



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

Professional Entry-to-Practice Physiotherapy Education Programs

Annual Report 2021

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Background

Physiotherapy Education Accreditation Canada (PEAC) is responsible for the accreditation of the 15 entry-to-practice physiotherapy education programs in Canada. Programs must fulfill year-end reporting requirements by completing an annual survey detailing program-related information.

Two education models exist for entry-to-practice physiotherapy programs in Canada: (1) a non-Baccalaureate-Master's Continuum (BMC) model and (2) a Baccalaureate-Master's Continuum model. Ten physiotherapy programs use a non-BMC model, accepting learners with prior post-secondary education. Two programs have adopted the BMC model but allow admission to the Master's program at qualifying year 3 (U3). The remaining three programs offer a BMC model with no qualifying year entry point. The program metrics for these three BMC programs differ from the other 12 programs.

This document summarizes key program metrics from January 1 – December 31, 2021 and provides an overview of entry-to-practice physiotherapy education in Canada in 2021. Aggregate data is presented separately for BMC model programs and non-BMC model programs; metrics for the two programs using a BMC model with a qualifying year are included with the non-BMC model programs. Descriptive statistics are reported as frequencies and proportions or mean values and standard deviations.

Non-Baccalaureate-Master's Continuum Programs

Overview of Programs

Program metrics, program structure, deliverables, faculty, enrolment, and graduation, for the 12 non-BMC programs are summarized in **Table 1** and **Table 5**. As of December 31, 2021, there were 1,778 learners enrolled in all years of 12 non-BMC programs, with an average of 148.2 ± 76 learners per program. In September 2021, 784 learners entered entry-to-practice physiotherapy programs and the average duration of coursework and clinical fieldwork was 24.0 ± 2.6 months. The mean program duration is inclusive of breaks, where learners are not enrolled in coursework or are not completing clinical placements.

Program Structure and Learner-Incurred Expenses

The COVID-19 pandemic required all programs to promptly shift from providing instruction using a traditional face-to-face didactic approach to a distance education model for some portion of 2020. In 2021, two of those programs continued with this model for some of their courses. In addition, two programs 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*”. Each distributed program had learners situated at one or

two satellite sites and all courses, except for clinical courses, were taught using a two-way webcast system. A total of 44 learners were enrolled at the two satellite sites, representing 22% and 19.6% of the total physiotherapy learner populations for those respective programs.

For Canadian learners (domestic) admitted to entry-to-practice physiotherapy programs in September 2021, the expected mean cost that will be incurred over the duration of the program is \$22,435.04 ± 7,240.45. This is equivalent to an average monthly expenditure of \$926.61 ± 261.67, excluding other incidental program costs and living expenses. ‘Tuition’ costs account for a large proportion of anticipated program costs, with a mean expenditure of \$18,978.63 ± 6,997.76 and the average anticipated cost for ‘Other fees’ is \$3,456.41 ± 1,563.65. This data does not include anticipated expenditure for international learners, as this is not collected as part of annual reporting.

Seven international learners were enrolled in four entry-to-practice non-BMC physiotherapy programs in Canada. These learners represented 0.4% of all learners enrolled in the 12 non-BMC programs. Formal accommodations were provided to 150 learners (8.1%) enrolled in non-BMC programs and eligibility for, and definition of, accommodations were program specific.

Table 1: Program characteristics of non-Baccalaureate-Master’s Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2021. Data is presented as either frequencies and proportions or mean values and standard deviation.

Program Characteristics	
<i>Program Structure</i>	
Duration, months; mean ± s.d.	24.0 ± 2.6
Distributed education; n (%)	
Yes	2 (16.7)
No	10 (83.3)
Tuition, CDN; mean ± s.d.	\$18,978.63 ± 6,997.76
Other fees, CDN; mean ± s.d.	\$3,456.41 ± 1,563.65
Total costs, CDN; mean ± s.d.	\$22,435.04 ± 7,240.45
Total Learners	1,778
International Learners; n (%)	7 (0.4)
Accommodations; n (%)	150 (10.1)
<i>Clinical Fieldwork</i>	
Clinical Placement Hours; mean ± s.d.	1076 ± 43.1
Learner Placements; mean ± s.d.	374 ± 207.1
Out-of-Catchment Placements, learners sent on; n (%)	78 (1.7)
Out-of-Catchment Placements, learners accepted for; n (%)	58 (1.3)
International Placements, learners sent on; n (%)	2 (0.0)
Learners accepted for placements from International Programs; n (%)	10 (0.2)
<i>Faculty and Staff</i>	

Program Characteristics	
Core Faculty; n (%)	227 (9.6)
Academic Coordinator/Director of Clinical Education; n (%)	21 (0.9)
Associated Faculty; n (%)	103 (4.4)
Other Instructors; n (%)	2004 (87.2)
<i>Core Faculty Supervision</i>	
PhD learners; n (%)	275 (51.9)
Thesis Master's learners; n (%)	162 (30.6)
Clinical Master's learners; n (%)	13 (2.5)
Post-doctoral learners; n (%)	80 (15.1)

Program Requirements – Clinical Fieldwork

Prior to graduation, learners in entry-to-practice physiotherapy programs must attain clinical experience through the completion of 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 also vary in duration (number of days), time commitment (full-time versus part-time), and practice focus area. The mean number of clinical placement hours that learners admitted in September 2021 are expected to complete prior to graduation as entry-to-practice physiotherapists is $1,076 \pm 43.1$ hours.

Experiential learning opportunities continued to be impacted in 2021 due to the COVID-19 pandemic. A catch-up in placements was experienced at two universities, resulting in a larger number of students on placement compared with the previous year (3,187). Learners enrolled across all years of entry-to-practice programs completed a total of 4,486 placements, including out-of-catchment area placements (**Table 1**). Seventy-eight placements (1.7%) were undertaken outside the catchment area of a program. Fewer placements ($n = 58$, 1.3%) were reported to have been completed in program catchment areas by learners enrolled in other Canadian entry-to-practice physiotherapy programs.

There continued to be a decrease in the number of learners able to complete clinical placements in an international setting, due to travel restrictions related to the COVID-19 pandemic. A similar decrease continued for international learners completing placements within Canadian program catchment areas as well. In 2021, two Canadian learners completed a virtual clinical placement in an international setting and 10 international learners completed placements within the catchment areas of three non-BMC programs.

Five programs (41.7%) received financial support from provincial governments to provide remuneration for clinical placements. These programs subsequently transferred funds to either preceptors as honorarium or to clinical sites. For the 3-4 programs remunerating preceptors, compensation amounts varied between \$10 and \$25 per day per learner. In addition to these five

programs, six programs compensated clinical sites, one program at between \$25 and \$100 per day per learner, depending on the clinical setting and location, and another at \$750 per learner.

Program Requirements – End of Program Deliverables

Learners in 11 of 12 non-BMC programs were expected to complete deliverables associated with an end of program project, which was either a research project (nine programs) or a comprehensive/capstone project (six programs) (**Table 2**). Learners in nine programs received academic credit for the completion of some or all components of a research project or comprehensive/capstone project.

Learners in nine non-BMC programs completed components of a research project, most often ‘Data Collection/Data Analysis’ (n = 8, 66.7%), ‘Oral Presentation’ (n = 6, 50%) and ‘Proposal’ (n = 7, 58.3%). Four programs noted that learners completed ‘Other’ deliverables such as a manuscript, quality improvement project, and interprofessional learning activities.

Learners in six non-BMC programs were expected to complete components of a comprehensive/capstone project. Learners enrolled in three programs were assessed through a ‘Skills Examination’ using a multi-station OSCE format. Learners were also required to complete a ‘Poster Presentation’ (n = 3, 25%) and ‘Portfolio’ (n = 2, 16.7%). ‘Other’ deliverables were identified by five programs (e.g., interprofessional education activities or written assignments, such as a group manuscript summarizing the capstone project, or a group report related to evidence-based practice derived from case studies).

Table 2: End of program deliverables associated with a research project or comprehensive/capstone project that are required of learners enrolled in non-Baccalaureate-Master’s Continuum professional entry-to-practice programs.

End of Program Deliverables	
<i>Research Project</i>	
Data Collection/Data Analysis, n (%)	8 (66.7)
Proposal, n (%)	7 (58.3)
Oral Presentation, n (%)	6 (50.0)
Poster Presentation, n (%)	6 (50.0)
Ethics Application, n (%)	3 (25.0)
None of these, n (%)	1 (8.3)
Other, n (%)	4 (33.3)
<i>Comprehensive/Capstone Project</i>	
Poster Presentation, n (%)	3 (25.0)
Skills Examination/Multi-station OSCE, n (%)	3 (25.0)
Portfolio, n (%)	2 (16.7)
Oral Presentation, n (%)	1 (8.3)
Oral Examination, n (%)	0 (0.0)
None of these, n (%)	4 (33.3)

End of Program Deliverables

Other, n (%)

5 (41.7)

Faculty and Staff

Core faculty (physiotherapists and non-physiotherapists), Academic Coordinator/Director of Clinical Education (ACCE/DCE), associated faculty and other instructors were responsible for course instruction in non-BMC entry-to-practice physiotherapy programs. Core faculty were affiliated with programs on either a full-time or part-time basis. A total of 227 core faculty positions (184.2 FTE units) were allocated to entry-to-practice programs and most core faculty were physiotherapists (n = 209, 92.1%) or had full-time appointments with entry-to-practice programs (n = 166, 73.1%).

In addition to teaching entry-to-practice learners, core faculty supervised other post-secondary learners (**Table 1**). A total of 530 post-secondary learners, most of whom were completing doctoral studies (n = 275, 51.9%), were supervised by core faculty. Supervision was provided to Thesis Master's learners (n = 162, 30.6%), 13 learners (2.5%) enrolled in Clinical Master's programs and Post-doctoral learners (n = 80, 15.1%).

Table 3: 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), n (%)	152 (67.0)	-
Physiotherapist (Part-time), n (%)	57 (25.1)	-
Non-physiotherapist (Full-time), n (%)	14 (6.2)	-
Non-physiotherapist (Part-time), n (%)	4 (1.8)	-
Total	227	184.2

ACCE/DCE, associated faculty, other instructors, support staff and technical staff also assisted with course instruction and provided administrative support to entry-to-practice programs (**Table 4**). Twenty-one personnel were appointed to the role of ACCE/DCE and the affiliated FTE was 17.2 units. The amount of time ACCE/DCE devoted to administrative and teaching duties varied from program to program. The ACCE/DCE position for six programs allotted more than 50% of FTE to administrative duties.

Ten programs had 103 associated faculty members (10.4 FTE units) who contributed to the delivery of one half or more of contact hours of a course. Other instructors (n = 2004) participated in course instruction in 11 of the 12 non-BMC programs. Support staff (68.6 FTE units) and technical staff (17.7 FTE units) were shared with other departments in nine programs. Seven programs had policies outlining the ratio of teaching assistants (TAs) and laboratory

assistants to learners in practical courses. The ratio of TAs or laboratory assistants to learners varied by program, was based on course needs, and ranged from 1:8 to 1:25.

Table 4: 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 12 non-Baccalaureate-Master’s Continuum professional entry-to-practice programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	21	17.2
Associated Faculty	45	10.4
Other Instructors	2004	-
Support Staff	-	68.6
Technical Staff	-	17.7

Applicants, Admission, and Enrolment

In 2021, non-BMC programs received 5,754 applications from applicants meeting the minimum requirements for admission. This was a 25% increase from the number of applications received from qualified applicants for the 2020 academic year (n = 4,588). The average number of applications received was 479.5 ± 408.0 , with five programs receiving over 500 applications from qualified applicants (**Table 5**). A total of 1,172 offers were extended to qualified applicants and the final enrolment for 2021 was 784. The targeted enrolment across all programs was 789, which accounted for anticipated offer refusals and attrition. The current admissions process does not support programs in determining whether an applicant applied to more than one entry-to-practice program, except for programs located in Ontario. It is thus expected that the overall enrolment rate of 13.6% is an underestimation. Ninety-nine percent of program seats (n = 830) were partially funded by provincial governments; two programs chose to over-admit in anticipation of attrition and therefore did not receive funding for some seats.

Admission review committees considered several criteria when assessing an applicant’s suitability for entry-to-practice programs. All 12 non-BMC programs evaluated applicants based on ‘Official Language Proficiency’. Language proficiency was assessed among applicants whose first language was not English and who had not completed post-secondary education in Canada, Australia, United Kingdom, United States of America, or New Zealand. Standardized tests such as TOEFL, IELTS, MELAB, CANTEST, and PTE were used to assess applicants. French language proficiency was determined using a standardized test. Other admission criteria included ‘Minimum GPA’ (n = 8, 66.7%) and ‘Sub-GPA’ (n = 10, 83.3%). Programs determined ‘Sub-GPA’ by either reviewing academic performance in pre-requisite courses or performance for the most recent 60 credit hours. Seven of the ten programs assessed applicants based on their performance on the CASPer test (identified as ‘Other’). A total of ten programs had designated seats for specific learners. Eight of these programs had designated seats for Indigenous applicants, with a total of 37 seats designated for 2021. This was 4.7% of the total cohort admitted in 2021.

Applicants to non-BMC programs had varying prior education at the time of applying. For most applicants a Bachelor's degree (n = 787, 95.7%) was the highest level of education attained prior to starting the entry-to-practice program. Thirty-four learners had been conferred a Master's degree and one learner had completed 'Other' training. Reporting of prior education did not include information on learners who rejoined the program following a leave of absence.

Table 5: Admission, enrolment, and graduation characteristics of non-Baccalaureate-Master's Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2021. Data is presented as either frequencies and proportions or mean values and standard deviation.

Program Characteristics	
<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean \pm s.d.	479.5 \pm 408.0
Extended Admissions Offers; mean \pm s.d.	97.7 \pm 49.1
Targeted Admissions; mean \pm s.d.	65.8 \pm 28.6
Enrolment; mean \pm s.d.	65.3 \pm 29.5
Funded Seats; mean \pm s.d.	69.2 \pm 26.3
<i>Admissions Considerations</i>	
English/French proficiency; n (%)	12 (100.0)
Sub-GPA; n (%)	10 (83.3)
Minimum GPA; n (%)	8 (66.7)
GPA; n (%)	6 (50.0)
Residency requirements; n (%)	6 (50.0)
Interview; n (%)	5 (41.7)
References; n (%)	5 (41.7)
Volunteer hours; n (%)	4 (33.3)
Other; n (%)	10 (83.3)
<i>Prior Education</i>	
CEGEP; n (%)	0 (0.0)
CEGEP with university; n (%)	0 (0.0)
Bachelor's; n (%)	787 (95.7)
Master's; n (%)	34 (4.1)
PhD; n (%)	0 (0.0)
Other; n (%)	1 (0.1)
<i>Graduation and Attrition</i>	
Graduates; n (%)	771 (96.0)
Non-Graduates; n (%)	32 (4.0)
<i>Attrition</i>	
Transfer to medicine; n (%)	4 (33.3)
Required to withdraw - performance issues; n (%)	3 (25.0)
No attrition; n (%)	2 (16.7)

Program Characteristics	
Reason not known; n (%)	2 (16.7)
Transfer to other health professional program; n (%)	2 (16.7)
Withdrawal for health concerns/reasons; n (%)	2 (16.7)
Voluntary withdrawal for reasons other than above; n (%)	1 (8.3)
Other; n (%)	4 (33.3)

Graduation and Attrition

All non-BMC programs graduated learners in 2021. A total of 771 learners (mean: 64.3 ± 26.0) were conferred physiotherapy degrees and were eligible to complete national licensure examinations. The initial number of learners that began entry-to-practice physiotherapy programs with this cohort of graduates was 803, with 32 learners leaving programs prior to their anticipated graduation date. These were not learners who were on academic leave or those who subsequently joined another cohort. As such, the overall attrition rate for the 2021 graduating cohort was 4.0%, consistent with rates from previous years. Two programs reported no attrition and seven programs reported attrition rates of 5.0% or less. The primary reasons for attrition were ‘Transfer to medicine’ (n = 4, 33.3%) and ‘Other’ (n = 4, 33.3%). Other identified reasons were: ‘Transfer to other health professional program’ (n = 2, 16.7%), ‘Withdrawal for health concerns/reasons’ (n = 2, 16.7%), and ‘Required to withdraw – performance issues’ (n = 3, 25.0%).

Baccalaureate-Master's Continuum Programs

Overview of Programs

The structure, characteristics, faculty, admissions, and graduation for BMC programs are summarized in **Table 6** and **Table 10**. Nine hundred and ninety-six learners were enrolled in all years of the three BMC entry-to-practice programs as of December 2021 and the average number of learners in these programs was 332 ± 108.8 . There were 272 learners who began in BMC programs at the start of the 2021 academic year. The average duration learners are expected to spend undertaking coursework and clinical fieldwork is 48.0 ± 4.0 months, which is approximately twice that of non-BMC programs. The mean program duration is inclusive of breaks, where learners are not enrolled in coursework or completing clinical placements.

Program Structure and Learner-Incurred Expenses

As with previous years, none of the BMC programs used a distributed education model. All three BMC programs offer distance education for a total of 22 courses. Eighteen of these distance education courses were offered in response to the COVID-19 pandemic and may be discontinued in subsequent years.

Programs reported on anticipated program costs, i.e., 'Tuition' and 'Other fees', for Canadian learners (domestic). Learners were expected to incur on average $\$17,317.68 \pm 926.09$, from the program start date until graduation. This represented a mean monthly expenditure of 361.41 ± 12.0 , excluding other incidental program costs and living expenses. 'Tuition' costs account for a large proportion of associated program costs, with an average expenditure of $\$12,842.01 \pm 518.02$ and the mean cost for 'Other fees' was $\$4,475.67 \pm 850.52$.

At the time of data collection, there were no international learners enrolled in BMC programs. All three programs provided formal accommodations to learners ($n = 32$, 3.2%) and the criteria for determining whether accommodations were provided were program specific.

Table 6: Program characteristics of Baccalaureate-Master's Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2021. Data is presented as either frequencies and proportions or mean values and standard deviation.

Program Characteristics	
<i>Program Structure</i>	
Duration, months; mean \pm s.d.	48.0 ± 4.0
Distributed education; n (%)	
Yes	0 (0.0)
No	3 (100.0)
Tuition, CDN; mean \pm s.d.	$\$12,842.01 \pm 518.02$
Other fees, CDN; mean \pm s.d.	$\$4,475.67 \pm 850.52$
Total costs, CDN; mean \pm s.d.	$\$17,317.68 \pm 926.09$
Total Learners	996

Program Characteristics	
International Learners; n (%)	0 (0.0)
Accommodations; n (%)	32 (3.2)
<i>Clinical Fieldwork</i>	
Clinical Placement Hours; mean \pm s.d.	1,088.3 \pm 88.9
Learner Placements; mean \pm s.d.	383.7 \pm 76.6
Out-of-Catchment Placements, learners sent on; n (%)	13 (1.2)
Out-of-Catchment Placements, learners accepted for; n (%)	6 (0.6)
International Placements, learners sent on; n (%)	0 (0.0)
Learners accepted for placements from International Programs; n (%)	0 (0.0)
<i>Faculty and Staff</i>	
Core Faculty; n (%)	68 (16.1)
Academic Coordinator/Director of Clinical Education; n (%)	5 (1.2)
Associated Faculty; n (%)	35 (8.3)
Other Instructors; n (%)	315 (74.5)
<i>Core Faculty Supervision</i>	
PhD learners; n (%)	63 (38.2)
Thesis Master's learners; n (%)	57 (34.5)
Clinical Master's learners; n (%)	32 (19.4)
Post-doctoral learners; n (%)	13 (7.9)

Program Requirements – Clinical Fieldwork

Clinical fieldwork is one component of entry-to-practice physiotherapy programs. For learners admitted to BMC programs in September 2021, the mean number of clinical placement hours learners were expected to complete prior to graduation was 1,088.3 \pm 88.9 hours (**Table 6**). The total number of learner placements completed in the 2021 calendar year were 1,151, which included out-of-catchment area placements and placements in an international setting. Thirteen placements were completed by learners outside the catchment area of the associated program. Programs reported six placements (n = 6, 0.6%) completed in program catchment areas by learners enrolled in other Canadian entry-to-practice programs. No international placements took place this year and no international students were accepted for placements within the catchment area of the BMC programs.

One of the BMC programs received additional financial support from provincial governments to compensate clinical sites or preceptors. Programs directly compensated clinical facilities, without using targeted provincial funds, through a bulk transfer or by providing an honorarium for each learner supervised. Amounts ranged from \$21 to \$25 per day per learner.

Program Requirements – End of Program Deliverables

Learners in BMC programs were expected to complete deliverables related to a research project or comprehensive/capstone project (**Table 7**). Learners in all three BMC programs were required to complete ‘Data Collection/Data Analysis’ and ‘Oral Presentation’. Two programs required learners to complete a ‘Poster Presentation’, ‘Proposal’, or submit an ‘Ethics Application’.

All three BMC programs assessed learners’ clinical skills using a multi-station OSCE format. Two programs also included an ‘Oral Presentation’ as a comprehensive/capstone deliverable. Learners in one program were assessed using a ‘Poster Presentation’. And finally, learners in two programs were assessed using ‘Other’ deliverables, such as a final written examination and final theoretical examination that aligned with the written component of the national licensure exam. Academic credit was awarded for these end of program deliverables in all three BMC programs.

Table 7: End of program deliverables associated with a research project or comprehensive/capstone project that are required of learners enrolled in Baccalaureate-Master’s Continuum professional entry-to-practice programs.

End of Program Deliverables	
<i>Research Project</i>	
Data Collection/Data Analysis, n (%)	3 (100.0)
Oral Presentation, n (%)	3 (100.0)
Ethics Application, n (%)	2 (66.7)
Poster Presentation, n (%)	2 (66.7)
Proposal, n (%)	2 (66.7)
None of these, n (%)	0 (0.0)
Other, n (%)	2 (66.7)
<i>Comprehensive/Capstone Project</i>	
Skills Examination/Multi-station OSCE, n (%)	3 (100.0)
Oral Presentation, n (%)	2 (66.7)
Poster Presentation, n (%)	1 (33.3)
Oral Examination, n (%)	0 (0.0)
Portfolio, n (%)	0 (0.0)
None of these, n (%)	0 (0.0)
Other, n (%)	2 (66.7)

Faculty and Staff

As with non-BMC programs, core faculty were affiliated with BMC programs on either a full-time or part-time basis. A total of 68 core faculty positions (50.1 FTE units) were allocated to entry-to-practice programs (**Table 8**). Most core faculty positions were filled by a physiotherapist (n = 61, 89.8%) or were full-time positions (n = 45, 66.2%). Core faculty served as graduate supervisors for 165 learners and most post-secondary learners were undertaking doctoral studies (n = 63, 38.2%) or were enrolled in a Thesis’ Master’s program (n = 57, 34.5%) (**Table 6**).

Table 8: 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), n (%)	39 (57.4)	-
Physiotherapist (Part-time), n (%)	22 (32.4)	-
Non-physiotherapist (Full-time), n (%)	6 (8.8)	-
Non-physiotherapist (Part-time), n (%)	1 (1.5)	-
Total	68	50.1

Five faculty were appointed to the position of ACCE/DCE and provided additional administrative and teaching support to BMC programs (**Table 9**). The associated FTE for ACCE/DCE roles was 3.3 FTE units and ACCDE/DCEs in two programs devoted more than 75% of the role to administrative tasks. Thirty-five associated faculty (4.6 FTE units) were responsible for delivering one half or more contact hours of a course. Other instructors (n = 315) also contributed to course instruction in all three BMC programs.

Additional administrative support was received from support staff (27 FTE units) and technical staff (6 FTE units). Support and technical staff were shared with other departments in all three BMC programs. Two of the three programs had policies outlining the ratio of TAs and laboratory assistants to learners for practical courses and the ratio of assistants to learners varied by program and ranged from 1:12 to 1:15.

Table 9: 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 3 Baccalaureate-Master's Continuum professional entry-to-practice programs.

Other teaching and staff personnel	Number of Personnel	Total FTE
ACCE/DCE	5	3.3
Associated Faculty	35	4.6
Other Instructors	315	-
Support Staff	-	27
Technical Staff	-	6

Applicants, Admission, and Enrolment

BMC programs received a total of 3,024 applications from qualified applicants in 2021. This was a 4.3% increase from the number of applications received in 2020 (n = 2,895). The mean number of applications received was 1008 ± 219.8 (**Table 10**). BMC programs extended 858 offers to qualified applicants and the final enrolment for 2021 was 272. The targeted enrolment was 274, which accounted for anticipated offer refusals and attrition. The estimated overall enrolment rate for BMC programs was 9.0%; however, this does not account for applicants who may have applied to more than one entry-to-practice program. Ninety-four percent of program seats (n =

256) were partially funded by provincial governments; one program chose to over-admit in anticipation of attrition and therefore did not receive funding for some seats.

BMC programs used three criteria, ‘Official Language Proficiency’, ‘GPA’, and ‘Residency requirements’, to determine the suitability of applicants for entry-to-practice physiotherapy program admission. Language proficiency was assessed by the French language and literature test administered by the Ministry of Education of Quebec or TCF-TP/EÉ (French knowledge test). Two programs considered ‘Residency requirements’ when assessing applicants, and admission to programs was limited to learners with Canadian citizenship, permanent residents of Canada and scholarship holders receiving financial support from Canadian or international agencies. ‘Other’ criteria were identified by two programs, which both used the CASPer test as an assessment criterion.

Two BMC programs had designated seats for a subset of applicants; however, only one program had designated seats for Indigenous learners. Forty-seven seats were designated for applicants in one of seven categories: 1) completed CEGEP (10 seats); 2) completed a Techniciens en Réadaptation Physique (TRP) diploma in CEGEP (15 seats); 3) out-of-province (9 seats); 4) applicants with low-income (2 seats); 5) readmission (4 seats); 6) Indigenous learners (2 seats); and 7) private applicants (5 seats).

Unlike non-BMC programs, learners pursuing physiotherapy training through BMC programs enrol directly into first year at the Baccalaureate level. Consequently, the highest level of education attained prior to admission to entry-to-practice programs was most often a CEGEP diploma (n = 174, 70.2%). An additional 24 learners (9.7%) had completed CEGEP and some university-level courses. Learners with post-secondary training were less common, with 5 learners (2.0%) holding a Bachelor’s degree. No learners had completed doctoral studies and 45 applicants had ‘Other’ qualifications.

Table 10: Admission, enrolment, and graduation characteristics of Baccalaureate-Master’s Continuum entry-to-practice physiotherapy programs in Canada, as of December 31, 2021. Data is presented as either frequencies and proportions or mean values and standard deviation.

Program Characteristics	
<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean ± s.d.	1008 ± 219.8
Extended Admissions Offers; mean ± s.d.	286 ± 59.2
Targeted Admissions; mean ± s.d.	91.3 ± 26.3
Enrolment; mean ± s.d.	90.7 ± 26.6
Funded Seats; mean ± s.d.	85.3 ± 22.4
<i>Admissions Considerations</i>	
GPA; n (%)	3 (100.0)
English/French proficiency; n (%)	2 (66.7)

Program Characteristics	
Residency requirements; n (%)	2 (66.7)
Interview; n (%)	0 (0.0)
Minimum GPA; n (%)	0 (0.0)
Sub-GPA; n (%)	0 (0.0)
References; n (%)	0 (0.0)
Volunteer hours; n (%)	0 (0.0)
Other; n (%)	2 (66.7)
<i>Prior Education</i>	
CEGEP; n (%)	174 (70.2)
CEGEP with university; n (%)	24 (9.7)
Bachelor's; n (%)	5 (2.0)
Master's; n (%)	0 (0.0)
PhD; n (%)	0 (0.0)
Other; n (%)	45 (18.1)
<i>Graduation and Attrition</i>	
Graduates; n (%)	185 (67.8)
Non-Graduates; n (%)	88 (32.2)
<i>Attrition</i>	
Reason not known; n (%)	3 (100.0)
Transfer to medicine; n (%)	3 (100.0)
Transfer to other health professional program; n (%)	3 (100.0)
Required to withdraw - performance issues; n (%)	1 (33.3)
No attrition; n (%)	0 (0.0)
Voluntary withdrawal for reasons other than above; n (%)	0 (0.0)
Withdrawal for health concerns/reasons; n (%)	0 (0.0)
Other; n (%)	1 (33.3)

Graduation and Attrition

All BMC programs graduated learners in 2021. One hundred and eighty-five learners graduated in the 2021 academic year and the average number of graduates was 61.7 ± 17.2 . Not all learners who initially began entry-to-practice physiotherapy with this cohort graduated in 2021. Of the 273 learners who were expected to graduate in 2021, 88 learners left programs prior to their anticipated graduation date. As with non-BMC programs, these were not learners who were on academic leave or those who subsequently joined another cohort but rather opted to no longer continue in the entry-to-practice program. The overall attrition rate was 32.2%, with all programs experiencing attrition. Learner attrition was primarily due to 'Transfer to medicine' (n = 3, 100%), 'Transfer to other health professional program' (n = 3, 100%), and 'Reasons not known' (n = 3, 100%). One program had attrition due to performance issues (33.3%).

Contact Information

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