



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

## **Professional Entry-to-Practice Physiotherapy Education Programs**

### **Annual Report 2022**

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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, 2022 and provides an overview of entry-to-practice physiotherapy education in Canada in 2022. 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, 2022, there were 1,816 learners enrolled in all years of 12 non-BMC programs, with an average of  $151.3 \pm 77$  learners per program. In September 2022, 806 learners entered entry-to-practice physiotherapy programs and the average duration of coursework and clinical fieldwork was  $24 \pm 2.9$  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 2022, 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 17% of the total physiotherapy learner populations for those respective programs.

For Canadian learners (domestic) admitted to entry-to-practice physiotherapy programs in September 2022, the expected mean cost that will be incurred over the duration of the program is \$21,872.02 ± 6,852.02. This is equivalent to an average monthly expenditure of \$817.40 ± 308.86 excluding other incidental program costs and living expenses. ‘Tuition’ costs account for a large proportion of anticipated program costs, with a mean expenditure of \$17,908.74 ± 6,602.32 and the average anticipated cost for ‘Other fees’ is \$3,963.28 ± 1,568.92. 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 five 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 172 learners (9.5%) 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, 2022. Data is presented as either frequencies and proportions or mean values and standard deviation.

<b>Program Characteristics</b>	
<i>Program Structure</i>	
Duration, months; mean ± s.d.	24.0 ± 2.9
Distributed education; n (%)	
Yes	2 (16.7)
No	10 (83.3)
Tuition, CDN; mean ± s.d.	\$17,908.74 ± 6,602.32
Other fees, CDN; mean ± s.d.	\$3,963.28 ± 1,568.92
Total costs, CDN; mean ± s.d.	\$21,872.02 ± 6,852.02
Total Learners	1,816
International Learners; n (%)	7 (0.4)
Accommodations; n (%)	172 (9.5)
<i>Clinical Fieldwork</i>	
Clinical Placement Hours; mean ± s.d.	1091 ± 57.9
Learner Placements; mean ± s.d.	333 ± 165.7
Out-of-Catchment Placements, learners sent on; n (%)	126 (3.2)
Out-of-Catchment Placements, learners accepted for; n (%)	69 (1.7)
International Placements, learners sent on; n (%)	23 (0.6)
Learners accepted for placements from International Programs; n (%)	17 (0.4)

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**Program Characteristics**

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*Faculty and Staff*

Core Faculty; n (%)	228 (10.6)
Academic Coordinator/Director of Clinical Education; n (%)	22 (1.0)
Associated Faculty; n (%)	112 (5.2)
Other Instructors; n (%)	1787 (83.2)

*Core Faculty Supervision*

PhD learners; n (%)	268 (50.2)
Thesis Master's learners; n (%)	143 (26.9)
Clinical Master's learners; n (%)	35 (6.6)
Post-doctoral learners; n (%)	88 (16.5)

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**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 2022 are expected to complete prior to graduation as entry-to-practice physiotherapists is  $1,091 \pm 57.9$  hours.

Learners enrolled across all years of entry-to-practice programs completed a total of 4,002 placements, including out-of-catchment area placements (**Table 1**). One hundred and twenty-six placements (3.2%) were undertaken outside the catchment area of a program. Fewer placements ( $n = 69$ , 1.7%) were reported to have been completed in program catchment areas by learners enrolled in other Canadian entry-to-practice physiotherapy programs.

As the world continued to open up following the acute phase of the COVID-19 pandemic, more students were traveling abroad for clinical placements. In 2022, 23 Canadian learners completed a clinical placement in an international setting and 17 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 (eight programs) (**Table 2**). Learners in 10 programs received academic credit for the completion of some or all components of a research project or comprehensive/capstone project.

Learners in 11 non-BMC programs completed components of a research project, most often ‘Data Collection/Data Analysis’ (n = 7, 58.3%), ‘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 eight non-BMC programs were expected to complete components of a comprehensive/capstone project. Learners enrolled in four 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 = 3, 25%). ‘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.

<b>End of Program Deliverables</b>	
<i>Research Project</i>	
Data Collection/Data Analysis, n (%)	7 (58.3)
Poster Presentation, n (%)	7 (58.3)
Proposal, n (%)	7 (58.3)
Oral 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>	
Skills Examination/Multi-station OSCE, n (%)	4 (33.3)
Portfolio, n (%)	3 (25.0)
Poster Presentation, n (%)	3 (25.0)
Oral Presentation, n (%)	2 (16.7)
Oral Examination, n (%)	0 (0.0)
None of these, n (%)	4 (33.3)
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 228 core faculty positions (184.2 FTE units) were allocated to entry-to-practice programs and most core faculty were physiotherapists (n = 208, 91.3%) or had full-time appointments with entry-to-practice programs (n = 165, 72.4%).

In addition to teaching entry-to-practice learners, core faculty supervised other post-secondary learners (**Table 1**). A total of 534 post-secondary learners, most of whom were completing doctoral studies (n = 268, 50.2%), were supervised by core faculty. Supervision was provided to Thesis Master's learners (n = 143, 26.9%), 35 learners (6.6%) enrolled in Clinical Master's programs and Post-doctoral learners (n = 88, 16.5%).

**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 (%)	150 (65.8)	-
Physiotherapist (Part-time), n (%)	58 (25.5)	-
Non-physiotherapist (Full-time), n (%)	15 (6.6)	-
Non-physiotherapist (Part-time), n (%)	5 (2.2)	-
<b>Total</b>	<b>228</b>	<b>184.2</b>

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-two 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 seven programs allotted more than 50% of FTE to administrative duties.

Eleven programs had 112 associated faculty members (19.8 FTE units) who contributed to the delivery of one half or more of contact hours of a course. Other instructors (n = 1787) participated in course instruction in 11 of the 12 non-BMC programs. Support staff (71.9 FTE units) and technical staff (14.7 FTE units) were shared with other departments in nine programs. All 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	22	17.2
Associated Faculty	112	19.8
Other Instructors	1787	-
Support Staff	-	71.9
Technical Staff	-	14.7

### Applicants, Admission, and Enrolment

In 2022, non-BMC programs received 5,888 applications from applicants meeting the minimum requirements for admission. This was a 2% increase from the number of applications received from qualified applicants for the 2021 academic year (n = 5,754). The average number of applications received was  $490.7 \pm 444.6$ , with five programs receiving over 500 applications from qualified applicants (Table 5). A total of 1,320 offers were extended to qualified applicants and the final enrolment for 2022 was 806. The targeted enrolment across all programs was 817, 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 13.7% is an underestimation. Ninety-nine percent of program seats (n = 814) 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. Most of the 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 = 9, 75.0%). 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 nine programs had designated seats for specific learners. Seven of these programs had designated seats for Indigenous applicants, with a total of 32 seats designated for 2022. This was 4.6% of the total cohort admitted in 2022.

Applicants to non-BMC programs had varying prior education at the time of applying. For most applicants a Bachelor’s degree (n = 785, 96.9%) was the highest level of education attained prior

to starting the entry-to-practice program. Twenty-four learners had been conferred a Master's degree and one learner had completed a PhD. 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, 2022. Data is presented as either frequencies and proportions or mean values and standard deviation.

<b>Program Characteristics</b>	
<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean $\pm$ s.d.	490.7 $\pm$ 444.6
Extended Admissions Offers; mean $\pm$ s.d.	110.0 $\pm$ 58.6
Targeted Admissions; mean $\pm$ s.d.	68.1 $\pm$ 30.9
Enrolment; mean $\pm$ s.d.	67.2 $\pm$ 31.8
Funded Seats; mean $\pm$ s.d.	67.8 $\pm$ 31.2
<i>Admissions Considerations</i>	
English/French proficiency; n (%)	11 (91.7)
Sub-GPA; n (%)	9 (75.0)
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 (%)	9 (75.0)
<i>Prior Education</i>	
CEGEP; n (%)	0 (0.0)
CEGEP with university; n (%)	0 (0.0)
Bachelor's; n (%)	785 (96.9)
Master's; n (%)	24 (3.0)
PhD; n (%)	1 (0.1)
Other; n (%)	0 (0.0)
<i>Graduation and Attrition</i>	
Graduates; n (%)	780 (97.6)
Non-Graduates; n (%)	19 (2.4)
<i>Attrition</i>	
No attrition; n (%)	3 (25.0)
Transfer to medicine; n (%)	3 (25.0)
Voluntary withdrawal for reasons other than above; n (%)	3 (25.0)
Reason not known; n (%)	2 (16.7)
Transfer to other health professional program; n (%)	2 (16.7)
Required to withdraw - performance issues; n (%)	1 (8.3)

<b>Program Characteristics</b>	
Withdrawal for health concerns/reasons; n (%)	1 (8.3)
Other; n (%)	1 (8.3)

### **Graduation and Attrition**

All non-BMC programs graduated learners in 2022. A total of 780 learners (mean: 65.0 ± 28.3) 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 799, with 19 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 2022 graduating cohort was 2.4%, consistent with rates from previous years. Three programs reported no attrition and six programs reported attrition rates of 5.0% or less. The primary reasons for attrition were ‘Transfer to medicine’ and ‘Voluntary withdrawal for reasons other than above’ (n = 3, 25.0%). Other identified reasons were: ‘Transfer to other health professional program’ (n = 2, 16.7%), ‘Reasons not known’ (n = 2, 16.7%), ‘Withdrawal for health concerns/reasons’ (n = 1, 8.3%), and ‘Required to withdraw – performance issues’ (n = 1, 8.3%).

## 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 seventy learners were enrolled in all years of the three BMC entry-to-practice programs as of December 2022 and the average number of learners in these programs was  $323 \pm 105.7$ . There were 279 learners who began in BMC programs at the start of the 2022 academic year. The average duration learners are expected to spend undertaking coursework and clinical fieldwork is  $48.0 \pm 4.0$  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  $\$17,804.04 \pm 910.63$ , from the program start date until graduation. This represented a mean monthly expenditure of  $371.61 \pm 13.1$ , excluding other incidental program costs and living expenses. ‘Tuition’ costs account for a large proportion of associated program costs, with an average expenditure of  $\$13,232.54 \pm 562.65$  and the mean cost for ‘Other fees’ was  $\$4,571.50 \pm 930.90$ .

At the time of data collection, there were no international learners enrolled in BMC programs. All three programs provided formal accommodations to learners ( $n = 31$ , 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, 2022. Data is presented as either frequencies and proportions or mean values and standard deviation.

<b>Program Characteristics</b>	
<i>Program Structure</i>	
Duration, months; mean $\pm$ s.d.	$48.0 \pm 4.0$
Distributed education; n (%)	
Yes	0 (0.0)
No	3 (100.0)
Tuition, CDN; mean $\pm$ s.d.	$\$13,232.54 \pm 562.65$
Other fees, CDN; mean $\pm$ s.d.	$\$4,571.50 \pm 930.90$
Total costs, CDN; mean $\pm$ s.d.	$\$17,804.04 \pm 910.63$
Total Learners	970

<b>Program Characteristics</b>	
International Learners; n (%)	0 (0.0)
Accommodations; n (%)	31 (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 $\pm$ 80.4
Out-of-Catchment Placements, learners sent on; n (%)	10 (0.9)
Out-of-Catchment Placements, learners accepted for; n (%)	8 (0.7)
International Placements, learners sent on; n (%)	13 (1.1)
Learners accepted for placements from International Programs; n (%)	6 (0.5)
<i>Faculty and Staff</i>	
Core Faculty; n (%)	58 (11.0)
Academic Coordinator/Director of Clinical Education; n (%)	8 (1.5)
Associated Faculty; n (%)	46 (8.7)
Other Instructors; n (%)	417 (78.8)
<i>Core Faculty Supervision</i>	
PhD learners; n (%)	68 (47.6)
Thesis Master's learners; n (%)	46 (32.2)
Clinical Master's learners; n (%)	9 (6.3)
Post-doctoral learners; n (%)	20 (14.0)

### **Program Requirements – Clinical Fieldwork**

Clinical fieldwork is one component of entry-to-practice physiotherapy programs. For learners admitted to BMC programs in September 2022, 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 2022 calendar year was 1,151, which included out-of-catchment area placements and placements in an international setting. Ten placements were completed by learners outside the catchment area of the associated program. Programs reported eight placements (n = 8, 0.7%) completed in program catchment areas by learners enrolled in other Canadian entry-to-practice programs. Thirteen international placements took place this year and six international students were accepted for placements within the catchment area of the BMC programs.

Two 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’, and one required learners to 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.

<b>End of Program Deliverables</b>	
<i>Research Project</i>	
Data Collection/Data Analysis, n (%)	3 (100.0)
Oral Presentation, n (%)	3 (100.0)
Poster Presentation, n (%)	2 (66.7)
Proposal, n (%)	2 (66.7)
Ethics Application, n (%)	1 (33.3)
None of these, n (%)	0 (0.0)
Other, n (%)	3 (100.0)
<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 58 core faculty positions (53.9 FTE units) were allocated to entry-to-practice programs (**Table 8**). Most core faculty positions were filled by a physiotherapist (n = 52, 89.7%) or were full-time positions (n = 38.9, 67.1%). Core faculty served as graduate supervisors for 143 learners and most post-secondary learners were

undertaking doctoral studies (n = 68, 47.6%) or were enrolled in a Thesis' Master's program (n = 46, 32.2%) (**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 (%)	34.4 (59.3)	-
Physiotherapist (Part-time), n (%)	17.7 (30.4)	-
Non-physiotherapist (Full-time), n (%)	4.5 (7.8)	-
Non-physiotherapist (Part-time), n (%)	1.8 (3.0)	-
<b>Total</b>	<b>58</b>	<b>53.9</b>

Eight 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 5.2 FTE units and ACCDE/DCEs in two programs devoted more than 75% of the role to administrative tasks. Forty-six associated faculty (5.6 FTE units) were responsible for delivering one half or more contact hours of a course. Other instructors (n = 417) also contributed to course instruction in all three BMC programs.

Additional administrative support was received from support staff (25.5 FTE units) and technical staff (4.2 FTE units). Support and technical staff were shared with other departments in all three BMC programs. All 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	8	5.2
Associated Faculty	46	5.6
Other Instructors	417	-
Support Staff	-	25.5
Technical Staff	-	4.2

### Applicants, Admission, and Enrolment

BMC programs received a total of 3,046 applications from qualified applicants in 2022. This was a 0.7% increase from the number of applications received in 2021 (n = 3,024). The mean number of applications received was  $1015.3 \pm 172.5$  (**Table 10**). BMC programs extended 1,091 offers to qualified applicants and the final enrolment for 2022 was 279. The targeted enrolment was 280, which accounted for anticipated offer refusals and attrition. The estimated overall enrolment rate

for BMC programs was 9.2%; however, this does not account for applicants who may have applied to more than one entry-to-practice program. Ninety-two percent of program seats (n = 250) were partially funded by provincial governments.

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 all three programs, which used the CASPer test as an assessment criterion.

All three BMC programs had designated seats for a subset of applicants; however, only one program had designated seats for Indigenous learners. Forty-nine 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 (11 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 = 189, 67.7%). An additional 34 learners (12.2%) had completed CEGEP and some university-level courses. Learners with post-secondary training were less common, with 8 learners (2.9%) holding a Bachelor’s degree and one holding a Master’s degree (0.4%). No learners had completed doctoral studies and 47 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, 2022. Data is presented as either frequencies and proportions or mean values and standard deviation.

<b>Program Characteristics</b>	
<i>Applicants, Admission, and Enrolment</i>	
Qualified Applicants; mean ± s.d.	1015.3 ± 172.5
Extended Admissions Offers; mean ± s.d.	363.7 ± 34.0
Targeted Admissions; mean ± s.d.	93.3 ± 29.3
Enrolment; mean ± s.d.	93.0 ± 29.1
Funded Seats; mean ± s.d.	83.3 ± 20.8
<i>Admissions Considerations</i>	
GPA; n (%)	3 (100.0)



<b>Program Characteristics</b>	
English/French proficiency; n (%)	2 (66.7)
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 (%)	3 (100.0)
<i>Prior Education</i>	
CEGEP; n (%)	189 (67.7)
CEGEP with university; n (%)	34 (12.2)
Bachelor's; n (%)	8 (2.9)
Master's; n (%)	1 (0.4)
PhD; n (%)	0 (0.0)
Other; n (%)	47 (16.8)
<i>Graduation and Attrition</i>	
Graduates; n (%)	182 (68.4)
Non-Graduates; n (%)	84 (31.6)
<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 (%)	2 (66.7)

### **Graduation and Attrition**

All BMC programs graduated learners in 2022. One hundred and eighty-two learners graduated in the 2022 academic year and the average number of graduates was  $60.7 \pm 12.1$ . Not all learners who initially began entry-to-practice physiotherapy with this cohort graduated in 2022. Of the 266 learners who were expected to graduate in 2022, 84 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 31.6%, 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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