-catchment placements, learners accepted for (range)	7 (0 – 31)
International placements, learners sent on (range)	1 (0 – 11)
Learners accepted for placements from International Programs (range)	1 (0 – 7)
<i>Applicants, Admission, and Enrolment</i>	
Qualified applicants (range)	289 (117 – 1,002)
Admissions offers made (range)	88 (53 – 153)
Targeted admissions (range)	66 (36 – 109)
Enrolment (range)	65 (35 – 109)
Funded seats (range)	64 (0 – 107)
<i>Prior Education</i>	
Bachelor's (%)	678 (94.3)
Master's (%)	41 (5.7)
PhD (%)	0 (0.0)
Other (%)	0 (0.0)
<i>Admissions Considerations</i>	
English/French proficiency (%)	11 (100.0)
Sub-GPA (%)	9 (81.8)
Minimum GPA (%)	8 (72.7)
Interview (%)	8 (72.7)
Residency requirements (%)	8 (72.7)
GPA (%)	7 (63.6)
Volunteer hours (%)	5 (45.5)
References (%)	5 (45.5)
Other (%)	4 (36.4)
<i>Faculty and Staff</i>	
Core Faculty (% of total <i>Faculty and Staff</i>)	214 (16.4)
Academic Coordinator/Director of Clinical Education (%)	19 (1.5)
Associated Faculty (%)	36 (2.8)
Other Instructors (%)	1,035 (79.4)
<i>Graduation and Attrition</i>	
Graduates (% of those expected to graduate))	716 (95.2)
Non-Graduates (%)	36 (4.8)
<i>Reasons for Attrition</i>	
Reason not known (%)	4 (36.4)
Transfer to medicine (%)	4 (36.4)

Program Characteristics	N¹
Required to withdraw - performance issues (%)	4 (36.4)
Withdrawal for health concerns/reasons (%)	3 (27.3)
Voluntary withdrawal for reasons other than above (%)	3 (27.3)
Transfer to other health professional program (%)	2 (18.2)
No attrition (%)	1 (9.1)
Other (%)	1 (9.1)

c. Program Requirements – Clinical Fieldwork

Prior to graduation, learners in entry-level physiotherapy programs must attain clinical experience through placements. Placement hours are either 7.0, 7.5 or 8.0 hours per day of full-time placement, depending on the requirements of the facility. Clinical placements can also vary in duration (number of days) and time commitment (full-time versus part-time). The median number of clinical placement hours learners are expected to complete from September 2018 until graduation as entry-level practitioners is 1,080 hours (range: 1,032 – 1,163 hours). Learners enrolled across the years completed a total of 4,088 placements in 2018, including out-of-catchment-area placements. One hundred and forty-two placements (3.5%) were undertaken outside the catchment area of a program, either within the same province as the learner’s program or elsewhere in Canada. Slightly fewer placements (n = 128, 3.1%) were completed in a program’s catchment area, by learners enrolled in other Canadian physiotherapy programs. For the 2018 academic year, 37 learners from six programs opted to supplement their training with clinical experience in an international setting. Similarly, 21 learners from international physiotherapy programs completed placements within the catchment area of six of the 11 non-BMC programs.

Five programs (45.4%) provided compensation to clinical sites and preceptors through financial support received from the provincial government to provide remuneration for clinical education. These programs subsequently transferred funds to either preceptors or clinical sites. Compensation amounts varied, with preceptors receiving a stipend of \$10 per day per learner or clinical sites receiving \$750 per learner supervised or an honorarium of \$50 per week per learner. In no instance was compensation provided both to preceptors and clinical sites.

d. Program Requirements – End of Program Deliverables

In addition to acquiring clinical fieldwork experience, learners in all non-BMC programs were expected to complete deliverables related to research projects (10 programs) and comprehensive/capstone projects (5 programs) (**Figure 1** and **Figure 2**). With regards to research projects, most programs required learners to complete ‘Data Collection/Data Analysis’ (9 programs, 81.8%), a ‘Proposal’ (6 programs, 54.5%) or an ‘Oral Presentation’ (6 programs, 54.5%). Other research project components undertaken by learners were the submission of an

‘Ethics Application’ (4 programs, 36.4%) and a ‘Poster presentation’ (4 programs, 36.4%). One program required learners to complete all research components as well as a research paper and non-credit interprofessional education learning activities. One program indicated that learners were not required to complete any of the identified research project components. Learners in four non-BMC programs were required to complete ‘Other’ deliverables for research projects, such as the demonstration of screening tools and outcome measures, a manuscript and an oral presentation, and written report for a quality improvement research project.

Fewer programs (n = 4, 36.4%) required learners to complete comprehensive/capstone project components as end-of-program deliverables. Learners participated in a skills’ examination, where they were assessed using a ‘Multi-station OSCE’ format (n = 4, 36.4%), developed a ‘Portfolio’ (n = 2, 18.2%) and completed an ‘Oral Examination’ (n = 1, 9.1%). A ‘Oral Presentation’ and ‘Poster Presentation’ were not requirements for learners enrolled in any of the non-BMC programs. ‘Other’ deliverables were identified by three programs and these deliverables included assessment through a group written assignment related to evidence-based practice case studies and the oral presentation of an assignment, interprofessional education activities and a comprehensive examination. Learners in eight of the 11 non-BMC programs received academic credit for the completion of some or all components of research and comprehensive/capstone projects.

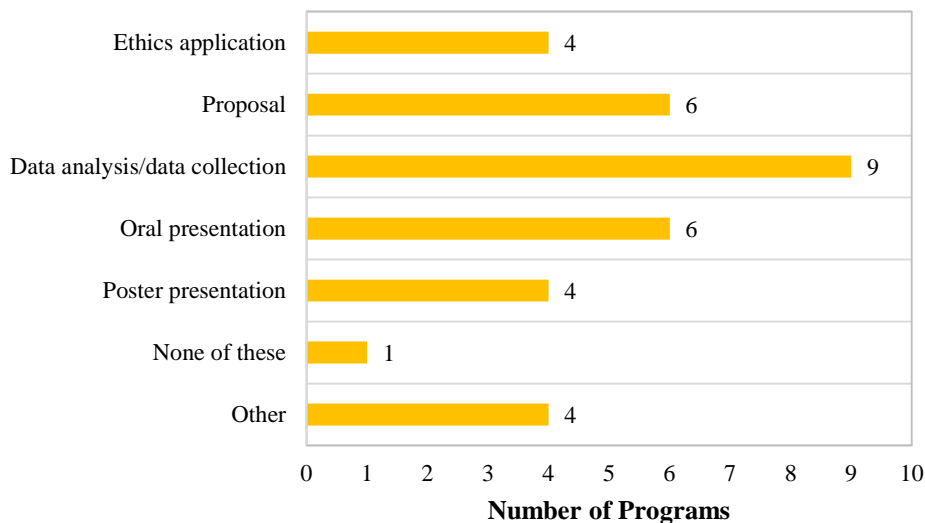


Figure 1: End-of-program research project deliverables for learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-level programs. Learners commonly undertook the following components of a research project: ‘Data collection/data analysis’, giving an ‘Oral presentation’ and a ‘Proposal’.

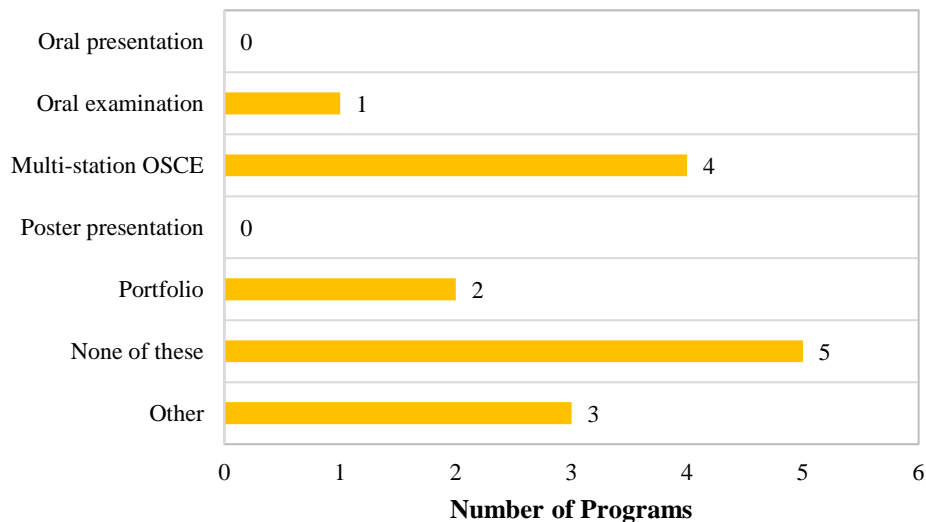


Figure 2: Comprehensive/capstone project requirements for learners enrolled in non-Baccalaureate-Master's Continuum professional entry-level programs.

e. Applicants, Admission, and Enrolment

Non-BMC programs received a total of 4,281 applications from qualified applicants in 2018 (**Figure 3**). This was a 17.4% decrease from the number received in the 2017 academic year (5,181 applications). The median number of applications was 289, with two programs receiving over 500 applications from qualified applicants. Non-BMC programs extended a total of 1,091 offers to qualified applicants and final enrolment for 2018 was 719 learners. Collectively, the targeted enrolment was 733, which took into account anticipated offer refusals. Given the current admissions data collection tool, it is not possible to determine whether an applicant applied to more than one entry-level program; consequently, the estimated enrolment rate is 16.8%. Ninety-four percent of program seats were partially funded by provincial governments and seven programs received partial funding for all newly enrolled learners.

Several criteria were considered when assessing an applicant's eligibility for entry-level physiotherapy training and subsequent entry to practice. All 11 non-BMC programs evaluated applicants based on 'English/French Language Proficiency', which was often assessed among applicants whose first language was not English, using standardized tests such as TOEFL, IELTS, MELAB and CANTEST. Other frequently considered admission criteria were an applicant's 'Sub-GPA' (9 programs, 81.8%), 'Minimum GPA' (8 programs, 72.7%), 'Residency requirements' (8 programs, 72.7%) and an 'Interview' (8 programs, 72.7%). For 'Sub-GPA', two of the nine programs reviewed academic performance in pre-requisite courses (e.g. physiology, statistics and human anatomy) and four additional programs evaluated applicants based on their most recent 60 credit hours. In terms of 'Residency requirements', five programs reserved some positions for out-of-province or international applicants and three programs limited admission to applicants who were Canadian citizens or permanent residents. A total of 28 seats, in six entry-

level programs, were designated for Indigenous applicants. This represented 3.9% of the total cohort admitted in 2018.

Applicants to non-BMC entry-level physiotherapy programs are required to complete coursework at the post-secondary level, prior to applying to physiotherapy programs. For most learners a Bachelor’s degree (n = 68, 94.3%) was the highest level of education attained prior to starting physiotherapy training. The remaining 41 learners (5.7%) had been conferred a Master’s degree.

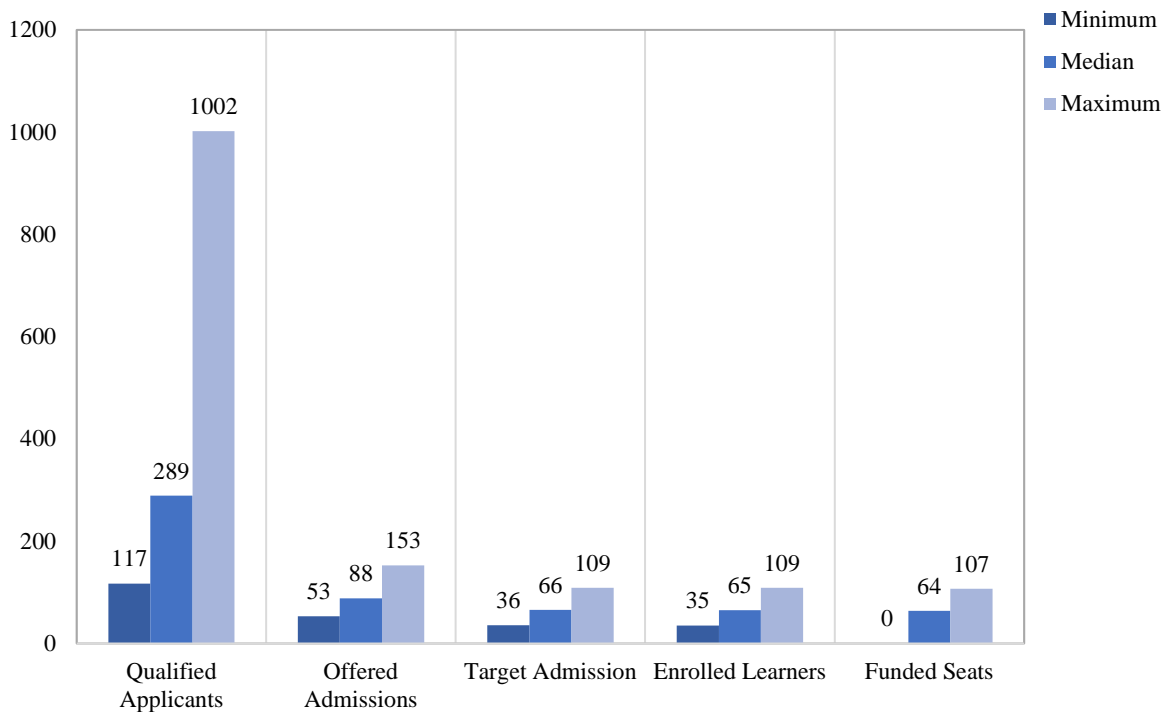


Figure 3: Admissions funnel for 11 non-Baccalaureate-Master’s Continuum professional entry-level programs. A total of 4,281 applications were received from qualified individuals and the final number of enrolled learners was 719, representing an enrolment rate of 16.8%.

f. Faculty and Staff

Core faculty (physiotherapists and non-physiotherapists) were responsible for some of the course instruction in non-BMC entry-level programs. Core faculty were affiliated with programs on a full-time or part-time basis (**Table 3**). A total of 214 core faculty positions were allocated to entry-level programs, which corresponded to 169.3 FTE units. The majority of core faculty were physiotherapists (n = 203, 94.9%) or occupied full-time positions within programs (n = 152,

71.0%). Eleven non-physiotherapists contributed to teaching in entry-level physiotherapy programs.

Table 2: Core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and total associated full-time equivalent units.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		
Physiotherapist (Full-time)	142 (66.4)	-
Physiotherapist (Part-time)	61 (28.5)	-
Non-physiotherapist (Full-time)	10 (4.7)	-
Non-physiotherapist (Part-time)	1 (0.5)	-
Total	214	169.3

In addition to teaching in entry-level programs, core faculty also supervised post-graduate learners. Core faculty supervised 437 post-graduate learners, the majority of whom were pursuing doctoral degrees (n = 241, 55.1%). Core faculty provided academic guidance to an additional 119 learners (27.2%) completing a ‘Thesis Master’s’ degree, 32 learners (7.3%) enrolled in a ‘Clinical Master’s’ program and 45 post-doctoral learners (10.3%).

Academic Coordinator/Director of Clinical Education (ACCE/DCE), associated faculty, other instructors, support staff and technical staff also assisted with teaching and provided administrative support to non-BMC programs (**Table 4**). Nineteen individuals were appointed to the role of ACCE/DCE in 2018 and the associated FTE was 16.9 units. The amount of time devoted to administrative and teaching duties varied by program for ACCE/DCEs, where ACCE/DCEs in six (54.5%) of the 11 programs allotted more than 50% of their time to administrative duties.

Seven programs had 36 associated faculty members (6.2 FTE units) who contributed to the delivery of one half or more of the contact hours of a course. Over 1,000 other instructors (n = 1,035) were involved with course instruction in entry-level programs.

Support staff (57.6 FTE units) and technical staff (19.1 FTE units) provided assistance to programs and these personnel were shared with other departments in eight of the 11 non-BMC entry-level programs. Similarly, teaching and laboratory assistants supported course instructors in eight of the 11 programs. The ratio of teaching or laboratory assistants to learners varied by program and was based on course needs, ranging from 1:10 to 1:25.

Table 3: Program personnel (academic coordinator/director of clinical education, associated faculty, and other instructors), associated full-time equivalent (FTE) units, and FTE units for support staff and technical staff affiliated with 11 non-Baccalaureate-Master’s Continuum professional entry-level programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
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ACCE/DCE	19	16.9
Associated Faculty	36	6.2
Other Instructors	1,035	-
Support Staff	-	57.6
Technical Staff	-	19.1

g. Graduation and Attrition

The median number of graduates from non-BMC programs was 65 (range: 38 – 104 learners) and a total of 716 learners were conferred physiotherapy degrees in 2018. However, the initial number of learners that began physiotherapy training with this cohort of graduates was 752. Thirty-six learners left physiotherapy programs prior to their anticipated graduation date. These were not learners who were on academic leave or those who subsequently joined another cohort. Consequently, the overall attrition rate for the 2018 cohort was 4.8%. One program had no attrition and seven programs had attrition rates of 5.0% or lower. The reasons for attrition were primarily ‘Transfer to medicine’ (5 programs, 45.5%) and ‘Required to withdraw – performance issues’ (4 programs, 36.4%).

II. Baccalaureate-Master’s Continuum Programs

a. Overview of Programs

The median duration of BMC programs was longer than that of non-BMC programs (**Table 5**). Learners starting entry-level training in September 2018 were expected to spend 50 months (44 – 52 months) completing coursework and clinical fieldwork prior to graduating as entry-level practitioners. This median duration is inclusive of breaks where learners are not enrolled in coursework or engaged in clinical placements.

Table 4: Characteristics of Baccalaureate-Master’s Continuum entry-level physiotherapy programs in Canada, as of December 31, 2018. Data is presented as either frequencies and proportions or median and range values.

Program Characteristics	N ²
<i>Program Structure</i>	
Duration, months (range)	50 (44 – 52)
Distance education	
Yes (%)	3 (75.0)
No (%)	1 (25.0)
Distributed education	
Yes (%)	0 (0.0)
No (%)	4 (100.0)
Tuition, CDN (range)	\$11,975.05 (\$11,049.75 – \$12,112.00)
Other fees, CDN (range)	\$4,076.31 (\$3,400.00 – \$6,458.68)

² frequencies and proportions or median and range values

Program Characteristics	N²
Total costs, CDN (range)	\$15,685.00 (\$15,344.37 – \$18,408.78)
Total learners	1,069
International learners (%)	5 (0.5)
Learners with accommodations (%)	32 (3.0)
<i>Clinical Fieldwork</i>	
Clinical placement hours (range)	1,050 (1,025 – 1,190)
Learner placements (range)	326 (70 – 575)
Out-of-catchment placements, learners sent on (range)	8.5 (5 – 13)
Out-of-catchment placements, learners accepted for (range)	1.5 (0 – 2)
International placements, learners sent on (range)	12.5 (1 – 27)
Learners accepted for placements from International Programs (range)	2 (0 – 4)
<i>Applicants, Admission, and Enrolment</i>	
Qualified applicants (range)	1,039.50 (145 – 1,189)
Admissions offers made (range)	192 (70 – 371)
Targeted admissions (range)	80 (37 – 115)
Enrolment (range)	82.50 (37 – 112)
Funded (range)	75 (34 – 105)
<i>Prior Education</i>	
CEGEP (%)	179 (57.0)
CEGEP with University Courses (%)	60 (19.1)
Bachelor's (%)	59 (18.8)
Master's (%)	1 (0.3)
PhD (%)	0 (0.0)
Other (%)	15 (4.8)
<i>Admissions Considerations</i>	
English/French proficiency (%)	4 (100.0)
Sub-GPA (%)	0 (0.0)
Minimum GPA (%)	1 (25.0)
Interview (%)	0 (0.0)
Residency requirements (%)	2 (50.0)
GPA (%)	4 (100.0)
Volunteer hours (%)	0 (0.0)
References (%)	1 (25.0)
Other (%)	2 (50.0)
<i>Faculty and Staff</i>	

Program Characteristics	N²
Core Faculty (% of total <i>Faculty and Staff</i>)	76.5 (16.6)
Academic Coordinator/Director of Clinical Education (%)	7 (1.5)
Associated Faculty (%)	17 (3.7)
Other Instructors (%)	359 (78.1)
<i>Graduation and Attrition</i>	
Graduates (% of total expected to graduate)	215 (72.1)
Non-Graduates (%)	83 (27.9)
<i>Reasons for Attrition</i>	
Transfer to medicine (%)	4 (100.0)
Reason not known (%)	3 (75.0)
Transfer to other health professional program (%)	4 (100.0)
Required to withdraw - performance issues (%)	1 (25.0)
Voluntary withdrawal for reasons other than above (%)	1 (25.0)
Other (%)	0 (0.0)
Withdrawal for health concerns/reasons (%)	0 (0.0)
No attrition (%)	0 (0.0)

b. Program Structure and Learner-Incurred Expenses

For each BMC program, the course-based curriculum was delivered to learners by the same instructors teaching at the same time. Three of the four programs (75%) supplemented traditional classroom-based course delivery with distance education, incorporating asynchronous components into one required course. One program offered 12 required courses delivered by distance, some of which were online modules and others delivered using a hybrid model. None of the BMC programs had adopted a distributed education model, with satellite campuses.

The median associated program costs ('Tuition' and 'Other fees') Canadian learners were expected to incur from the program start date until graduation was \$15,685.00 (\$15,344.37 – \$18,408.78). This corresponds to a monthly cost of \$334.84 for BMC entry-level physiotherapy training excluding other incidental costs and living expenses. 'Tuition' costs accounted for the majority of associated program costs, with a median value of \$11,975.05 (\$11,049.75 – \$12,112.00). The median cost for 'Other fees', \$4,076.31 (\$3,400.00 – \$6,458.68), represented 26.5% of the total associated program costs.

As of December 2018, there were five international learners were enrolled in two BMC entry-level programs. Consequently, international learners represented 0.5% of the total physiotherapy

learner population enrolled in BMC programs. Thirty-two learners (3.0%) in total at the four BMC programs were provided with formal accommodations.

c. Program Requirements – Clinical Fieldwork

Similar to learners enrolled in non-BMC program, clinical fieldwork experience is required as part of BMC programs. For learners admitted in September 2018, the median number of clinical placement hours expected to be completed prior to graduation was 1,050 hours (range: 1,025 – 1,190 hours). A total of 1,297 placements, including out-of-catchment area placements, were completed by learners in 2018. A small portion (35 placements, 2.7%) of these placements were completed outside the catchment area of the associated program. Fewer placements (5 placements, 0.4%) were completed in the catchment area of three programs by learners enrolled at other Canadian institutions. Fifty-three learners in the four BMC programs opted to gain additional clinical experience in an international setting. Only eight learners from international physiotherapy programs completed placements within the catchment area of three of the four BMC programs.

BMC programs compensated facilities were compensated for providing supervision to students. Generally, programs provided clinical facilities with an honorarium as a rate per day per learner and this varied depending on the clinical setting and phase of training. For example, facilities received between \$20 and \$40 per day per learner and \$100 per day per learner for specialized placements.

d. Program Requirements – End of Program Deliverables

In addition to developing clinical skills, learners of BMC programs were expected to complete deliverables related to research projects (4 programs) and comprehensive/capstone projects (2 programs) (**Figure 4** and **Figure 5**). For research projects, learners in all BMC programs are expected to submit an ‘Ethics Application’ and complete ‘Data Collection/Data Analysis’. Three programs required learners to develop a research ‘Proposal’ or complete an ‘Oral Presentation’. A ‘Poster presentation’ was required of learners enrolled in two programs. A comprehensive/capstone end of program deliverable was completed by learners in two BMC programs, and this was a ‘Multi-station OSCE’. Two programs assessed learners’ competency using ‘Other’ deliverables, which were a final written examination and final theoretical examination. One program did not require learners to complete any of the specified deliverables. Academic credit was associated with end of program deliverables for three of the four BMC programs.

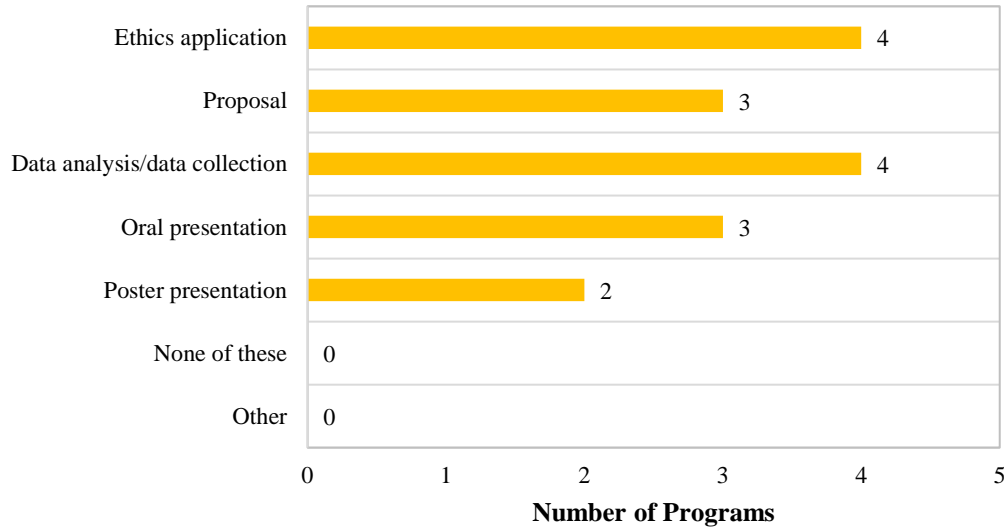


Figure 4: End-of-program research project deliverables for learners enrolled in Baccalaureate-Master’s Continuum professional entry-level programs.

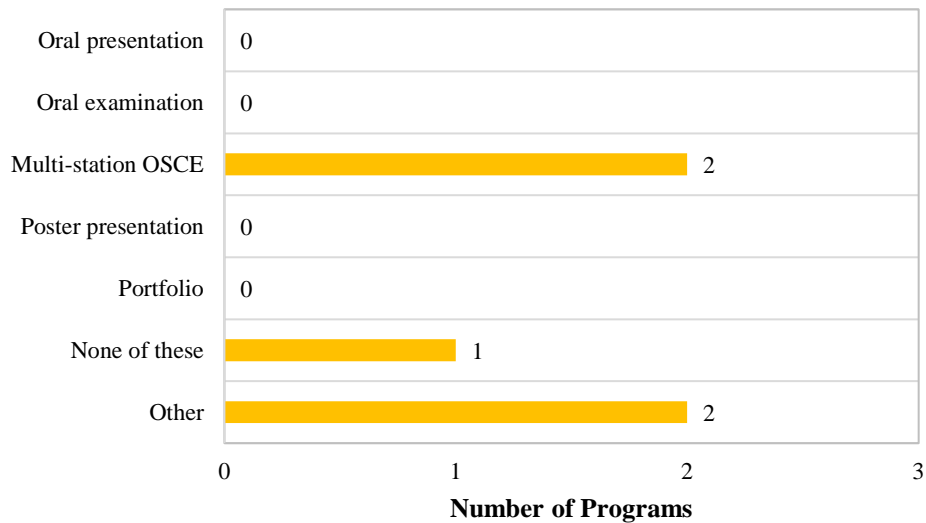


Figure 5: Comprehensive/capstone project requirements for learners enrolled in Baccalaureate-Master’s Continuum professional entry-level programs.

e. Applicants, Admission, and Enrolment

For the 2018 academic year, BMC programs received a total of 3,413 applications from qualified applicants (**Figure 6**), which was a 5.2% increase from the 2017 application cycle (3,245 applications). The median number of applications received was 1,039.50, with three programs receiving over 1,000 applications. BMC programs extended 825 offers of admission to qualified applicants, with a final enrolment of 314 learners. The estimated enrolment rate for 2018 was

9.2%, recognizing that learners may have applied to more than one entry-level program. Ninety-two percent of program seats were partially funded by provincial governments and three programs received partial funding for all newly enrolled learners.

An applicant's eligibility for physiotherapy training and the profession were determined using several criteria. Four programs evaluated applicants based on 'English/French Language Proficiency', as assessed by the French language and literature test administered by the Ministry of Education of Quebec or the TFI™ Test. These standardized tests were used for applicants whose first language was not French and a minimum score of 850 out of 990 was required. Admission to two programs was limited to residents of Quebec, Canadian citizens and permanent residents. One BMC entry-level program considered 'Minimum GPA' and 'References' at the time of application. Two programs identified 'Other' assessment criteria, which were an autobiographical essay and the CASPer test. Two programs designated seats to subsets of applicants, for example Indigenous learners or out-of-province applicants. A total of 45 seats were reserved for applicants who: 1) had completed a Techniciens en Réadaptation Physique (TRP) diploma in CEGEP (25 seats), 2) out-of-province applicants (9 seats), 3) Indigenous learners (2 seats), 4) readmission (4 seats), and 5) private applicants (5 seats).

Learners commencing physiotherapy training through BMC programs enroll directly into first-year at the Baccalaureate level. This is reflected in the highest level of education attained by applicants prior to starting entry-level physiotherapy training. For the incoming 2018 cohort, the highest level of education attained by applicants (n = 179, 57.0%) was a CEGEP diploma. Sixty applicants (19.1%) had completed CEGEP and some university-level courses. An additional 59 applicants (18.8%) had obtained a Bachelor's degree, one applicant (0.2%) had completed a Master's degree. There were 15 applicants (4.8%) with 'Other' qualifications which were not specified.

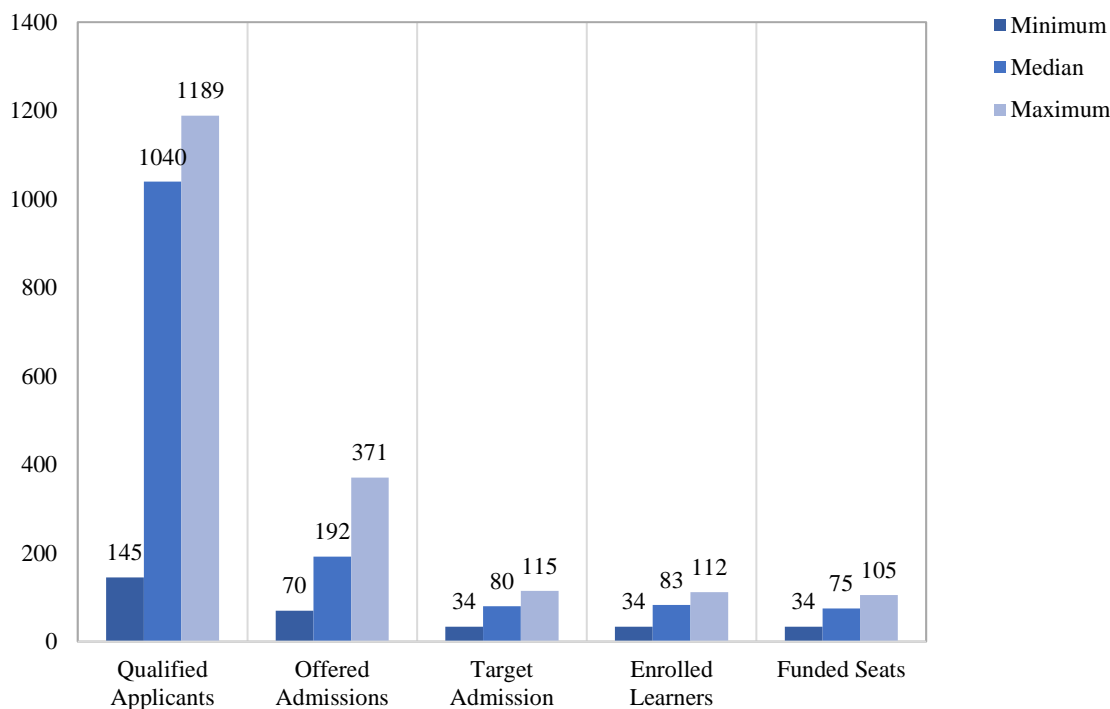


Figure 6: Admissions funnel for four Baccalaureate-Master’s Continuum professional entry-level programs. A total of 3,413 applications were received from qualified individuals and the final number of learners enrolled was 313, representing an enrolment rate of 9.2%.

f. Faculty and Staff

Core faculty (physiotherapists and non-physiotherapists) were responsible for the some of the delivery of course material in BMC entry-level programs. A total of 76.5 full-time and part-time core faculty were associated with BMC programs, which corresponded to 64.4 FTE units (**Table 5**). Most core faculty were physiotherapists (n = 69, 90.2%) or were allotted to full-time positions (n = 52, 68.0%). Seven full-time and 0.5 part-time positions were filled by non-physiotherapists.

In addition to teaching in entry-level programs, core faculty also supervised post-graduate learners. A total of 162 post-graduate learners, the majority (n = 86, 53.1%) of whom were completing a ‘Thesis Master’s’ degree, were supervised by core faculty. Core faculty also supervised 75 learners (46.3%) pursuing doctoral degrees. One post-doctoral learner (0.6%) was supervised by core faculty.

Table 5: Core faculty positions (full-time and part-time) allocated/budgeted for physiotherapists and non-physiotherapists and total associated full-time equivalent.

	Number of Personnel (%)	Total FTE
<i>Core Faculty Positions</i>		

Physiotherapist (Full-time)	45 (58.8)	-
Physiotherapist (Part-time)	24 (31.4)	-
Non-physiotherapist (Full-time)	7 (9.2)	-
Non-physiotherapist (Part-time)	0.5 (0.7)	-
Total	76.5	64.4

Academic coordinators/Directors of Clinical Education (ACCE/DCE) provided additional teaching support to BMC programs. Seven individuals were appointed to this position and the associated FTE units was 4.0 (**Table 6**). For ACCE/DCEs in three programs, 100% of the role involved administrative tasks. In the remaining program, ACCE/DCEs spent an equal amount of time on administrative tasks and teaching.

Three programs had 17 associated faculty (FTE units = 2.8) who were responsible for delivering one half or more of the contact hours of a course. Three hundred and fifty-nine ‘Other Instructors’ contributed to course instruction in BMC entry-level programs.

Table 6: Program personnel (academic coordinator/director of clinical education, associated faculty, and other instructors), associated full-time equivalent (FTE) units, and FTE units for support staff and technical staff affiliated with four Baccalaureate-Master’s Continuum professional entry-level programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	7	4.0
Associated Faculty	17	2.8
Other Instructors	359	-
Support Staff	-	31.2
Technical Staff	-	5.0

BMC programs received assistance from support staff (FTE units = 31.2) and three programs had technical staff (FTE units = 5.0). These personnel were shared with other departments. All programs confirmed that policies were in place to govern the ratio of teaching assistants (TAs) or laboratory assistants to learners in practice-based sessions. The ratio of assistants to learners ranged from 1:8 to 1:14 and this ratio varied within one program depending on whether learners were enrolled in the Baccalaureate or Master’s component of programs.

g. Graduation and Attrition

Two hundred and fifteen learners graduated from BMC-programs in the 2018 academic year. The median number of graduates for BMC-programs was 55 (range: 20 – 85 learners). However, not all learners who initially began physiotherapy training with this cohort completed the program. Of the 298 learners who started with the 2018 graduating cohort, 83 learners left prior to their anticipated graduation date. These learners did not take an academic leave and subsequently join another cohort but rather opted to no longer pursue entry-level physiotherapy training at the academic institution in question. This resulted in an overall attrition rate of 27.9%.

All programs indicated that attrition was due to ‘Transfer to medicine’ or ‘Transfer to other health professional program’. In one program, learners withdrew due to performance issues. Learners in another program voluntarily withdrew as they were undecided about pursuing a career in the field of physiotherapy. The reason for attrition was not known for some learners.

III. Contact Information

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