



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

## **Professional Entry-Level Physiotherapy Education Programs Annual Report 2016**

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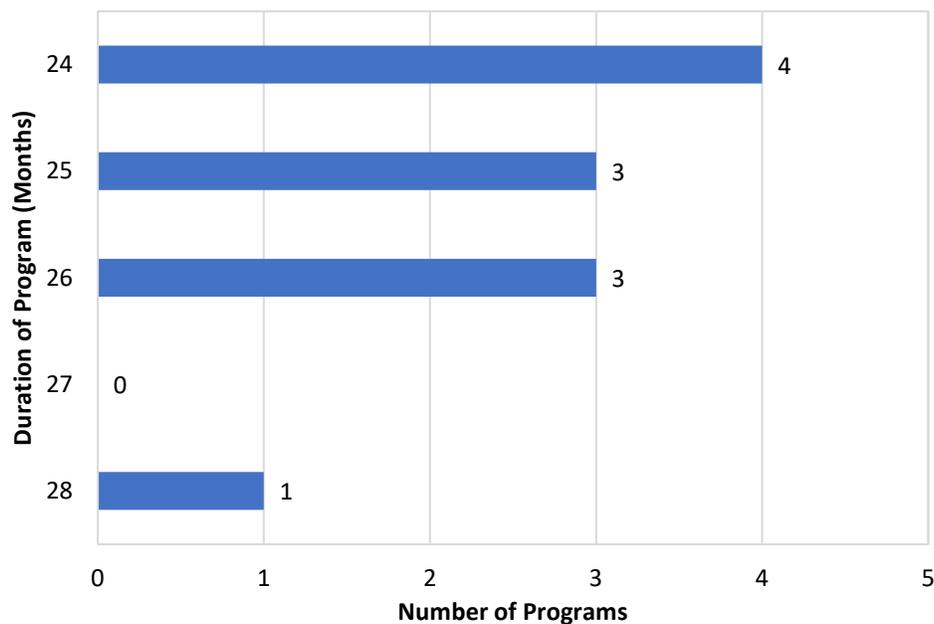
## Background

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation review of the 15 entry-level physiotherapy education programs in Canada. This document summarizes key program information for the period January 1 – December 31, 2016 and provides an overview of physiotherapy education in Canada for 2016. 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 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 Program

### Overview of Programs

The duration of non-BMC physiotherapy programs on average was 25.2 months and ranged from 24 months to 28 months (Figure 1). Generally, non-BMC programs were 24 months in length (n = 4, 36.4 %) and there was one program that had a duration of 28 months.



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

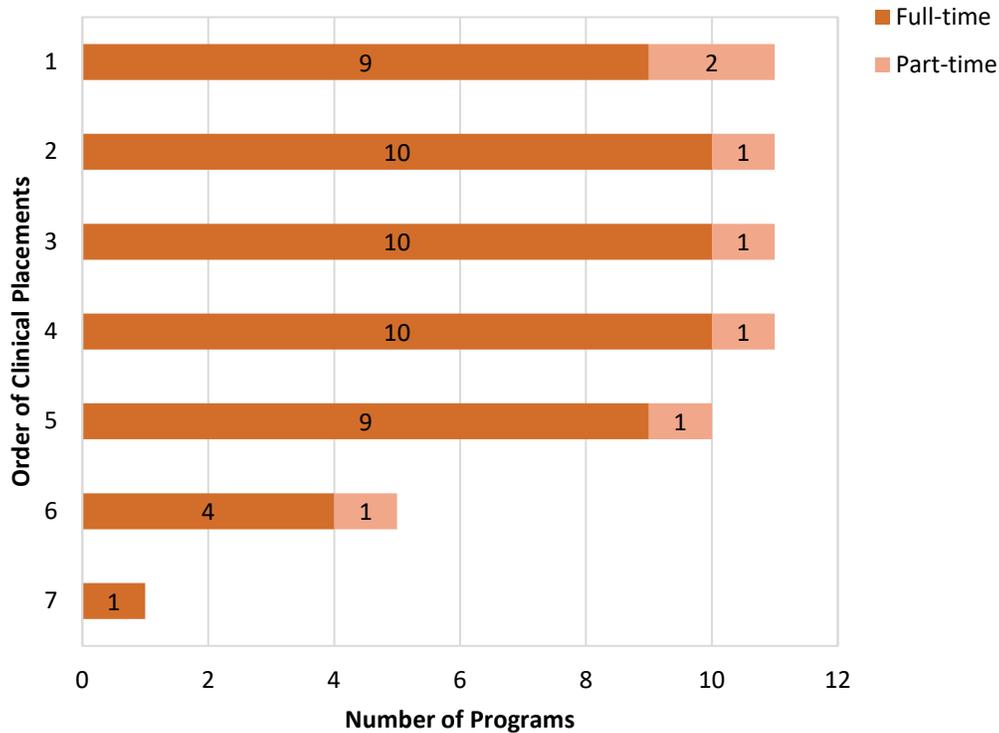
Regarding the delivery of educational material, several programs supplemented traditional face-to-face teaching methods with distance education and distributed education. For this annual review, distance education was defined as “a teaching-learning situation in which the majority of instruction is offered 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”. There were three programs (27.3 %) that offered a total of five courses using a distance education format. Here, courses were administered solely using an online platform or through a blended learning approach. One program incorporated a distributed education model, which involved students at two distributed sites. All courses were taught using a two-way web cast system. A total of 90 students were enrolled at these two distributed sites and the associated faculty full-time equivalent (FTE) was 4.7. The number of students at these distributed sites increased by 47.5 % from 2015 (n = 61).

#### *Program requirements – Clinical Fieldwork*

According to PEAC’s accreditation criterion 4.3.2, graduates of entry-level physiotherapy programs must attain a minimum of 1,025 hours of clinical education experience. Clinical experience is acquired through several placements and the total number of hours obtained excludes observational placements. Placement hours are documented as either 7.0, 7.5, or 8.0 hours per day of full-time placement, depending on the facility type and convention. Students participated in several clinical placements that varied in duration (days) and time commitment (full-time versus part-time). The total number of student placements per year was 3,996 (mean = 363, range = 192 – 643 placements). These placements included out-of-catchment placements, which were completed outside the geographic region of the program either within the same province, elsewhere in Canada, or in an international setting. In 2016, students completed 159 out-of-catchment placements (mean = 14.5, range = 2 – 31 placements) representing 4.0 % of the total number of clinical placements undertaken. A similar number of placements (n = 140, range = 1 – 25) were completed by Canadian students from other programs within the catchment area of the program in question. All but two programs (n = 9, 81.8 %) had students gain clinical experience within an international setting. Forty-two students (range = 0 – 8) opted to supplement their training with a placement in an international context. Over half as many students (n = 24, range = 0 – 7) from international physiotherapy programs completed placements within the catchment area of eight of these 11 non-BMC programs.

Prior to graduation, physiotherapy students are expected to complete a minimum of 1,025 clinical placement hours. Students admitted in 2016 were expected to complete an average of 1,109 clinical hours (range = 1,028 – 1,250 hours) prior to graduation. All programs require students to complete a minimum of four placements; however, the clinical component of one program includes seven placements. As mentioned above, placements are either a full-time or part-time commitment depending on the facility and convention (Figure 2). Placements predominately require a full-time commitment from students, except for seven part-time placements.

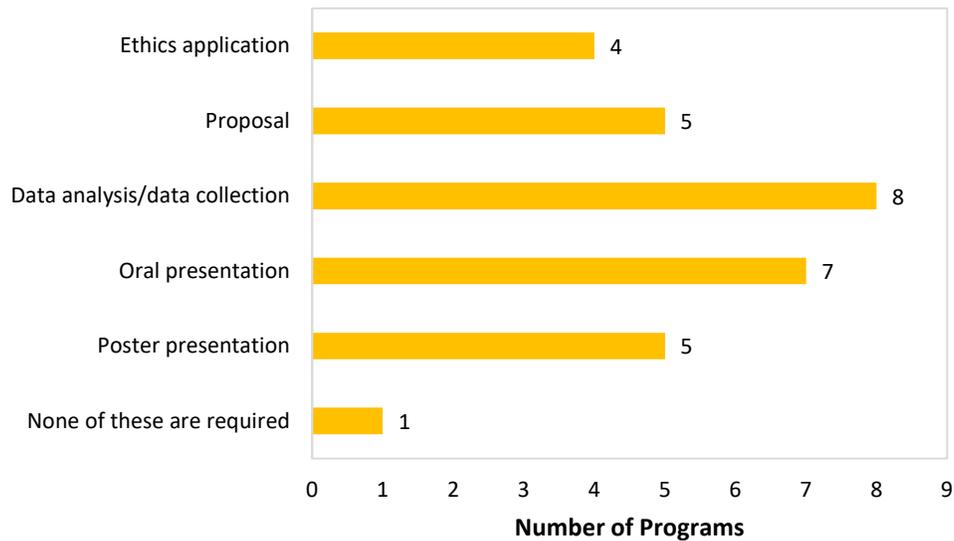


**Figure 2:** Time commitment and number of clinical placements students, admitted in 2016 to 11 non-Baccalaureate-Masters Continuum physiotherapy programs, are expected to complete prior to graduation. Placements overwhelmingly require a full-time commitment from students.

Clinical facilities/sites or preceptors are compensated by programs for their contributions to clinical education. Five programs (45.5 %) reported receiving financial support from provincial governments to enhance clinical education through the involvement of clinical sites. These funds are typically provided to clinical sites, with the intention of being used to support rehabilitation-specific professional development. Compensation is 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 per day per student. In some instances, stipends are provided directly to preceptors. In no instance is compensation provided to both clinical sites and preceptors.

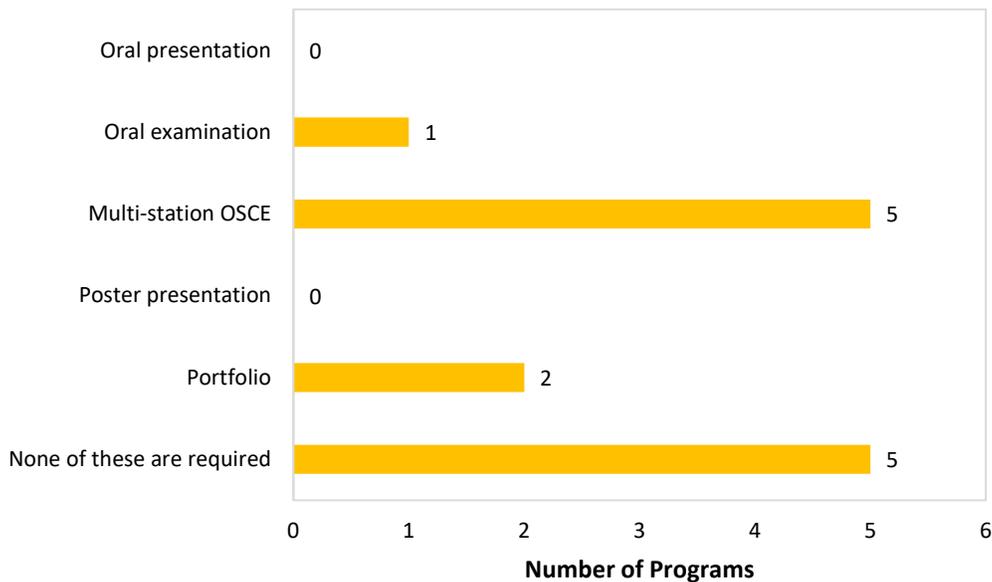
#### *Program requirements – End-of-program Deliverables*

Students enrolled in all 11 non-BMC programs are required to complete components associated with a research project (n = 10, 90.9 %) or comprehensive/capstone project (n = 6, 54.5 %). Most often than not, programs require students undertaking a research project to complete 'Data Collection/data analysis' (n = 8, 72.7 %) and an 'Oral Presentation' (n = 7, 63.6 %). Fewer programs (n = 4, 36.4 %) require students to complete an 'Ethics application' as a deliverable for a research project (Figure 3). One program requires students to complete all the identified deliverables, in addition to submitting a research paper. 'Other' requirements for research projects include the demonstrated use of screening tools and outcome measures, a manuscript, a business proposal, and a group poster presentation.



**Figure 3:** End-of-program research deliverables 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 = 8, 72.7 %) and giving an oral presentation (n = 7, 63.6 %).

Components of a comprehensive/capstone project are required to a lesser extent as a deliverable for physiotherapy training. Assessment by a ‘Multi-station OSCE’ (n = 5, 45.4 %) is most associated with a comprehensive/capstone project, in addition to a ‘Portfolio’ (n = 2, 18.2 %) and an ‘Oral Examination’ (n = 1, 9.1 %). No program relies on a ‘Poster Presentation’ or ‘Oral Presentation’ when evaluating students (Figure 4). Academic credit is associated with components of research and comprehensive/capstone projects for nine of the 11 programs (81.8 %).



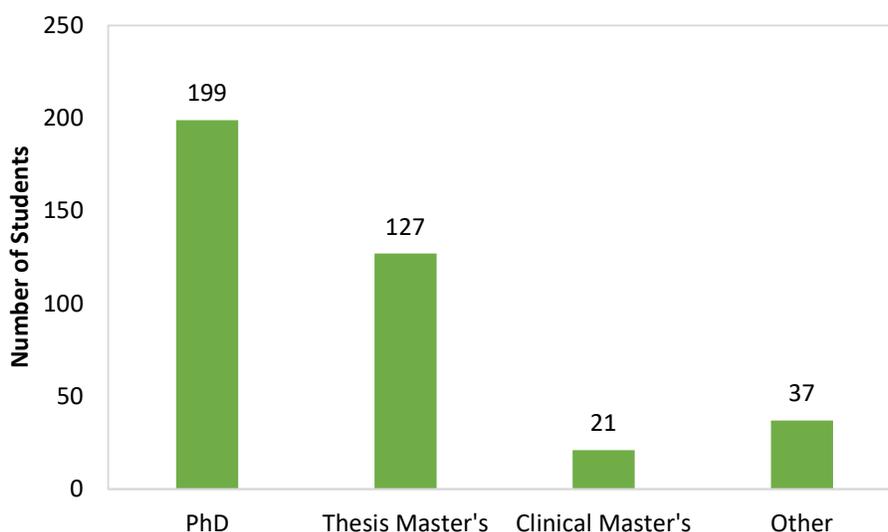
**Figure 4:** Comprehensive/capstone project requirements for students enrolled in non-Baccalaureate-Masters Continuum professional entry-level programs. Five programs (45.4 %) examined students' skills through a multi-station OSCE and two programs (18.2 %) required students to complete a portfolio.

#### *Faculty and Staff Personnel*

Core faculty (physiotherapists and non-physiotherapists), academic coordinator/director of clinical education (ACCE/DCE), associated faculty, and other instructors were responsible for the delivery of educational material in entry-level programs. There was a total of 218 core faculty involved in entry-level physiotherapy education in Canada and the associated full-time equivalent (FTE) was 181.8. This represented a core faculty to student ratio of 1:7.3 (218:1,598). As shown in Table 1, most core faculty positions were allocated to physiotherapists on a full-time basis (n = 137, 62.8 %). An additional 69 physiotherapists were involved in teaching on a part-time basis and there were 12 non-physiotherapists who were affiliated with entry-level programs. Core faculty members were not only responsible for teaching in professional entry-level physiotherapy programs but also supervised other post-graduate students (Figure 5). Over half (n = 199, 52 %) of the supervised students were pursuing doctorate degrees and an additional 127 students (33 %) were enrolled in 'Thesis Master's' programs. Core faculty also provided academic support to 'Clinical Master's' students (n = 21, 5 %) and students in 'Other' programs of study (n = 41, 10 %). These 'Other' supervisory roles included the supervision of post-doctoral students, visiting doctorate students, and visiting scientists.

**Table 1:** 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)	137 (62.8)	-
Physiotherapist (Part-time)	69 (31.7)	-
Non-physiotherapist (Full-time)	11 (5.0)	-
Non-physiotherapist (Part-time)	1 (0.5)	-
<i>Total</i>	<i>218</i>	<i>181.8</i>



**Figure 5:** Number of students undertaking various post-graduate degrees supervised by core faculty members. Core faculty primarily provided support to doctorate students (n = 199).

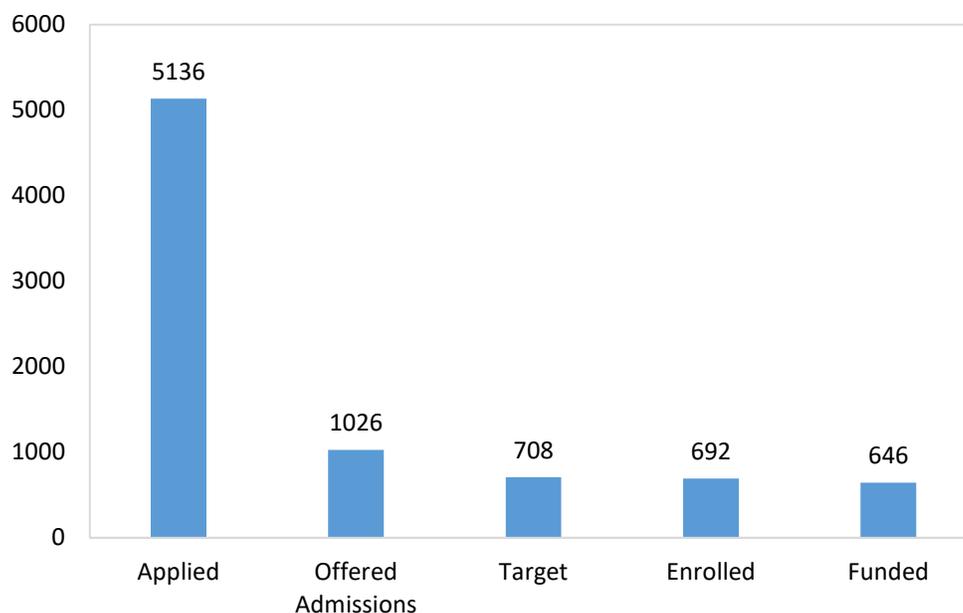
Additional teaching and administrative support were provided by academic coordinator/director of clinical education (ACCE/DCE), associated faculty, other instructors, support staff and technical staff. There were 18 individuals appointed to the role of ACCE/DCE, with an associated FTE of 15.6 (Table 2). ACCE/DCEs performed both administrative and teaching duties and time allotted to these duties differed from program to program. Nine of the 11 programs had 57 associated faculty members (FTE = 7.9) involved in the delivery of one half or more contact hour of a course. Furthermore, 1,070 'Other instructors' (mean = 97, range = 0 – 405) were involved in course instruction. Programs received assistance from support staff (FTE = 58.3) and technical staff (FTE = 13.8) and these administrative staff were shared with other departments in eight of the entry-level physiotherapy programs. Programs also received support from teaching and laboratory assistants for practical classes. Five programs had established policies that dictated the ratio of teaching assistants to students and this ranged from 1:10 to 1:20, depending on course needs.

**Table 2:** 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>ACCE/DCE</i>	18	15.6
<i>Associated Faculty</i>	57	7.9
<i>Other Instructors</i>	1,070	-
<i>Support Staff</i>	-	58.3
<i>Technical Staff</i>	-	18.3

### *Applicants, Admission, and Enrolment*

The 11 non-BMC programs received a total of 5,136 applications from qualified applicants for the 2016 academic year (Figure 6). On average, programs received 467 applications (range = 1330 – 1,080) and five programs received more than 500 applications. Programs extended 1,026 offers of admission and ultimately enrolled 692 students (mean = 62.9). 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 13.5 %. The final number of newly enrolled students was slightly less than the targeted enrolment number of 708. These figures are consistent with those from 2015, where 690 students were enrolled. Most seats (n = 646, 93.5 %) within programs were partially funded by provincial governments. All newly enrolled students in seven programs received partial funding from provincial governments.



**Figure 6:** Admissions funnel for 11 non-Baccalaureate-Masters Continuum professional entry-level programs. A total of 5,136 applications were received from qualified individuals and the final number of enrolled students was 691, representing an enrolment rate of 13.5 %.

Programs used several criteria and considerations to assess applicants' suitability for entry-level physiotherapy programs. 'English/French Language Proficiency' (n = 10, 90.9 %), 'Residency'

(n = 9, 81.8 %), and an 'Interview' (n = 9, 81.8 %) were most frequently considered by programs during the application process. Language skills of applicants whose first language was not English were commonly assessed through standardized tests such as TOEFL and IELTS. For interviews, seven of the nine programs 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. Regarding 'Residency', four programs limited admission to Canadian citizens or individuals with permanent residency status. Other programs had designated seats for applicants from pre-identified provinces and four programs had allocated seats for in-province applicants. Grade point average (GPA) (n = 8, 72.7 %), 'Sub GPA' (n = 8, 72.7 %), 'Minimum GPA' (n = 7, 63.6 %), 'References' (n = 6, 54.5 %) and 'Volunteer Hours' (n = 5, 45.5 %) were considered by fewer programs. Four programs (36.4 %) identified 'Other' factors that informed final admissions' decisions. These were: proof of enrollment in pre-requisite courses, statement of intent, and scholarships and awards. Seven programs (63.6 %) had designated seats allocated for out-of-province, international, Indigenous students, and students from language minority group. A total of 19 seats were designated for Indigenous applicants.

**Table 3:** Admissions criteria/considerations for 11 non-Baccalaureate-Masters Continuum professional entry-level programs. For most programs (n = 10, 90.9 %) English/French language proficiency informed final admissions decisions.

<b>Admissions Criteria/Considerations</b>	<b>Number of Programs (%)</b>
GPA	8 (72.7)
Minimum GPA	7 (63.6)
Sub GPA	8 (72.7)
Volunteer Hours	5 (45.5)
References	6 (54.5)
Interview	9 (81.8)
English/French Language Proficiency	10 (90.9)
Residency	9 (81.8)
Other	4 (36.4)

All newly enrolled students had completed another post-secondary degree prior to commencing professional entry-level physiotherapy training (Table 4). A Bachelor's degree (n = 659) was the highest level of education attained by most applicants prior to commencing physiotherapy training. An additional 32 applicants had completed a Master's degree and there were no students whom had obtained a doctorate degree.

**Table 4:** Highest level of education attained by applicants prior to admissions to non-Baccalaureate-Masters Continuum professional entry-level programs.

<b>Prior Post-Secondary Degree</b>	<b>Number of Applicants</b>
Bachelor's	662
Master's	29
PhD	0
Other	1
<i>Total</i>	692

#### *Student Incurred Costs*

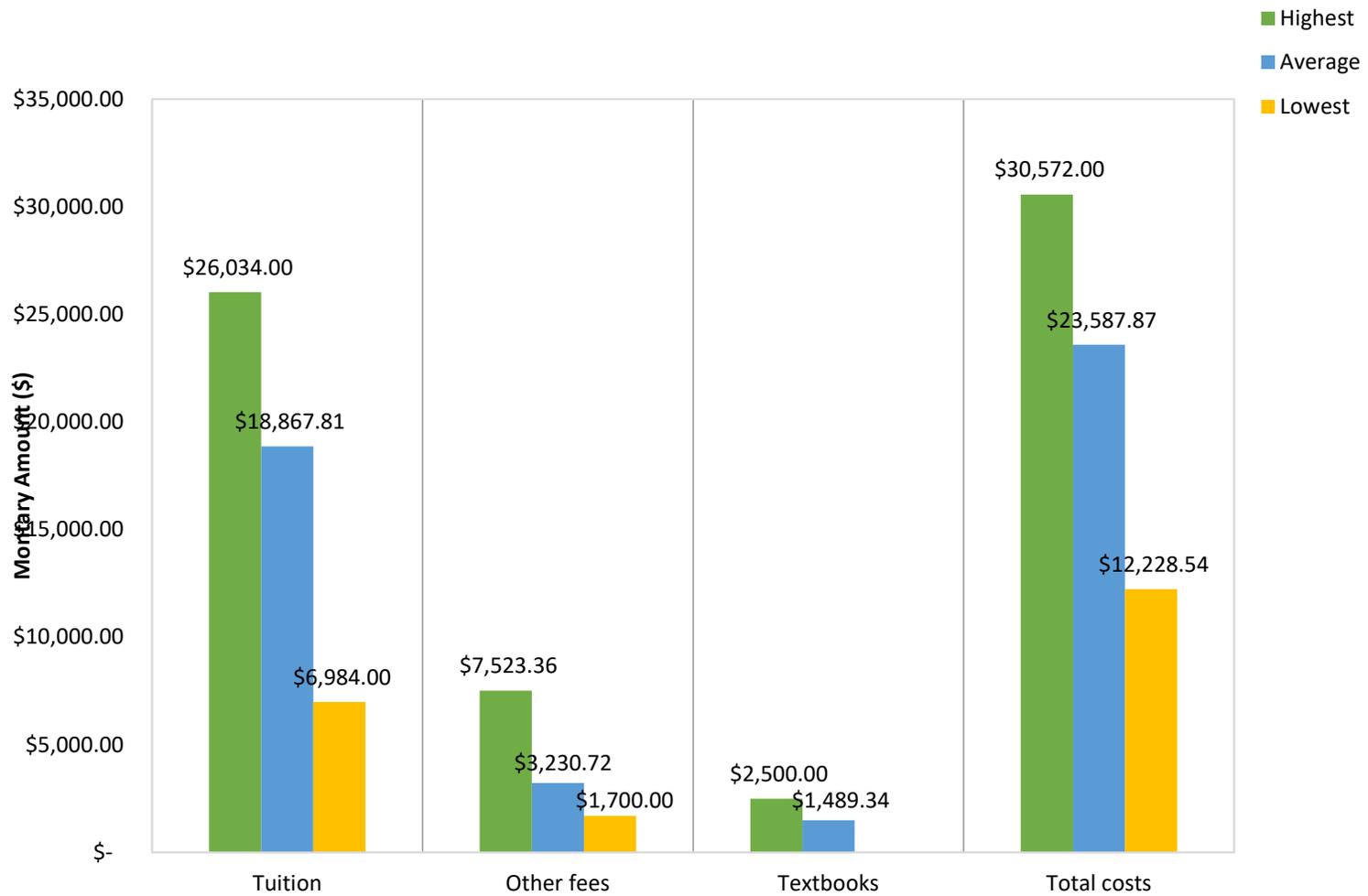
Students starting physiotherapy training in the 2016 academic year were anticipated to incur costs between \$12,228.54 and \$30,572.00. The average associated program cost was \$23,587.87 and this included costs for 'Tuition', 'Other fees', and 'Textbooks' (Figure 7). Tuition costs accounted for a large proportion of associated program costs (range = 57 % - 85 %) and the average cost of tuition was \$18,867.81 (range = \$6984.00 - \$26,034.00). On average 'Other fees' were \$3,230.72 and ranged from \$1,700.00 to \$7,523.36. The cost of 'Textbooks' was minimal and one program did not have any costs associated with textbooks (mean = \$1,489.34, range = \$0 - \$2,500).

#### *Student Demographics*

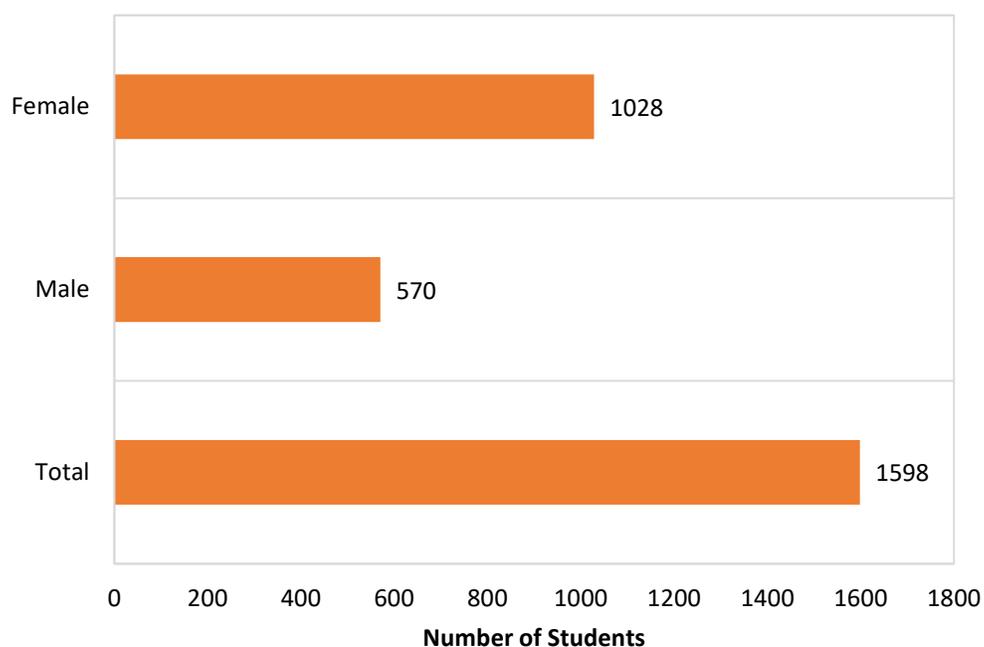
As depicted in Figure 8, a total of 1,598 students (mean = 145, range = 72 – 315) were enrolled in the 11 non-BMC programs. The physiotherapy student population was predominately female (n = 1,028, 64.3 %) and males represented 35.7 % of the student body. International students comprised a small percentage (0.2 %) of the student population and there were 3 international students enrolled in two programs. All 11 entry-level physiotherapy programs provided some students (n = 60) with formal accommodations (Table 5). Accommodations were provided for 'Mental health/learning' (n = 45), 'Physical status' (n = 7), 'Other' (n = 5), and 'Cultural/religious' (n = 3). Data regarding the nature of accommodations classified as 'Other' was not available.

#### *Graduates and Attrition*

As of December 31, 2016, there were 1,598 students enrolled in all years of non-BMC programs. Entry-level programs graduated a total of 693 students (mean = 63, range = 32 – 104). The original number of students that began with this cohort of students was 727; however, 34 students (mean = 3.1, range = 1 – 14) left programs prior to graduation. This represented an overall attrition rate of 4.7 %, with attrition rates ranging from 1.0 % to 18.7 %. Three programs indicated that attrition was due to 'Transfer to medicine', 'Performance issues', 'Withdrawal for health concerns/reasons', and 'Voluntary withdrawal'.



**Figure 7:** Disaggregated costs, the range of costs, and total cost for non-Baccalaureate-Masters Continuum professional entry-level programs. Associated program costs included tuition, other fees, and textbooks.



**Figure 8:** Total number of students enrolled in non-Baccalaureate-Masters Continuum professional entry-level programs. The student population was predominately female (n = 1,028, 64.3 %).

**Table 5:** Formal accommodations received by students enrolled in professional entry-level physiotherapy programs. Forty-five students in ten programs received accommodations for mental health/learning needs.

<b>Accommodation</b>	<b>Number of Students</b>
Mental health/learning	45
Physical status	7
Other	5
Cultural/religious	3
<i>Total</i>	<i>60</i>

## **Baccalaureate-Masters Continuum Program**

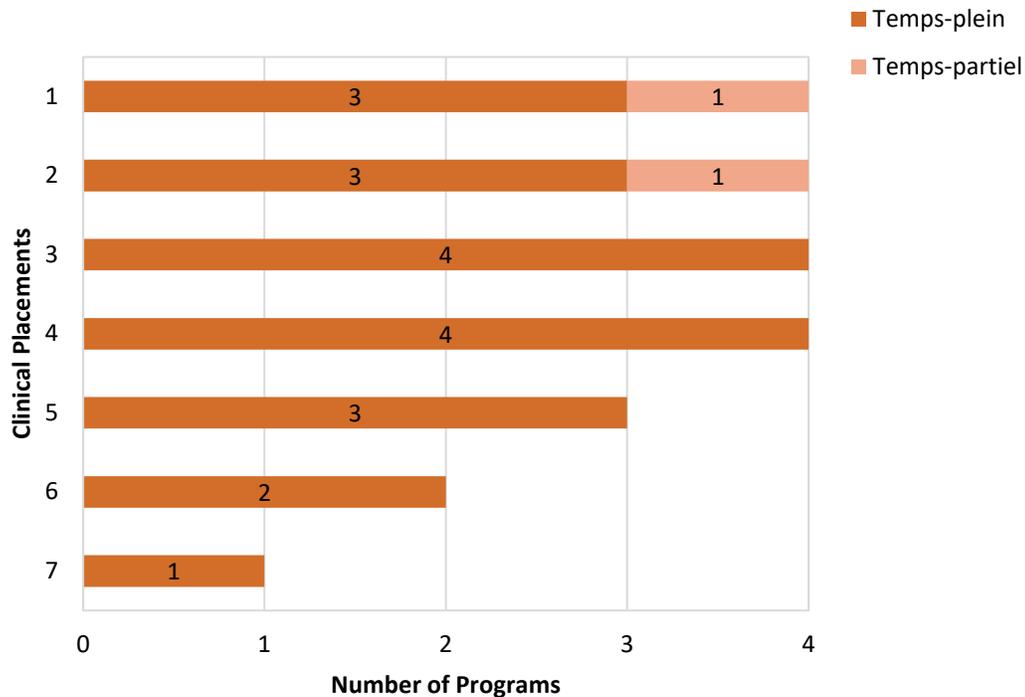
### *Overview of Programs*

The average duration of BMC programs was 48.8 months and programs ranged from 44 months to 52 months. The delivery of course content was enhanced using distance education by three of the four BMC programs. These programs offered 13 courses using a blended learning format, where content was partially delivered online and with face-to-face instruction. One course was offered completely online and one program did not indicate the delivery mode associated with its distance education course. There were no programs that used a distributed education model as part of their course instruction.

### *Program requirements – Clinical Fieldwork*

As with non-BMC programs, clinical fieldwork experience was a pre-requisite for graduation for students enrolled in BMC programs. For 2016, the total number of placements completed was 1,409 (mean = 352.2, range = 94 – 620 placements). The proportion of out-of-catchment placements (3.2 %) was similar to that of non-BMC programs (3.9 %). A total of 45 out-of-catchment placements (mean = 11.3, range = 0 – 25) were undertaken in 2016 by students enrolled in three programs. Three programs had Canadian students from other programs complete 14 clinical placements within their catchment areas. This is approximately three times the number of out-of-catchment placements (n = 5) completed in the 2015 academic year. All but one program had students acquire clinical experience in an international setting. A total of 39 students (range = 0 – 21) completed clinical placements outside of Canada. Students from international physiotherapy programs completed clinical placements within the catchment area of BMC programs to a lesser extent. Only two programs had six international students complete clinical training within their catchment area.

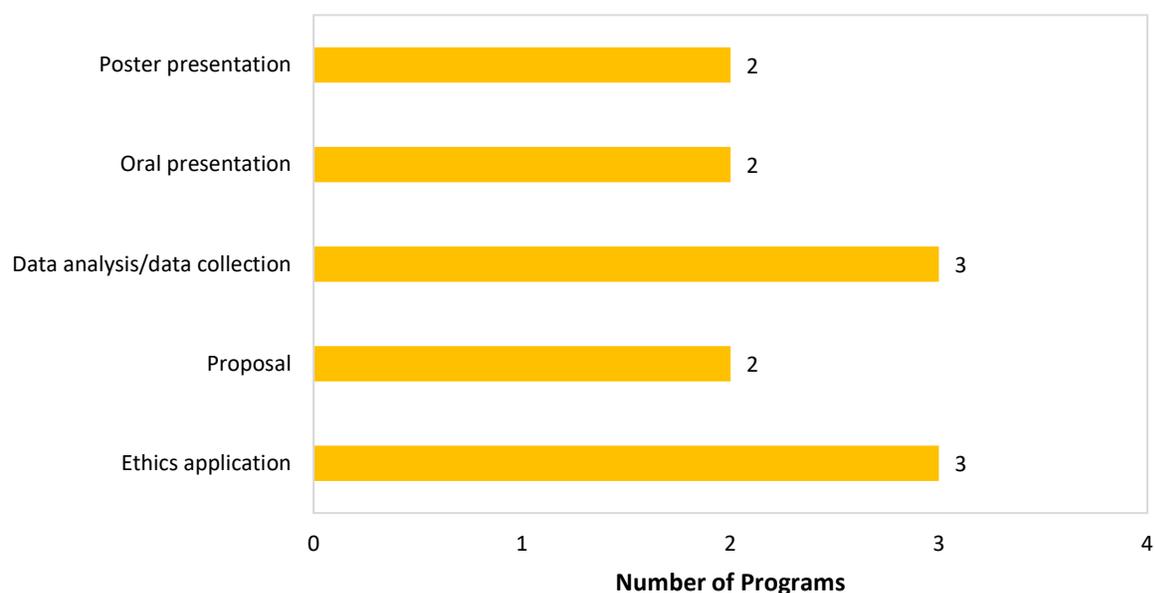
According to PEAC's accreditation criterion 4.3.2, graduates of entry-level physiotherapy programs must attain a minimum of 1,025 hours of clinical education experience. Clinical experience is acquired through several placements and the total number of hours obtained excludes observational placements. Placement hours are documented as either 7.0, 7.5, or 8.0 hours per day of full-time placement, depending on the facility type and convention. Students starting physiotherapy training in 2016 are expected to complete between 1,008 and 1,190 hours of clinical fieldwork (mean = 1,068.3). All programs require students to complete a minimum of four clinical placements; however, seven placements are required by one program (Figure 9). Placements generally are a full-time commitment; however, placements 1 and 2 for one program are on a part-time basis. Regarding compensation of clinical facilities, funding for this is incorporated into the university's operating budget for one program. All programs provide compensation directly to clinical facilities/sites for the supervision of entry-level students. One program compensates facilities depending on the stage of a student's training, \$21.85 per day or \$25 per day per student. Compensation also varies depending on if placements are within or outside the catchment area of the program.



**Figure 9:** Time commitment and number of clinical placements students, admitted in 2016 to four Baccalaureate-Masters Continuum physiotherapy programs, are expected to complete prior to graduation. Placements overwhelmingly require a full-time commitment from students.

#### *Program requirements – End-of-program Deliverables*

Students enrolled in all four BMC programs are required to complete one or more components associated with a research project (Figure 10). Deliverables for a comprehensive/capstone project are required to a lesser extent. Three programs require students to collect and/or analyze data and complete an ‘Ethics application’. The other deliverables (‘Poster presentation’, ‘Oral presentation’, and ‘Proposal’) are requirements for two programs. For comprehensive/capstone projects, only two programs require students to complete a ‘Multi-station OSCE’ and the other capstone components are not required deliverables. ‘Other’ deliverables are a comprehensive examination and final theoretical examination. There is one program that did not assess students through a comprehensive/capstone program. Academic credit is associated with these end-of-program requirements for all four programs.



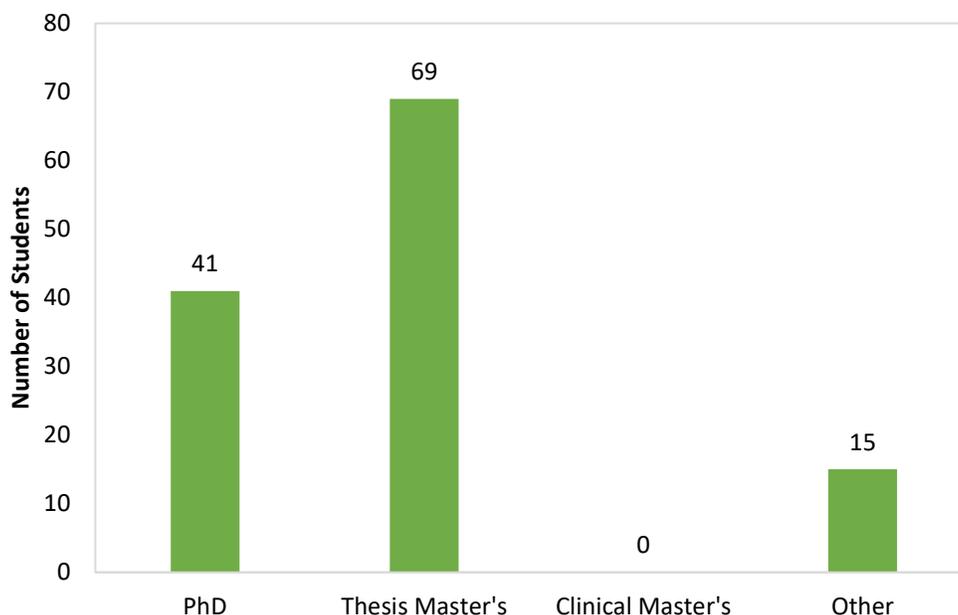
**Figure 10:** End-of-program research deliverables for students enrolled in Baccalaureate-Masters Continuum professional entry-level programs. Students commonly undertook the following components of a research project: data collection/data analysis (n = 3, 75.0 %) and ethics application (n = 3, 75.0 %).

### *Faculty and Staff Personnel*

As shown in Table 6 and Table 7, core faculty (physiotherapists and non-physiotherapists), coordinator/director of clinical education (ACCE/DCE), associated faculty, and other instructors were involved in the instruction of entry-level physiotherapy students. A total of 66 core faculty positions were allocated for physiotherapy education in BMC programs and the associated FTE was 55.3. Consequently, the core faculty to student ratio was 1:16.2 (66:1,066). Core faculty positions were predominately budgeted for physiotherapists on a full-time basis (n = 40, 60.6 %) and there were an additional 17 positions for physiotherapists on a part-time basis. Nine non-physiotherapists were affiliated with BMC programs. Other duties of core faculty members included the supervision of other post-graduate students (Figure 11). A total of 125 students were supervised by core faculty members: ‘Thesis Master’s’ students (n = 69), ‘PhD’ students (n = 41), and ‘Other’ students (n = 15). No ‘Clinical Master’s’ students were supervised in 2016.

**Table 6:** 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)	40 (60.6)	-
Physiotherapist (Part-time)	17 (25.8)	-
Non-physiotherapist (Full-time)	8 (12.1)	-
Non-physiotherapist (Part-time)	1 (1.5)	-
<i>Total</i>	66	55.3



**Figure 11:** Number of students undertaking various post-graduate degrees supervised by core faculty members. Core faculty primarily provided support to Thesis Master's students (n = 69).

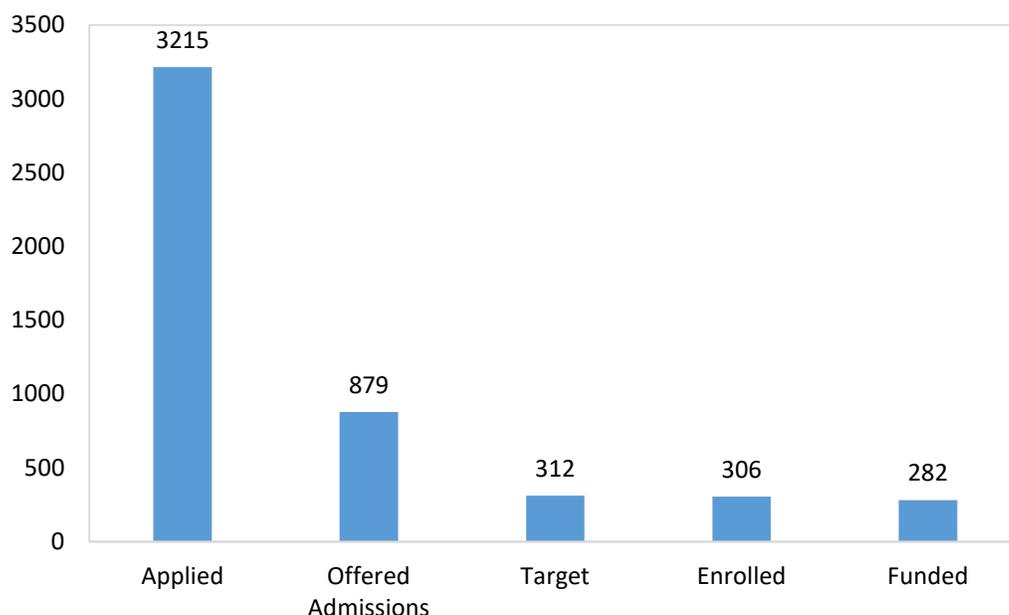
All programs had individuals appointed to the position of ACCE/DCE and the total associated FTE for these five individuals was 4.3. There were administrative and teaching duties related to this position, although coordinator/director of clinical education for two programs were responsible for only administrative duties. Fourteen associated faculty (FTE = 3.7) were involved in the delivery of one half or more contact hour of a course. This marked a substantial reduction in associated faculty from 2015, where there were 46 faculty members contributing to course instruction. This was likely due to inaccurate data gathered in 2015. Programs had a total of 347 'Other instructors' affiliated with their programs and assistance was received from support staff (FTE = 28.6) and technical staff (FTE = 4). These personnel were shared with other educational programs within these four institutions. Additional teaching support was provided by teaching and laboratory assistants and all four programs had established policies dictating the ratio of teaching assistants to students. This ratio ranged from 1:8 to 1:14.

**Table 7:** 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>ACCE/DCE</i>	5	4.3
<i>Associated Faculty</i>	14	3.7
<i>Other Instructors</i>	347	-
<i>Support Staff</i>	-	28.6
<i>Technical Staff</i>	-	4

### *Applicants, Admission, and Enrolment*

For 2016, the total number of applications received from qualified applicants was 3,215, which represented a 26.2 % increase from 2015 (n = 3,133). Due to the current application process, it is difficult to ascertain whether an applicant submitted applications to multiple institutions. On average, programs received 804 applications (range = 146 – 1266) and 879 offers of admission were extended to qualified applicants (Figure 12). The final number of newly enrolled students was 306 (mean = 76.5, range = 34 – 109), which was slightly below the targeted enrolment of 312. The estimated enrolment rate was 9.5 %. Ninety-two percent of seats (range = 82.6 % - 100.0 %) were funded and two programs provided funding for all newly enrolled students for 2016.



**Figure 12:** Admissions funnel for four Baccalaureate-Masters Continuum professional entry-level programs. A total of 3,215 applications were received from qualified individuals and the final number of enrolled students was 306, representing an enrolment rate of 9.5 %.

Programs' admissions criteria and considerations are outlined in Table 8. The review of an applicant's 'GPA' was required by all four programs and applicants were also assessed based upon 'English/French Language Proficiency' (n = 2, 50 %) 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. Programs limited admissions to residents of Quebec, permanent residents, and Canadian citizens. The 'Other' admissions considerations included a combination of academic performance, an autobiographical essay, and R rated candidates from CEGEP. Two programs indicated that designated seats were allocated to certain groups of applicants. A total of 45 seats were reserved for applicants who: had completed a TRP diploma in CEGEP (25 seats), out-of-

province applicants (9 seats, New Brunswick), Indigenous students (2 seats), readmissions (4 seats), and the designation for 5 seats were not specified.

**Table 8:** Admissions criteria/considerations for four Baccalaureate-Masters Continuum professional entry-level programs. For most programs (n = 10, 90.9 %) English/French language proficiency informed final admissions decisions.

Admissions Criteria/Considerations	Number of Programs (%)
GPA	4 (100.0)
Minimum GPA	1 (25.0)
Sub GPA	1 (25.0)
Volunteer Hours	0 (0.0)
References	1 (25.0)
Interview	0 (0.0)
English/French Language Proficiency	2 (50.0)
Residency	2 (50.0)
Other	1 (25.0)

Students commencing physiotherapy training through a BMC program are enrolled at the first-year baccalaureate level. Consequently, this is reflected in the educational background of applicants (Table 9). The highest level of education attained for most applicants prior to starting BMC programs was a CEGEP diploma (n = 173, 56.5 %). An additional 94 applicants (30.7 %) had completed CEGEP and some university-level courses. Few applicants had obtained a Bachelor's degree (n = 14, 4.6 %) or a Master's degree (n = 1, 0.3 %), and no students held a doctorate degree. There were 24 additional applicants (7.8 %) whom held 'Other' qualifications; however, the nature of this prior training was not indicated.

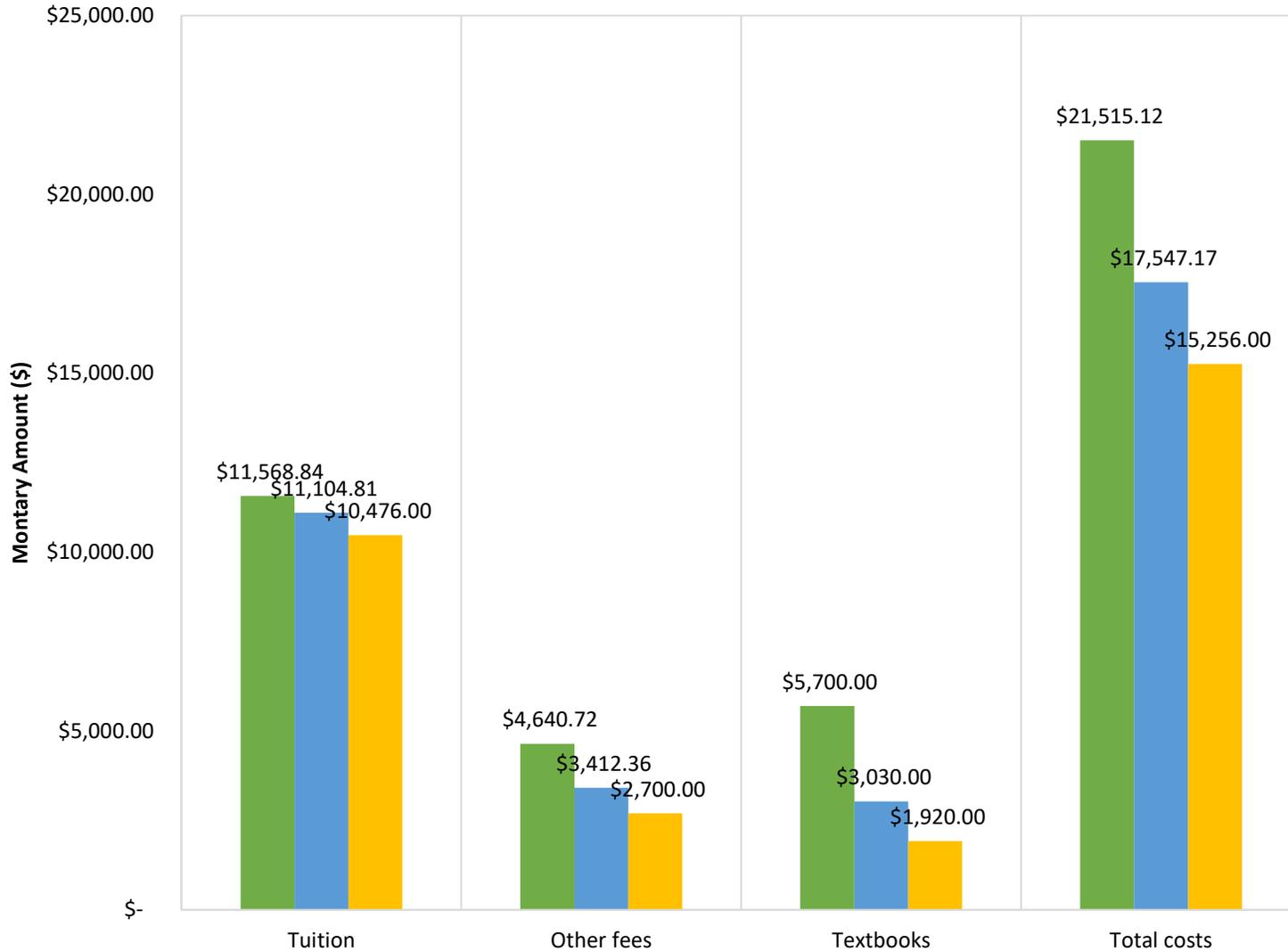
**Table 9:** Highest level of education attained by applicants prior to admissions to Baccalaureate-Masters Continuum professional entry-level programs.

Prior Post-Secondary Degree	Number of Applicants (%)
CEGEP	173 (56.5)
CEGEP (with some university)	94 (30.7)
Bachelor's	14 (4.6)
Master's	1 (0.3)
PhD	0 (0.0)
Other	24 (7.8)
<i>Total</i>	<i>306</i>

#### *Student Incurred Costs*

The anticipated overall cost for BMC programs was on average \$17,547.17 and ranged from \$15,256.00 to \$21,515.12 (Figure 13). This was substantially less per year than the associated program costs of non-BMC programs. Students were expected to incur a cost of \$11,104.81 for tuition (range = \$10,476.00 - \$11,568.84) and tuition accounted for a large proportion of incurred costs (range = 51.9 % - 70.4 %). The average anticipated cost for 'Other fees' was

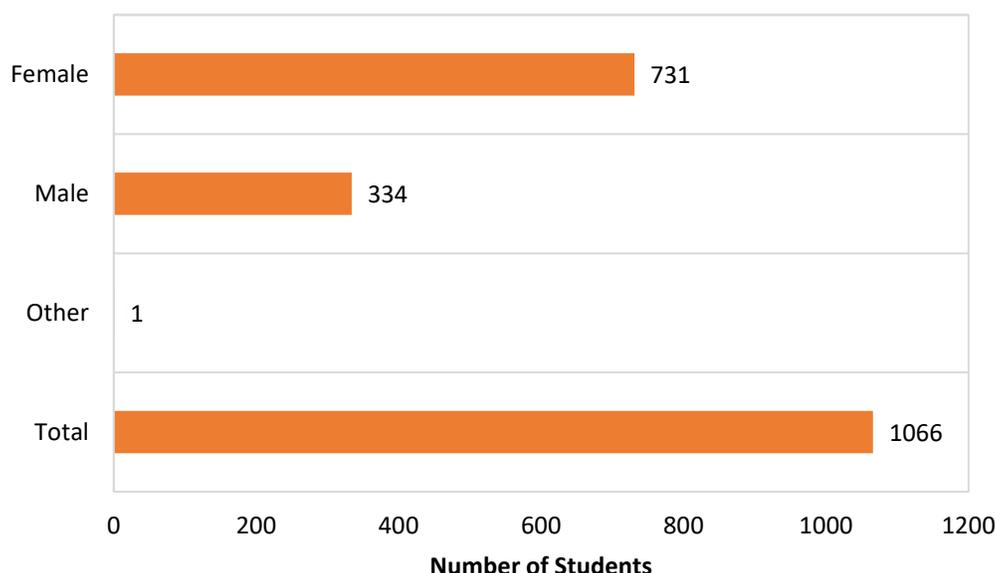
\$3,412.36 (range = \$2,700.00 - \$4,640.72) and students were anticipated to spend \$3,030.00 (range = \$1,920.00 - \$5,700.00) on textbooks.



**Figure 13:** Disaggregated costs, the range of costs, and total cost for Baccalaureate-Masters Continuum professional entry-level programs. Associated program costs included tuition, other fees, and textbooks.

### Student Demographics

There was a total of 1,066 students (mean = 266.5, range = 145 – 378) enrolled in all years of the four BMC programs (Figure 14). Sixty-eight percent of the BMC physiotherapy student population were female (n = 731) and the ratio of females to males ranged from 2.0 to 2.9. There were only three international students (0.3 %) enrolled in one BMC program. Thirty-six students in all four programs were provided with formal accommodations (Table 10). These accommodations were for: 'Mental health/learning' (n = 22), 'Physical status' (n = 8), 'Other' (n = 5), and 'Cultural/religious' (n = 1). Data regarding the nature of accommodations classified as 'Other' was not available.



**Figure 14:** Total number of students enrolled in Baccalaureate-Masters Continuum professional entry-level programs. The student population was predominately female (n = 731, 68.6 %).

**Table 10:** Formal accommodations received by students enrolled in professional entry-level physiotherapy programs. Twenty-two students in received accommodations for mental health/learning needs.

Accommodation	Number of Students
Mental health/learning	22
Physical status	8
Other	5
Cultural/religious	1
<i>Total</i>	36

### Graduates and Attrition

One hundred and ninety-two students (mean = 48, range = 22 – 80) were conferred degrees in 2016. However, there were 52 students who began with this cohort but left prior to graduation resulting in an overall attrition rate of 21.3 %. Program attrition rates ranged from 4.0 % to 29.2 % and the main reasons identified for attrition were 'Transfer to medicine' (n = 4) and 'Transfer

to other health professional program' (n = 4). Two programs experienced attrition due to 'Performance issues', 'Withdrawal for health concerns/reasons', and 'Voluntary withdrawal'. The reason for attrition was unknown for one program.

### **Contact Information**

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