



CAPR
Canadian Alliance
of Physiotherapy
Regulators

ACORP
Alliance canadienne des
organismes de réglementation
de la physiothérapie

Request for Proposal (RFP)
Evaluation Services Re-envisioned
Project Manager
January 3, 2024

Closing Time and Date

Proposals must be received via email sent to Brandi Park, National Director - Evaluation Services at brandi.park@alliancept.org by 6:00 PM EST January 30, 2024

Issue date: January 3, 2024



Contents

PROJECT OVERVIEW	3
BACKGROUND	3
<i>Credentia</i> ling	3
<i>Examinations</i>	4
<i>Evaluation Services Re-envisioned</i>	4
PURPOSE, GOALS, OUTPUTS AND OUTCOMES	4
SCOPE OF SERVICES	8
GOVERNANCE STRUCTURE AND RESPONSIBILITIES	8
KEY ACTIVITIES AND DELIVERABLES	10
BUDGET	10
PROPOSAL FORMAT AND CONTENT	10
REQUIREMENTS.....	10
PROPOSAL DELIVERY	11
QUESTIONS.....	11
SELECTION PROCESS AND CRITERIA	11
APPENDIX A – STANDARD RFP TERMS AND CONDITIONS	13
APPENDIX B – PROJECT ACTIVITIES	15



Project Overview

The Canadian Alliance of Physiotherapy Regulators (CAPR) is a non-profit organization founded in 1992 to provide centralized evaluation services to provincial and territorial physiotherapy regulators in Canada. CAPR verifies the education and qualifications of physiotherapists educated outside of Canada (referred to as credentialling) and administers the Physiotherapy Competency Examination (PCE) Written Component to all candidates seeking independent physiotherapy licensure in Canada.

The purpose of this RFP is to recruit a person or team to manage and coordinate activities to achieve the stated goals, outcomes, and outputs for a two-year project to develop and implement a new entry-to-practice model for competency assessment of physiotherapists in preparation for licensure in Canada. The project deliverables will be utilized by CAPR, on behalf of Canadian physiotherapy regulators, in their entry-practice-assessment of individuals seeking to enter the physiotherapy profession in Canada.

Background

Organizations must continuously improve systems of entry-to-practice assessment of individuals. Physiotherapists, including internationally educated physiotherapists (IEPTs), play an important and growing role in meeting the health human resource demands of an increasingly diverse Canadian population.

Credentialling

CAPR's current credentialling process for IEPTs involves the following components:

- Verification of qualifications and credentials through authentic and valid documentation.
- Completion of a university-level, entry-to-practice degree in physiotherapy awarded by a recognized institution authorized to issue credentials equivalent to a degree in Canada.
- Successful completion of a minimum of 1,025 hours of supervised clinical education.
- Fluency in English or French.
- Knowledge of the practice of physiotherapy within the Canadian healthcare system. To acquire this knowledge, all applicants must complete a course in the 'Context of Physiotherapy Practice in Canada' as part of the credentialling process.

The limitation of CAPR's current credentialling process is that there is no mechanism to identify specific gaps in the education, training, and current knowledge and skills of IEPTs. This results in many IEPTs not being aware of gaps, nor taking action to address gaps, before attempting the PCE. CAPR recognizes that providing more information to IEPTs about their competency gaps may improve their licensing success rate. To do this, the assessment process needs to move toward assessing knowledge and skills,

rather than relying exclusively on a review of education credentials to ensure IEPTs have completed a physiotherapy program comparable to what is taught in Canada.

Examinations

Until 2021, the PCE consisted of two components: the Written Component (a 200-item multiple-choice examination) and the Clinical Component (a 16-station objective structured clinical examination or OSCE). Passing the Written Component was a prerequisite for taking the Clinical Component, and passing both examinations was a requirement for licensure.

In December 2021, in response to the ongoing pandemic and the absence of an alternative format to the in-person Clinical Component, the CAPR Board of Directors discontinued the Clinical Component. As of January 2022, candidates who pass the Written Component of the PCE are directed to the regulator in the province/territory they wish to practice to complete the jurisdictionally determined pathway to full licensure. This change has had significant implications for labour mobility across the provinces and territories, as physiotherapy candidates now have different pathways to obtaining licensure.

Evaluation Services Re-envisioned

In January 2022, CAPR began to consider major innovations to its evaluation services (credentialing and examination). In February 2022, an Expert Advisory Panel (EAP) was convened to lead exploratory background work and preparatory research. The EAP was an eight-member panel consisting of national and international individuals with expertise in measurement and assessment. They were responsible for using their collective expertise to identify, gather, review, and discuss input from a broad range of sources, and to provide recommendations regarding the future direction of entry-to-practice competency assessment for physiotherapists in preparation for licensure in Canada.

The EAP presented a set of eight principles as a means for guiding CAPR's renewed approach to entry-to-practice assessment. Based on the EAP principles, CAPR developed a new entry-to-practice model, which was guided by input from CAPR's Evaluation Services Committee (ESC), the Registrars Committee, key stakeholders, and the CAPR Board.

In December 2023, the CAPR Board approved the proposed model, sub-projects, and timeline for the Evaluation Services Re-envisioned (ESR) project.

Purpose, Goals, Outputs and Outcomes

The overall purpose of the ESR project is to develop and implement a new entry-to-practice model for competency assessment of physiotherapists in preparation for licensure in Canada. The project deliverables will be utilized by CAPR, on behalf of Canadian physiotherapy regulators, in their entry-to-practice assessment of individuals

seeking to enter the physiotherapy profession in Canada. CAPR, IEPTs, Canadian educated physiotherapy graduates (CEPTs), physiotherapy educators, and Canadian physiotherapy regulators will all be impacted by this work.

The work has been split into the following three discreet sub-projects, which will occur simultaneously:

- Sub-project 1: Computer-based entry-to-practice examination (exam)
- Sub-project 2: New credentialling program
- Sub-project 3: Support for IEPTs

The goals, outputs, and outcomes for each sub-project are described in Table 1.

Table 1: CAPR Evaluation Services Re-Envisioned Project Goals, Outputs and Outcomes	
<i>Sub-project 1: Computer-based entry-to-practice exam</i>	
Goal: To develop a computer-based exam that assesses relevant entry-to-practice competencies required for safe, effective, and independent physiotherapy practice using best practice testing methodologies.	
Outputs	Outcomes
<ul style="list-style-type: none"> • New entry-to-practice exam for individuals entering the physiotherapy profession in Canada (available in English and French). • Revised program policies. • Updated website content. • Exam preparation resources. • New fee structure. • Effective and timely communication of changes, requirements, and decisions to all relevant stakeholders (communications plan). • Commitment by Canadian physiotherapy regulators to utilize the new entry-to-practice exam. • Updated legislation/bylaws by provisional/territorial regulators where required. 	<ul style="list-style-type: none"> • Regulators have confidence that individuals are adequately prepared for safe, effective, independent physiotherapy practice in Canada. • The licensure process is streamlined (i.e., there is one single exam to assess entry-to-practice competence). • The licensure exam has improved face validity. • Stakeholder engagement with CAPR is improved. • Confidence in the exam and CAPR is increased. • The exam is more cost-effective and efficient.



Table 1: CAPR Evaluation Services Re-Envisioned Project Goals, Outputs and Outcomes

<ul style="list-style-type: none"> • Updated iMIS infrastructure to support new program requirements. • Implementation and transition plan. 	
<p><i>Sub-project 2: New credentialling program</i></p> <p>Goal: To establish a credentialling program that evaluates an IEPT’s education, knowledge, and skills to determine whether they are substantially different from that of CEPT.</p>	
Outputs	Outcomes
<ul style="list-style-type: none"> • New “credential” recognition program for IEPTs in Canada, including a new program name. • Revised program policies/standards. • Framework for providing feedback on competency gaps to physiotherapy bridging programs and other gap-filling providers. • Initial repository of gap-filling resources. • Equivalency evaluation tool (online knowledge and skills assessment), delivered online through live remote proctoring in English and French. • Framework for assessment results including outcomes (i.e. gap filling, alternative careers, etc.), deadlines and templates. • Effective and timely communication of program changes, requirements, and decisions to all relevant stakeholders (communications plan). • Updated website content. • Commitment by Canadian physiotherapy regulators to utilize the new credentialling program. 	<ul style="list-style-type: none"> • IEPTs are aware of the connection between the assessment method and the specific competencies they are designed to measure. • IEPTs have increased understanding of the assessment process and potential outcomes. • IEPTs and regulators perceive the new process as having value and providing support to IEPTs. • IEPTs are aware of the gaps and differences in their education and training. • IEPTs can address gaps and have information on how to do so. • The assessment process allows IEPTs to demonstrate competencies that have been obtained through practice and additional education. • IEPTs are better prepared for practice in Canada. • IEPTs who take the licensure exam have a higher likelihood of passing. • Timelines to assess IEPTs who require an alternative assessment process (e.g., refugees with limited documentation) are decreased.



Table 1: CAPR Evaluation Services Re-Envisioned Project Goals, Outputs and Outcomes

<ul style="list-style-type: none"> • Alignment of internal resources and roles. • New fee structure. • Process for data collection and analysis for continuous monitoring/measuring. • Updated iMIS infrastructure to support new program requirements. • Implementation and transition plan. 	<ul style="list-style-type: none"> • IEPTs whose knowledge and skills are substantially different from that of a CEPT are identified earlier in the process. • More candidates are successful in completing the entry-to-practice assessment process.
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Sub-project 3: Support for IEPTs

Goal: To improve awareness and prepare IEPTs for the assessment process by providing extensive supports.

Outputs	Outcomes
<ul style="list-style-type: none"> • Pre-arrival resources for IEPTs <ul style="list-style-type: none"> ○ What is Physiotherapy in Canada? ○ Roles and relationships of CAPR, CPA, regulators, etc. • Assessment preparation resources for IEPTs. • Resources on alternative career pathways. • New source country profiles, including data on success/failures. • External resources repository (e.g., immigration, multiple-choice question exam, language). • IEPT engagement strategy (e.g., webinars, conferences, symposiums, focus groups). • Partnerships with third-party stakeholders. 	<ul style="list-style-type: none"> • IEPTs are aware of the connection between the assessment methods and the specific competencies they are designed to measure. • IEPTs have increased understanding of the assessment process and potential outcomes. • IEPTs are better prepared for practice in Canada. • IEPTs perceive CAPR as a resource and enabler, not a barrier. • Regulators perceive CAPR services/resources as having value. • CAPR has increased partnerships with third-party organizations.



Scope of Services

CAPR is looking to engage a person or team to manage and coordinate project activities to achieve the stated goals, outcomes, and outputs. The project manager/team will start providing services in February 2024 and end their services in January 2026. The governance structure, responsibilities of the Project Manager and team (described as Program Development Leads), key activities/deliverables, and budget are described in this section.

Governance Structure and Responsibilities

Governance Structure

- CAPR's Board of Directors has overall responsibility and will approve all final deliverables of the project.
- CAPR's Evaluation Services Committee (ESC) will be responsible for providing oversight for the project governance and process, approving terms of reference, Advisory Committee members, and project plans as well as reviewing and providing input/feedback into the deliverables during each phase.
- The Project Management Team (PMT) will be responsible for the day-to-day operations of the project and will consist of a:
 - Project Manager who is responsible for leading the execution of the project, as outlined in the Project Charter and established project plan;
 - Program Development Lead(s) who are responsible to lead the subject matter expert committees in the development of the deliverables for sub-projects 1 and 2;
 - CAPR National Director, Evaluation Services;
 - CAPR Corporate Director, Finance and Operations; and
 - CAPR Lead Psychometrician.
- Subject matter experts will provide input into the development of the deliverables for each of the three sub-projects and will serve on one or more of the following three Advisory Committees:
 - Exam Program Advisory Committee (EPAC),
 - Credentialing Program Advisory Committee (CPAC), and
 - IEPT Support Advisory Committee (ISAC).

Responsibilities

The **Project Manager** is responsible for leading the execution of the project, as outlined in the Project Charter and established work plan. The Project Manager reports to CAPR's National Director, Evaluation Services; is administratively supported by CAPR's Executive Assistant; and collaborates with CAPR's Corporate Director, Finance and Operations on all financial issues.

This position is part-time or equivalent to 20 hours per week, spread out over the duration of the project. Workload may vary throughout the course of the project.



Project Manager responsibilities include:

- Developing a detailed project plan including, activities, timelines, key milestones, and key points of check-in for decision-making, with input from the Program Development Lead(s) and PMT.
- Working in collaboration with CAPR staff to develop an RFP and secure Program Development Lead(s) for sub-projects 1 and 2¹.
- Developing terms of reference, recruiting, and facilitating the communication /coordination of activities of the three Advisory Committees, with input from the PMT.
- Managing the day-to-day activities of the project, within the framework of the project plan and established timelines and budget.
- Providing support to the PMT including scheduling regular meetings, preparing agendas, providing updates, facilitating discussions, and supporting informed decision-making.
- Working with designated CAPR staff to manage the logistical aspects of the meetings of the three Advisory Committees.
- Managing the activities of the IEPT Support Advisory Committee (ISAC).
- Working with designated CAPR staff to track and monitor the project budget and prepare reports regularly.
- Working with the Program Development Lead(s) to prepare interim and final reports on the project activities and outcomes.
- Establishing a risk register and oversight process, including escalation to the National Director, Evaluation Services and the ESC.
- Preparing written materials and/or presentations to update the ESC, Board and/or other meetings regularly.
- Performing other tasks or duties that may arise and that are mutually agreed upon in writing as the project progresses.

The **Program Development Lead(s)** are responsible to inform and lead the processes to develop the deliverables for sub-projects 1 and 2 and report to the CAPR National Director, Evaluation Services.

Program Development Lead(s) responsibilities include:

- Working with the Project Manager and PMT to develop a detailed project plan including activities, timelines, key milestones, and key points of check-in for decision-making.
- Carrying out all background work and preparations required to develop the project deliverables.
- Planning the agendas, preparing supporting materials, and facilitating all meetings of the EPAC and CPAC.
- Maintaining records of the Advisory Committees' activities, managing emerging information, and producing key documents.

¹ This does not apply if a proposal for the Program Development Lead(s) is included with the proposal for the ESR Project Manager



- Working with the Project Manager to prepare interim and final reports on the project activities and outcomes.
- Preparing written materials and/or presentations to update the ESC, CAPR Board, and/or other meetings regularly.
- Performing other tasks or duties that may arise and that are mutually agreed-upon in writing as the project progresses.

Key Activities and Deliverables

The phases, deliverables, key activities, and timelines for the project are noted in Appendix B.

Budget

The maximum amount for project management services for this contract is \$200,000 (CAD) inclusive of taxes.

The budget for the Program Development Lead(s) is separate from this contract.

Proposal Format and Content

Proponents are invited to submit proposals for the Program Development Lead(s) in addition to their proposal for the ESR Project Manager. Submissions must clearly reference which role(s) the proposal addresses and ensure that all components described in the proposal format section are addressed for each role.

Requirements

The proposal must not be more than five (5) pages (if proposal includes the Program Development Lead(s) it may be up to 9 pages) and address the following components (resumes may be included as attachments):

- Contact Information. Provide the name, title, phone number, and email for the best contact for follow-up questions.
- Summary & Qualifications. Introduce yourself, your company, and provide information on your relevant experience and qualifications.
- An introductory section that describes understanding of the scope of the work.
- A project plan/workplan that demonstrates an understanding of how to approach this type of work, including an outline of the proposed methodology and tools, delivery dates (milestones), and level of effort required (proportion of time).
- Management and Staff. List all applicable personnel that will be involved with this project, along with their titles, roles, and qualifications.
- Risks to successful completion and mitigation strategies.
- Proposed budget (in CAD). Please outline invoicing timelines and the process proposed.



- Statement regarding conflict of interest and description of any potential conflict of interest (financial or other).
- References from three former clients for whom the consultant(s) has completed similar work, and for which CAPR may contact at its discretion.

Proposal Delivery

Proposals must be in English and must be submitted using the following submission method:

- PDF of the proposal must be submitted via email to brandi.park@alliancecept.org.
- Proposals and email subject line should clearly indicate: RFP Project Manager.

The deadline for submission of proposals is **6:00 p.m. (EST) on January 30, 2024.**

Questions

Questions regarding the project or this RFP can be sent to brandi.park@alliancecept.org on or before January 23, 2024. Answers will be provided by email no later than January 25, 2024.

Selection Process and Criteria

Proposals will be reviewed and scored by a selection team based upon the criteria outlined below. A contract may be offered solely on the basis of a proposal, without a meeting with the proponent. CAPR reserves the right to invite one or more proponents to attend a meeting with the selection team and/or to provide written clarification of their response.

The RFP should not be construed as an agreement to purchase goods or services. The lowest-price proposal will not necessarily be accepted. CAPR reserves the right to not select any consultant. The RFP does not commit CAPR in any way to award a contract.

Proposals will be evaluated using the following criteria:

- *Merit and feasibility of approach*
 - Does the proposal demonstrate a clear understanding of the requirements of the work?
 - Are the proposed data collection/research methods feasible and likely to be effective?
- *Workplan and timelines*
 - Are the work plan and schedule, including breakdown of major tasks, delivery dates (milestones), and level of effort by individual team members in sufficient detail to allow a complete understanding of how and by whom the work is to be carried out, and to demonstrate sufficient availability of individual team



members throughout the course of the work to ensure its successful completion within time and budget?

- *Quality and qualifications of personnel*
 - Does the team include individuals with the appropriate capabilities, experience, and knowledge to complete the deliverables?
- *Financial plan and payment terms*
 - Are the proposed financial plan and payment terms reasonable?
- *Risk mitigation*
 - Has the proponent provided a reasonable analysis of significant risks to the project development and implementation and the mitigation strategies to address them?
- *Value-added services*
 - Does the proposal include a brief description of any value-added services that will be provided, such as advice to CAPR staff on issues related to the work of the Evaluation Services Committee, Advisory Committees, or other factors key to the success of the project/CAPR?

APPENDIX A – Standard RFP Terms and Conditions

This RFP process is subject to the following terms and conditions:

1. The submission of a proposal shall not in any manner oblige CAPR to enter into a contract or to be responsible for the costs incurred by your organization in responding to this request.
2. All proposals will become the property of CAPR.
3. Neither CAPR nor its representatives bear any liability whatsoever regarding any costs or other burdens your firm may incur during the preparation, submission, and review of this RFP response.
4. Once all proposals are received, they will be considered by CAPR and it is anticipated that a proponent will be selected. The selection will be at the sole discretion of CAPR. CAPR reserves the right to retain more than one persons or team for the various products/services contemplated by this RFP and to retain a person or team other than those to whom the RFP has been sent.
5. Evaluation of submissions will include a weighted scoring of qualitative criteria as outlined in the RFP document, as well as an evaluation of the financial aspects of the submissions. In the event of a tie score the CAPR evaluation team will consider all available information, both tangible and intangible, and including but not limited to the information contained in the submissions, to arrive at a decision.
6. Any submissions that do not meet mandatory criteria will be disqualified.
7. For the successful proponent, any or all answers and information contained within your proposal shall become part of the final agreement between you and CAPR.
8. Conflict of Interest: By submitting a proposal, the proponent certifies that no known conflict of interest exists between themselves, CAPR, or any related party with respect to the work described herein.
9. Agreement of Non-Disclosure: This document is considered to be proprietary and shall not be disclosed to any other party. It is designed, developed and submitted to potential partners of CAPR solely for the benefit of CAPR, along with our strategic partners.
10. Bid Rigging: The proponent certifies that any submitted proposal has been arrived at independently from that of any other proponent. Furthermore, the prices in the proposal have not been knowingly disclosed, and will not knowingly

be disclosed by the proponent prior to or after the awarding of any preferred relationship, directly or indirectly to any other respondent or competitor.

11. CAPR reserves the right to engage or maintain another proponent, outside of this RFP.
12. At no time shall anyone be contacted at CAPR in regards to this RFP other than the above-listed contact person.

APPENDIX B – Project Activities

- Sub-project 1: Computer-based entry-to-practice examination (exam) (1)
- Sub-project 2: New credentialing program (2)
- Sub-project 3: Support for IEPTs (3)

Key Project Activities	Timelines
Phase 1: Project Initiation <i>Deliverable: Project governance structures established</i>	
1. RFP and secure project manager (1,2,3)	Jan 2024
2. Development of project governance structure (1,2,3) <ul style="list-style-type: none"> • Define roles of committees and working groups. • Recruit members. 	Jan – Mar 2024
3. RFP and secure Program Development Lead(s) (1,2)	Jan – Mar 2024
Phase 2: Conceptualization and Design <i>Deliverable: Development of design of assessment tools and policies completed</i>	
4. Conceptualization and Design for Assessment Tools (1,2,3) <ul style="list-style-type: none"> • Conduct background research (e.g., literature reviews and environmental scans related to best practices in competency assessment). • Consult with key stakeholders to identify needs and goals for the new assessment. • Conduct practice analysis and identify the competencies that should be assessed through each tool. • Determine which assessment method(s) are best suited for testing each competency. • Establish the assessment specifications (i.e., blueprint) regarding the assessment design and requirements for its standardization of use. • Determine which testing model best supports CAPR’s ability to securely and efficiently administer the assessments. • Conduct a needs analysis - feedback from IEPTs, data, and information from focus group.s (3) 	Feb 2024 – June 2024
5. Policy development (1,2)	June 2024 – Jan 2025
6. Initial repository of gap-filling resources (2) <ul style="list-style-type: none"> • Collaborate with all system partners, identify needs, and establish partnerships for delivery. 	Jan 2024- Jan 2026
Phase 3: Content Development <i>Deliverable: Development of content of assessment tools completed</i>	
7. Content Development and Review (1,2) <ul style="list-style-type: none"> • Update/establish policies, processes, and training resources for content development and review (e.g., questions, media, scoring rubric, etc.). 	June 2024 – January 2025

Key Project Activities	Timelines
<ul style="list-style-type: none"> Recruit and train Subject Matter Experts (SMEs). Develop a bank of assessment questions. Work with SMEs to review and revise content (including cultural bias review). 	
8. Editing, plain language and bias/sensitivity review, and translation of content. (1,2)	February 2025
Phase 4: Pilot Testing/Validation <i>Deliverable: Pilot testing and validation of assessment tools completed</i>	
9. Pilot Testing (1,2) <ul style="list-style-type: none"> Pilot assessment questions with IEPTs who have recently completed credentialing and the Written Component, and with CEPTs who are recent graduates (sub-project 1) or who have recently completed the Written Component (sub-project 2). 	March 2025 – June 2025
10. Statistical Analysis (1,2) <ul style="list-style-type: none"> Identify how the content of the assessment performed at the question level and overall, and evaluate the psychometric properties of the assessment (i.e., how reliable is the assessment as a measurement of entry-level physiotherapy competence; how well does it identify gaps in IEPT education and training). 	July 2025 – November 2025
11. Final Review and Validation (1,2) <ul style="list-style-type: none"> Determine editorial and content revisions to be made in light of pilot test data. Make final revisions to questions and scoring rubric. 	
12. Standard Setting (1,2) <ul style="list-style-type: none"> Sub-project 1: Establish a defensible criterion-based cut-score for assessment and bridging streams (e.g., recommended, required or alternative career pathway). Sub-project 2: Establish a defensible criterion-based cut-score based on standard of minimal competence. 	
13. Scoring and Reporting (1,2) <ul style="list-style-type: none"> Quality assurance to ensure data accuracy. Fine tune scoring rubric. Sub-project 1: Development of candidate score report that effectively communicates pass/fail results and performance in each area of the exam blueprint. Sub-project 2: Development of gap analysis report that effectively communicates assessment information to specific audiences (i.e., IEPTs, bridging programs, etc.). 	
Phase 5: Preparation for Delivery <i>Deliverable: Delivery resources in place for all three projects</i>	
14. Development of resources (1,2,3) <ul style="list-style-type: none"> Website content (program policies, guides, tutorials). 	July 2025 – Jan 2026

Key Project Activities	Timelines
<ul style="list-style-type: none"> • Examples of scenarios/ illustrations/videos to explain the relevant assessment criteria and how their qualifications and competencies will be assessed against those factors. • Information demonstrating the connection between language proficiency in English or French and assessment performance • Development of resources for career alternatives, partnership with third-parties. • Clear language and design. • Translation to French. 	
<p>15. Technology (1,2,3)</p> <ul style="list-style-type: none"> • Update CAPR database, client portal and profiles to include new assessment information. • Establish system workflows and new data fields. • Develop assessment report template. 	July 2025 – Jan 2026
<p>16. Plan for Maintenance and Evaluation (1,2,3)</p> <ul style="list-style-type: none"> • Develop plan to pursue a process of continuous improvement (e.g., staying abreast of best practices, evaluating/revising processes and procedures as required) in addition to ongoing assessment program activities (i.e., content development, review, and validation; psychometric evaluation; scoring and reporting). • Define measurement criteria. 	May 2025 – Sep 2025
<p>Phase 6 Finalization and Approvals <i>Deliverables: Board and ESC Approval of deliverables from all three projects and agreements signed by Canadian Regulators</i></p>	
<p>17. Implementation</p> <ul style="list-style-type: none"> • Evaluation Services Committee and Board approval. (1,2,3) • Third-party delivery agreements signed by Canadian physiotherapy regulators. (1,2) • Ready to go live. 	Jan 2026