



**CAPR**  
Canadian Alliance  
of Physiotherapy  
Regulators

**ACORP**  
Alliance canadienne des  
organismes de réglementation  
de la physiothérapie

## **Request for Proposal (RFP)**

### **Enhancing Resources and Support for Internationally Educated Physiotherapists Project Managers**

**December 16, 2025**

## **Closing Time and Date**

Proposals must be received via email sent to Chelsea Fowles, Manager – Program Development and Evaluation at [chelsea.fowles@alliancept.org](mailto:chelsea.fowles@alliancept.org) by 5:00 PM EST January 19, 2026

Issue date: December 16, 2026



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## Project Overview

The Canadian Alliance of Physiotherapy Regulators (CAPR) is a not-for-profit organization that provides standardized entry-to-practice assessment (evaluation services) on behalf of the Canadian physiotherapy regulators (excluding Quebec).

Evaluation services include:

- *Credentialling*: assessing the education and qualifications of internationally educated physiotherapists to determine their eligibility to take the Canadian Physiotherapy Examination (the exam)
- *Examination*: developing and administering the exam for both Canadian-educated physiotherapists and internationally educated physiotherapists.

The purpose of this RFP is to engage two qualified project managers who will provide coordinated leadership for a 15-month initiative involving multiple consultants, project deliverables, and extensive stakeholder engagement. The selected project managers will offer complementary oversight to ensure that all components of the project are planned, executed, and monitored effectively, and that deliverables are completed on time, within scope and budget, and to the highest professional standards.

## Background

Between January 2022 and December 2025, CAPR undertook major innovations to its evaluation services, including the development of a new entry-to-practice assessment model for physiotherapists in Canada. This new model included several key changes to better meet the needs of regulators, clients, and the physiotherapy profession:

- A single licensure exam that replaces the previous written and clinical exams
- A new pathway for internationally educated physiotherapists with comparable education to Canadian standards
- An equivalency assessment for internationally educated physiotherapists without comparable training
- Enhanced support for both international and Canadian-educated physiotherapists entering Canadian practice, including directed learning opportunities

Internationally educated physiotherapists play an important and growing role in meeting the health human resource demands of an increasingly diverse Canadian population. Creating evidence-based pathways for the assessment of internationally educated physiotherapists was a key component of the new model. In January 2025, CAPR launched a [\*pre-approved pathway for internationally educated physiotherapists\*](#) from source jurisdictions where education and practice are comparable to those in Canada. These individuals go through a streamlined assessment process and can challenge the exam sooner.



Physiotherapists from jurisdictions that are not eligible for the pre-approved pathway will be required to complete the comparability evaluation pathway. Currently in development, this pathway is designed to provide a more streamlined and objective mechanism to evaluate physiotherapy knowledge and skills against the standard for approved physiotherapy education programs in Canada.

The comparability evaluation pathway includes a document review, an evaluation of knowledge and skills through a Physiotherapy Evaluation Tool, and targeted remediation where necessary. The comparability evaluation pathway follows a structured, step-by-step process: pre-application, apply, document review, physiotherapy evaluation tool, targeted remediation (if applicable), and results release. At each stage, individuals receive clear guidance and updates on their progress. Outcomes range from full comparability (eligible for exam) to partial comparability (requiring remediation) or non-comparability (with resources for alternative careers). By combining rigorous assessment with targeted support, the new credentialing program aims to create a fair, transparent, and supportive system that aligns with Canadian standards and supports individuals successfully transitioning into the Canadian physiotherapy profession.

### ***Purpose, Goals, Outputs and Outcomes***

The overall purpose of this project is to strengthen CAPR's new compatibility evaluation process by enhancing support for internationally educated physiotherapists throughout the entry-to-practice assessment process. To achieve this, CAPR will work with several consultants and system partners to develop and deliver tailored pre-arrival resources, targeted educational modules, a centralized learning hub, a plan for sustainable bridging opportunities and alternative career pathways. All resources, modules, and deliverables must be designed to ensure long-term sustainability and allow CAPR to maintain and update them with appropriate supports and tools provided. This initiative is intended to reduce key barriers faced by internationally educated physiotherapists and to facilitate their successful integration into the Canadian healthcare workforce, ultimately contributing to improved healthcare service delivery.

The work has been split into the following six sub-projects:

- Sub-project 1: Development of educational modules
- Sub-project 2: Development of a mandatory Canadian healthcare context module
- Sub-project 3: Development of a self-assessment tool
- Sub-project 4: Enhancement of pre-arrival resources
- Sub-project 5: Development of alternate career pathways
- Sub-project 6: Exploration of upgrading and sustainable bridging opportunities

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



**Table 1: Enhancing Resources and Support for Internationally Educated Physiotherapists**

**Sub-project 1: Development of educational modules**

Goal: Development of educational modules made available on demand through a learning hub on the CAPR website.

Outputs	Outcomes
<ul style="list-style-type: none"><li>• Learning hub will be created on the CAPR website.</li><li>• Five free online standalone educational modules created in English and French and uploaded to the learning hub for access at no cost.</li></ul>	<ul style="list-style-type: none"><li>• Provides a comprehensive suite of supports, modules, and educational resources tailored for internationally educated physiotherapists.</li><li>• Internationally educated physiotherapists, regardless of their geographic location, can consistently access the necessary supports throughout their integration and licensure journey.</li><li>• Enhances both the accessibility and quality of support services.</li></ul>

**Sub-project 2: Development of a mandatory Canadian healthcare context module**

Goal: Develop a Canadian healthcare context module that all applicants complete as part of the credentialling process. Ensures that the specific context of practice and regulatory environment in Canada is understood.

Outputs	Outcomes
<ul style="list-style-type: none"><li>• Canadian healthcare context module developed.</li><li>• Module available on the learning hub.</li><li>• Effective and timely communication of changes, requirements, and decisions to all relevant collaborators (communications plan).</li></ul>	<ul style="list-style-type: none"><li>• Regulators have confidence that individuals are adequately prepared for safe, effective, independent physiotherapy practice in Canada.</li><li>• Improve readiness and understanding of the Canadian practice context</li><li>• Assist in reducing barriers to integration.</li></ul>

**Sub-project 3: Development of a self-assessment tool**



**Table 1: Enhancing Resources and Support for Internationally Educated Physiotherapists**

Goal: Development of a free, no-stakes, online self-assessment where individuals will gain an appreciation of their education and experience relative to Canadian entry-to-practice standards.

Outputs	Outcomes
<ul style="list-style-type: none"> <li>• New self-assessment tool developed.</li> <li>• Free online self-assessment and associated CAPR website content available in English and French.</li> <li>• Self-assessment tool integrated on the learning hub.</li> <li>• Communication materials developed and shared with key system partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of the connection between the credentialling program assessments and the specific competencies they are designed to measure.</li> <li>• Internationally educated physiotherapists, regardless of their geographic location, can consistently access the necessary supports throughout their integration and licensure journey.</li> </ul>

**Sub-project 4: Enhancement of pre-arrival resources**

Goal: Develop relevant pre-arrival materials and share them with pre-arrival service providers to make actionable information available to potential applicants earlier in the licensure process.

Outputs	Outcomes
<ul style="list-style-type: none"> <li>• Enhanced resources that provide vital information on licensure requirements, the immigration processes, and integration into the Canadian healthcare system, ensuring that individuals are well-prepared before they arrive in Canada.</li> <li>• Three interactive 'How To' videos developed (topics such as physiotherapy regulation in Canada, the licensure process, and understanding credentialling process).</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of the connection between the credentialling program assessments and the specific competencies they are designed to measure.</li> <li>• Increased understanding of the assessment process and potential outcomes.</li> <li>• Increased preparation for practice in Canada.</li> <li>• CAPR is perceived as a resource and enabler.</li> </ul>



**Table 1: Enhancing Resources and Support for Internationally Educated Physiotherapists**

<ul style="list-style-type: none"> <li>Partnerships with third-party collaborators.</li> <li>Pre-arrival resources and videos are available in both English and French on the learning hub.</li> </ul>	<ul style="list-style-type: none"> <li>CAPR has increased partnerships with third-party organizations.</li> </ul>
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**Sub-project 5: Development of alternate career pathways**

Goal: Development of a series of alternative career options directed at applicants who are unlikely to meet entry-to-practice standards. Information and referral networks for alternative careers will also be developed.

Outputs	Outcomes
<ul style="list-style-type: none"> <li>Seven alternate career pathways in unregulated professions are identified, with information and resources created.</li> <li>Alternate career pathways information created in English and French and uploaded to the learning hub.</li> </ul>	<ul style="list-style-type: none"> <li>Empowers internationally educated physiotherapists who are unlikely to meet entry-to-practice standards.</li> <li>Contributes to the sustainability of the healthcare workforce.</li> </ul>

**Sub-project 6: Exploration of upgrading and sustainable bridging opportunities**

Goal: Development in collaboration with the Canadian Council of Physiotherapy University Programs (CCPUP), a plan on how to expand learning opportunities and practice placements across Canada.

Outputs	Outcomes
<ul style="list-style-type: none"> <li>Two day in-person forum to engage with physiotherapy educators to discuss and identify learning needs and the availability of resources.</li> <li>Plan to standardize bridging and clinical practical offerings across Canada has been developed (with an implementation plan created).</li> </ul>	<ul style="list-style-type: none"> <li>Enhances both the accessibility and quality of support services.</li> <li>Increased preparation for practice in Canada.</li> <li>Contributes to the sustainability of the healthcare workforce.</li> </ul>



## Scope of Services

CAPR is looking to engage two project managers, either from the same organization or through a joint bidding, to manage and coordinate the day-to-day project activities to achieve the stated goals, outcomes, and outputs. The project managers will start providing services in January 2026 and end their services in March 2027. The governance structure, responsibilities of the project managers and budget are described in this section.

### ***Governance Structure and Responsibilities***

#### **Oversight and Strategic Direction**

The Credentialling Program Advisory Committee (CPAC) - a working group CAPR's CEO —will provide overall project oversight.

CPAC's mandate is to guide the development of resources and supports for internationally educated physiotherapists by offering expert advice to CAPR staff and external consultants.

CPAC is composed of subject-matter experts from across Canada, including representatives from physiotherapy bridging programs, regulatory bodies, and physiotherapists from diverse practice areas and educational backgrounds. CPAC will convene regularly to review project progress, identify risks or emerging issues, and provide recommendations to the project management team.

#### **Stakeholder Input and User Validation**

To ensure the resources developed are relevant and responsive to the needs of internationally educated physiotherapists, CAPR will establish an Internationally Educated Physiotherapist Focus Group.

This group will be engaged throughout the development process to:

- Provide meaningful user insights
- Test draft materials
- Offer feedback on usability, clarity, and cultural relevance

Their involvement ensures that internationally educated physiotherapists' perspectives directly influence design and implementation.

#### **Project Management and Operations**

The day-to-day management of the project will be led by a dedicated project management team, consisting of:

- Two external project managers
- CAPR's National Director, Evaluation Services



- CAPR's Manager, Program Development and Evaluation

To support administration, coordination, development and implementation, CAPR will also engage a learning services coordinator (15-month contract).

### **Executive Monitoring and Accountability**

Project progress and performance will be regularly monitored by the CAPR's Chief Executive Officer and reported to the CAPR Board of Directors. The Board will hold staff accountable for meeting project objectives, timelines, and deliverables, ensuring strong governance, transparency, and alignment with CAPR's strategic priorities.

### **Project Manager responsibilities include:**

- Working in collaboration with CAPR staff to develop RFPs and secure all consultants for sub-projects.
- Developing terms of reference, recruiting, and facilitating the communication /coordination of activities of the project committees.
- 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 project management team, 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 external committees.
- Overseeing the workflow of the learning services coordinator and all sub-project consultants.
- Working with designated CAPR staff to track and monitor the project budget and prepare reports regularly.
- Working with the learning services coordinator and consultants 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 CEO.
- Preparing written materials and/or presentations to update the National Director, Evaluation Services, CEO and/or other meetings regularly.
- Ensuring deliverables meet required standards, specifications, and expectations.



- Performing other tasks or duties that may arise and that are mutually agreed upon in writing as the project progresses.
- Finalize deliverables, ensure knowledge transfer, complete documentation, and support transition to ongoing operations.

### ***Key Activities and Deliverables***

High-level timelines for the project are noted in Appendix B. The project managers are expected to develop and refine phases, deliverables and key activities.

### ***Budget***

The maximum amount for project management services for year one of this contract (January 2026 – March 2026) is \$90,720 (CAD), inclusive of taxes.

The maximum amount for project management services for year two of this contract (April 2026 – March 2027) is \$262,000 (CAD), inclusive of taxes.

### **Proposal Format and Content**

Proponents are invited to submit proposals for the project manager positions.

### ***Requirements***

The proposal must not be more than five 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 the 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 the 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) have 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 [chelsea.fowles@alliancept.org](mailto:chelsea.fowles@alliancept.org)
- Proposals and email subject line should clearly indicate: RFP Project Manager.

The deadline for submission of proposals is **5:00 p.m. (EST) on January 19, 2026.**

### **Questions**

Questions regarding the project or this RFP can be sent to [chelsea.fowles@alliancept.org](mailto:chelsea.fowles@alliancept.org) on or before January 2, 2026. Answers will be provided by email no later than January 9, 2026.

Please note that the CAPR office is closed from 12:00 pm on December 24, 2025, until January 9:00 am, January 2, 2026. Proposals may still be submitted during this time; however, questions will not be responded to during this closure.

### **Selection Process and Criteria**

Proposals will be reviewed and scored by a selection team based upon the criteria outlined below. CAPR reserves the right to:

- Offer a contract solely based on the submitted proposal; OR
- Invite one or more proponents to attend a finalist meeting with the selection team; AND/OR
- Invite one or more proponents to provide written clarification of their proposal; OR
- Decide not to award a successful bid

The RFP should not be construed as an agreement to purchase goods or services and does not commit CAPR in any way to award a contract. The lowest-cost proposal will not necessarily be accepted. CAPR is not obligated to provide additional feedback regarding the bid process beyond whether the proponent has been successful. Proposals will be evaluated on a weighted scale using qualitative criteria such as:

- *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 in achieving the outcomes?
- *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?



Does it 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?
- *Cost of Services and payment terms*
  - Are the proposed cost of services 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 value-added services that will be provided, such as advice to CAPR on issues related to the work of this project or other factors key to the success of the project?

## APPENDIX A – Standard RFP Terms and Conditions

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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 person or team for the various products/services contemplated by this RFP and to retain a person or team other than those who responded to the RFP.
5. Evaluation of submissions will include a weighted scoring of qualitative criteria as outlined in the RFP document. 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 the proposal shall become part of the final agreement with CAPR.
8. Conflict of Interest: This could involve an actual, potential, or perceived interest that may impair (or appear to impair) a bidder's ability to act impartially, provide objective advice, or result in an unfair advantage over other bidders (e.g. privileged information or familial relationships).

By submitting a proposal, the proponent certifies that no known conflict of interest exists between themselves and CAPR. Bidders are required to disclose any potential Conflicts of Interest to CAPR, as soon as they become apparent. Successful proponents are required to maintain this disclosure during the entire period of the signed service agreement.

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 service providers solely for the benefit of CAPR.
10. Bid Rigging: The proponent certifies that any submitted proposal has been arrived at independently from that of any other proponent. Furthermore, the costs 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 regard to this RFP other than the above-listed contact person.

## APPENDIX B – Project Activities and Timelines

- Sub-project 1: Development of educational modules
- Sub-project 2: Development of a mandatory Canadian healthcare context module
- Sub-project 3: Development of a self-assessment tool
- Sub-project 4: Enhancement of pre-arrival resources
- Sub-project 5: Development of alternate career pathways
- Sub-project 6: Exploration of upgrading and sustainable bridging opportunities

Key Project Activities	Timelines <sup>1</sup>
<b>Phase 1: Project Initiation</b>	
<b><i>Deliverable: Project governance structures established</i></b>	
1. RFP and secure project managers	Year (Y)1-Quarter (Q)4
2. Development of project governance structure <ul style="list-style-type: none"> <li>• Define roles of committees and working groups.</li> <li>• Recruit members.</li> </ul>	Y1-Q4
3. RFP and secure learning coordinator and project consultants	Y1-Q4
4. Development of project plans / KPIs	Y1-Q4
<b>Phase 2: Conceptualization and Design</b>	
<b><i>Deliverable: Development of design of tools completed</i></b>	
5. Conceptualization and design for tools <ul style="list-style-type: none"> <li>• Conduct environmental scans and consultations.</li> <li>• Develop initial frameworks for modules, self-assessment tool, and resources.</li> <li>• Develop communications plan.</li> <li>• Define structure for Canadian healthcare context module.</li> </ul>	Y2-Q1
6. Recruitment and communications with IEPT Focus Group	Y2-Q1
<b>Phase 3: Content Development</b>	
<b><i>Deliverable: Content authored and reviewed for all sub-projects</i></b>	
7. Develop content for modules, tools, and resources <ul style="list-style-type: none"> <li>• Create educational modules.</li> <li>• Develop Canadian healthcare context module.</li> <li>• Build self-assessment tool.</li> <li>• Enhance pre-arrival resources.</li> <li>• Develop alternate career pathways profiles.</li> <li>• Draft upgrading and bridging plans.</li> </ul>	Y2-Q2

<sup>1</sup> Q4 – January 1 to March 31; Q1 April 1 to June 30; Q2 July 1 to September 30; Q3 October 1 to December 31<sup>st</sup>.

<b>Key Project Activities</b>	<b>Timelines<sup>1</sup></b>
<ul style="list-style-type: none"> <li>• Creation of learning hub.</li> </ul>	
8. Review by regulators and confirmation of content.	Y2-Q2
<b>Phase 4: Pilot Testing/Validation</b>	
<b><i>Deliverable: Pilot feedback integrated and revisions completed</i></b>	
9. Pilot modules and tools with IEPT focus groups and regulators <ul style="list-style-type: none"> <li>• Pilot Canadian healthcare context module.</li> <li>• Pilot self-assessment tool.</li> <li>• Pilot educational modules and pre-arrival resources.</li> </ul>	Y2-Q3
<b>Phase 5: Preparation for Delivery</b>	
<b><i>Deliverable: Learning hub launched and all resources integrated</i></b>	
10. Editing, plain language and bias/sensitivity review, and translation of content.	Y2-Q4
11. Final review and validation <ul style="list-style-type: none"> <li>• Determine editorial and content revisions to be made in light of pilot test data.</li> <li>• Make final revisions.</li> </ul>	Y2-Q4
12. Launch learning hub and integrate resources <ul style="list-style-type: none"> <li>• Upload modules, tools, and resources to the finalized learning hub.</li> <li>• Update CAPR database and client portal.</li> <li>• Develop bilingual communications and dissemination materials.</li> </ul>	Y2-Q4
<b>Phase 6 Finalization and Approvals</b>	
<b><i>Deliverables: Approval obtained; project completed.</i></b>	
12. Ready to go live	Y2-Q4