**Form C2: HCA Combined Delivery Submission**

This form is to be used in situations where an educational institution is planning to deliver the program using combined delivery, where a portion of theory coursework will be delivered over videoconference and/or in an online format [[1]](#footnote-1).

This form may also be used in conjunction with [Form A](#_Form_A:_): New Program Recognition Submission in cases where a new program is proposing to deliver the HCA Program in a combined delivery format or a [Form O](#_Form_O:_): HCA Program Compliance Report in cases where a recognized program approved for combined delivery is completing an HCA Compliance Reassessment.

**Please indicate one (or more) of the following reasons for form completion:**

🞎 An educational institution is seeking to deliver theory courses using combined delivery[[2]](#footnote-2)

🞎 An educational institution (with approved combined delivery) is completing a Compliance Assessment[[3]](#footnote-3)

🞎 An educational institution (with approved combined delivery) is making substantive changes (e.g., moving to a new videoconference and/or learning management system)

🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Submission on [submitted date] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1: Program Contact Information**

Name of institution: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Title of New HCA program: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Website: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Program contact person (e.g. Department Head):

Name: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Title: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Address: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

City: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Postal code: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Telephone: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Email: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2: Combined Delivery Methods**

|  |
| --- |
| **Please indicate methods of combined program delivery (choose all that apply)** ☐ Videoconference delivery, supported by a learning management system– What is the videoconference application name (e.g., Zoom): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_– What is the learning management system name (e.g. Moodle): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Complete Appendix A – Videoconference Delivery\***☐ Online delivery – what is the learning management system name (e.g., Moodle): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ Synchronous online ☐ Asynchronous online☐ Cohort based ☐ Continuous intake**Complete Appendix B – Online Delivery**\***Note**: If offering a combination of both, complete both Appendices. |

**3: Instructional Support / Program Delivery Coordination & Oversight**

\*Please attach job descriptions and resumes for the online HCA Instructor(s) and person(s) in charge of HCA combined delivery and support. [***Attachment 1: Job Descriptions and Resumes]***

|  |
| --- |
| Who will be responsible for coordinating HCA Combined Delivery for the educational institution (e.g., IT management and ongoing support, HCA Program Coordinator, etc.). Who will be responsible for hiring / orienting / supervising the performance of online HCA program instructors? Who will be responsible for orienting students to the videoconference and/or learning management system?Please provide highlights on how each of these areas will be completed. |

**Appendix A - Videoconference Delivery**

1. Submit the following attachments:

*Attachment 1: Program Outline / Program Overview*

🞎 Attach a program outline / program overview that will be provided to applicants. Details pertaining to the videoconference application (e.g., Zoom), learning management system (e.g., Moodle) and technical requirements should be included. Given that students will be required to complete lab and practice education components in person and may be required to travel outside of their home community, clear details and logistics for these requirements need to be clearly outlined in the program information provided to students before they enroll.

*Attachment 2: Program Delivery Schedule and Sample Session Plan*

🞎 Attach a detailed [program delivery schedule](#_Template_3:_HCA) and sample session plan. Within the program delivery schedule, indicate course codes/names and key content/topics to be covered during each session, etc. For each course/session, indicate whether it will be held over videoconference or in-person (i.e., on campus or at a practice education site).

Within the sample session plan, provide a breakdown of how a typical session may be structured and hours allocated. For example, videoconference lecture - 1.5 hours, group breakout room activity - ½ hour, independent learning assignment to be submitted by the end of the day - 1 hour.

**Note:** A minimum of 78 in person of the 120 hours scheduled for the Personal Care & Assistance course must be scheduled on campus, in the lab.

1. Complete the Videoconference Delivery Checklist. For any standard noted as partially met/not met, describe how the program will meet this standard.
2. Indicate an optimal target date for a 2-hour meeting with the Registry to review the learning management system over the VC application. If any items are still outstanding at the time of this meeting, requirements may be set.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Share any additional information:

|  |
| --- |
|  |

**Videoconference Delivery Checklist:**

This checklist has been developed in alignment with the [HCA Videoconference Delivery Guidelines](#_HCA_Video_Conference) within the HCA Program Recognition Guide. These are in addition to provincial standards that have set into place for all recognized BC HCA programs.

|  |  |
| --- | --- |
| **Assessment Criterion** | **Assessment 🗹** |
| Fully Met | Partially Met | Not Met |
| **A. Program Resources**  |  |  |  |
| 1. The institution has dedicated personnel (e.g., IT department) to support a video conference delivery format.
 |  |  |  |
| 1. Videoconference delivery is supported by a learning management system where students can access program documents (e.g., course outlines, etc.) and submit assignments.
 |  |  |  |
| 1. Students at all locations have reliable access to high-speed internet with sufficient bandwidth to support videoconference delivery.
 |  |  |  |
| 1. Students are provided with all required learning resources (e.g., printed / online textbooks and learning materials) in advance of the program.
 |  |  |  |
| 1. Supplementary learning resources are available.
 |  |  |  |
| 1. All equipment listed on the minimum equipment checklist is available to students for the duration of skills-based training~~.~~
 |  |  |  |
| **B. Instructors / Staff**  |  |  |  |
| 1. Instructor to student ratios for theory, lab and practice education meet minimum requirements and are sufficient to support learning groups from all learning locations.
 |  |  |  |
| 1. The HCA Program Coordinator and HCA Instructors have received training for HCA program delivery using the chosen videoconference application (e.g., Zoom) and learning management system (e.g., Moodle).
 |  |  |  |
| 1. HCA clinical instructors and/or preceptors hired to support placements in regional areas are provided with a full orientation to the HCA program and the videoconference application (e.g., Zoom) and learning management system (e.g., Moodle), where relevant.
 |  |  |  |
| **C. Mechanisms for Student and Instructor Support** |  |  |  |
| 1. Ensuring that students have a basic level of computer literacy prior to enrollment.
 |  |  |  |
| 1. IT support is available to assist HCA instructors~~,~~ and students with video-conferencing / online learning management system during scheduled program hours.
 |  |  |  |
| 1. An orientation with students is scheduled at the beginning of the program. The orientation includes an overview of videoconference application (e.g., Zoom) and the learning management system (e.g., Moodle), as well as expectations and protocols related to this delivery format and contingency plans for instances when technology may fail.
 |  |  |  |
| 1. If applicable, additional orientation sessions, with introduction to relevant program staff, are also provided (e.g., prior to the lab, clinical and practicum portions of the program).
 |  |  |  |
| 1. There are mechanisms in place to monitor student attendance and participation and for follow up with the student, where required.
 |  |  |  |
| **D. Program Structure, Sequencing and Integration** |  |  |  |
| 1. Instructor – student touch points are strategically scheduled to support student success.
 |  |  |  |
| 1. Skills based training (i.e., a minimum of 78 hours of lab and 150 hours of clinical) is completed under the direct supervision of an HCA instructor.
 |  |  |  |
| **E. Program Delivery and Assessment**  |  |  |  |
| 1. Learning activities are designed to increase student – student and student – instructor interaction. Learning activities are supported and monitored by the instructor. There is thoughtful integration of face-to-face learning, and these components are carefully planned to maximize interactive and applied learning opportunities (e.g., role plays, simulations, break-out rooms, lab skills practice, case study assessment).
 |  |  |  |
| 1. Guidelines for assessment are clearly articulated (i.e. assessments and rubrics are clear) and are available on the online learning management system.
 |  |  |  |
| 1. For invigilated exams, details are provided on how to make arrangements for these.
 |  |  |  |
| **F. Further Recommendations**  |  |  |  |
| 1. A minimum of one external member from the program advisory committee is appropriately qualified to advise on matters related to video-conference delivery
 |  |  |  |

**Appendix B - Online Delivery**

1. Submit the following attachments:

*Attachment 1: Program Outline / Program Overview*

🞎 Attach a program outline / program overview that will be provided to applicants. Details pertaining to the learning management system (e.g., Moodle) and technical requirements and equipment (e.g., webcam, microphone, internet accessibility, sufficient bandwidth, etc.) should be included. Given that students will be required to complete lab and practice education components in person and may be required to travel outside of their home community, clear details and logistics for these requirements need to be clearly outlined in the program information provided to students before they enroll.

*Attachment 2: Program Delivery Schedule*

🞎 Attach a detailed [program delivery schedule](#_Template_3:_HCA) – For each session, indicate course codes/names, session information (course codes/names, corresponding topics / key content to be covered within each session, etc.). For each course/session, indicate whether it will be held over online or in person.

**Note:** A minimum of 78 in person of the 120 hours scheduled for the Personal Care & Assistance course must be scheduled on campus, in the lab.

1. Complete the **Online Delivery Review Checklist**. For any standard noted as partially met/not met, describe how the program will meet this standard.
2. Indicate an optimal target date for a 2-hour meeting with the Registry to review the learning management system. If any items are still outstanding at the time of this meeting, requirements may be set.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Share any additional information:

|  |
| --- |
|  |

**Online Delivery Review Checklist:**

This checklist has been developed in alignment with the [Online HCA Program Delivery Guidelines](#_Online_HCA_Program) in the HCA Program Recognition Guide. These are in addition to provincial standards that have set into place for all recognized BC HCA programs.

|  |  |
| --- | --- |
| **Assessment Criteria** | **Assessment 🗹** |
| Fully Met | Partially Met | Not Met |
| **A. Program Resources**  |  |  |  |
| 1. The institution has dedicated personnel (e.g., IT department) to support online program delivery format.
 |  |  |  |
| 1. There is a dedicated online learning management system where students can access program documents (e.g., course outlines, etc.) and submit assignments.
 |  |  |  |
| 1. Students at all locations have reliable access to high-speed internet with sufficient bandwidth to support online delivery.
 |  |  |  |
| 1. Students are provided with all required learning resources (e.g., printed / online textbooks and learning materials) in advance of the program.
 |  |  |  |
| 1. Supplementary learning resources are available.
 |  |  |  |
| 1. All equipment listed on the minimum equipment checklist is available to students for the duration of skills-based training~~.~~
 |  |  |  |
| **B. Instructors / Staff**  |  |  |  |
| 1. Instructor to student ratios for theory, lab and practice education meet minimum requirements and are sufficient to support learning groups from all learning locations.
 |  |  |  |
| 1. The HCA Program Coordinator and HCA Instructors have received training for HCA program delivery using the online learning management system (e.g., Moodle).
 |  |  |  |
| 1. HCA clinical instructors and/or preceptors hired to support placements in regional areas are provided with a full orientation to the HCA program and the online learning management system (e.g., Moodle), where relevant.
 |  |  |  |
| **C. Mechanisms for Student and Instructor Support** |  |  |  |
| 1. The program ensures that students have a basic level of computer literacy prior to enrollment.
 |  |  |  |
| 2. IT support is available to assist HCA instructors~~,~~ and students with online learning management system during scheduled program hours.  |  |  |  |
| 3. An orientation with students is scheduled at the beginning of the program. The orientation includes an overview of the learning management system (e.g., Moodle), as well as expectations and protocols related to this delivery format and contingency plans for instances when technology may fail. |  |  |  |
| 4. If applicable, additional orientation sessions, with introduction to relevant program staff, are also provided (e.g., prior to the lab, clinical and practicum portions of the program). |  |  |  |
| 5. There are mechanisms in place to monitor student attendance and participation and for follow up with the student, where required. |  |  |  |
| **D. Program Structure, Sequencing and Integration** |  |  |  |
| 1. Instructor – student touch points are strategically scheduled to support student success.  |  |  |  |
| 2. Skills based training (i.e., a minimum of 78 hours of lab and 150 hours of clinical) is completed under the direct supervision of an HCA instructor. |  |  |  |
| **E. Program Delivery and Assessment**  |  |  |  |
| 1. Learning activities are designed to increase student – student and student – instructor interaction. Learning activities are supported and monitored by the instructor.  |  |  |  |
| 2. Guidelines for assessment are clearly articulated (i.e. assessments and rubrics are clear) and are available on the online learning management system. |  |  |  |
| 1. For invigilated exams, details are provided on how to make arrangements for these.
 |  |  |  |
| **F. Web Design Standards** |  |  |  |
| 1. All online courses use a logical and consistent structure and design format.
 |  |  |  |
| 1. Course information is laid out in a clear and comprehensive manner.
 |  |  |  |
| 1. Navigation throughout the courses is consistent, predictable and efficient.
 |  |  |  |
| 1. Hyperlinks and internal links are clearly identified (e.g., underlined).
 |  |  |  |
| 1. It is easy for the learner to move to from the course to outside links and back again.
 |  |  |  |
| **G. Technology Standards**  |  |  |  |
| 1. The course uses basic hardware, and free software plug-ins where required. Learners are informed of any specialized technology requirements.
 |  |  |  |
| 1. Faculty and student orientation and training regarding online delivery are provided prior to teaching/learning.
 |  |  |  |
| **H. Course Information Standards** |  |  |  |
| 1. A course outline/syllabus and course description is provided to students in the first week of class and provides details on how the course will be delivered including information on:
* Fixed (synchronous) class times
* Asynchronous class options (i.e. whether there will be recorded lectures or activities to be completed)
* How students can communicate with / contact the instructor
* How students can access/request IT assistance during and after hours
* Learning activities (lectures, discussions, worksheets, etc.)
* Participation expectations (e.g. in discussion forums)
* Methods of assessment
* How feedback will be provided
* Expectations for conduct
 |  |  |  |
| **I. Writing Standards** |  |  |  |
| 1. The content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability.
 |  |  |  |
| 1. All content in the course is appropriately cited.
 |  |  |  |
| 1. The course readability level is appropriate for the level of the course.
 |  |  |  |
| 1. The course has no grammar, punctuation, or spelling errors.
 |  |  |  |
| **J. Resources Standards** |  |  |  |
| 1. Learning materials are current and reflective of the role of HCAs in BC.
 |  |  |  |
| 1. Learners are provided with various types of learning materials and modalities.
 |  |  |  |
| 1. A list of learner support resources with links to the sources is provided.
 |  |  |  |
| **K. Organization Standards** |  |  |  |
| 1. The information is provided to the learner at the beginning of the course in a readily available way.
 |  |  |  |
| 1. Detailed information regarding any face to face course/program elements (i.e., dates/times, duration, location) is provided prior to admission.
 |  |  |  |
| 1. There is a course schedule which includes all learning activities and deadlines or other guidelines for when activities and assessments are to be completed.
 |  |  |  |
| 1. There are mechanisms in place to monitor student attendance and participation and for follow up with the student, where required.
 |  |  |  |
| 1. The learning material is presented in coherent learning segments (e.g., modules, lessons, tutorials).
 |  |  |  |
| 1. Time commitment includes estimated time (e.g., hours per week or percentage of total course hours) learners are expected to spend on the learning activities.
 |  |  |  |
| **L. Pedagogy Standards** |  |  |  |
| 1. Instructions are clear and complete enough for learners to understand what is to be done, how it is to be completed, and how it is to be submitted.
 |  |  |  |
| 1. Instructions for each activity are easy to locate.
 |  |  |  |
| 1. All required details are included.
 |  |  |  |
| 1. For invigilated exams, details are provided on how to make arrangements for these.
 |  |  |  |
| 1. Clearly stated, detailed scoring rubrics or equivalents describe the important performance criteria expected of the learners.
 |  |  |  |
| 1. Details of the marking criteria that will be used for all graded / non-graded assignments are provided to learners prior to beginning the activity.
 |  |  |  |
| 1. The performance criteria align with the learning outcomes/objectives.
 |  |  |  |
| 1. A variety of interactive and applied learning activities opportunities (e.g., group discussions, role plays, lab skills practice, simulations, audio/video recorded lectures or PowerPoints, case study assessment) are incorporated into the course, all of which facilitate deeper understanding of the content.
 |  |  |  |
| 1. The course is designed to ensure feedback is prompt, timely, frequent, ongoing, appropriate, and has value to the learners.
 |  |  |  |
| **M. Further Recommendations**  |  |  |  |
| 1. A minimum of one external member from the program advisory committee is appropriately qualified to advise on matters related to online delivery.
 |  |  |  |

1. Educational institutions must demonstrate that they meet guidelines for HCA Online Delivery and/or HCA Videoconference Delivery outlined in the HCA Program Recognition Guide. [↑](#footnote-ref-1)
2. New program applicants should also submit a Form A [↑](#footnote-ref-2)
3. Submit with Form O Compliance Report Submission [↑](#footnote-ref-3)