



GUIDELINES FOR CONDUCTING ONLINE TEACHING FOR NURSING AND MIDWIFERY PROGRAMS DURING INTERRUPTIONS

1. Preamble

COVID-19 has created an atmosphere of emergency with disruption of nursing education activities in Kenya. This policy guideline is intended to ensure continuity of learning plan in this emergency period. The guideline is hinged on transitioning of students from one type of learning to another as their learning context rapidly changes. However, this does not change the mode of enrollment for nursing and midwifery students in their respective programs. This guideline will help schools that do not have eLearning programs to come up with complimentary eLearning solutions for their students during this period, before conventional training resumes. Continuity of learning plans do not only involve the technologies the school will use to continue teaching, but also considers how the students will resume their regular campus learning activities after the emergency period.

Schools that need support on how to commence eLearning, are encouraged to collaborate with those who have commenced the program for guidance on putting systems in place. They need to have MOUs with the collaborating schools and notify NCK.

E-Learning makes use of physical electronic devices like computers, storage devices like CD-ROM, flash disks, the web, the internet and specified learning management systems (LMS) to create virtual learning environment. In this guideline the terms computerized learning, internet learning, and distance learning are interchangeably used with on-line learning.

2. Admission Process

- i. Schools must have a well laid out procedure for online admission of students, which spells out mechanisms for verification that students meet the minimum requirements for the specific course as per NCK guidelines.
- ii. Schools must maintain clear communications with prospective candidates to include:
 - a. Specific requirements for online learning admission
 - b. Minimum academic grades
 - c. Cost of training
 - d. Period of training
 - e. Mode of delivery
 - f. Pre-requisite ICT competencies and tools required
- iii. For schools conducting conventional residential training, use of on-line solutions will be complimentary awaiting resumption of normal training activities. This should be notified to the admissible students and those with ongoing programmes.

3. Orientation

- i. The Nursing Council requires that nursing schools develop virtual induction tools e.g. videos, brochures and webinars among others for the new students.
- ii. Among other components, the tools should spell out infrastructural lay out, institution policy and regulations, mode of learning to be used and units to be covered and how assessments will be conducted. Grading of the exams and graduation requirements should also be included.
- iii. The various learner support options available and contacts for faculty responsible should be disclosed to the students.
- iv. The school shall have in place a mechanism of documenting the orientation exercise.

4. Indexing

- i. All nursing and midwifery students should be indexed within 60 calendar days.
- ii. The indexing coordinator will submit an online application for Indexing within 60 days following commencement of training.
- iii. The schools will orientate the students regarding the indexing process.
- iv. The Council through its indexing section will assign an “Index Number” after verifying that an applicant has met the requisite criteria and paid an indexing fee via MPESA.

5. Management of students during training (Transfers, Demotion, Dismissal, Re-entry, Demise)

- i. This entails movement of students pursuing nursing and midwifery from one training school to another; or dismissal/termination of a students’ training in an institution on disciplinary or performance grounds during this emergency period.
- ii. This should be communicated to the NCK within 1 month
- iii. This communication to NCK will be done online by filling and submitting the required forms.

6. Theoretical Experience

- i. Broadly, teaching and learning activities will be guided by the approved NCK curriculum.
- ii. In online learning, the duration of the course will include the time spent for online video sessions, and the time students spend interacting with the learning resources. That means, if a course is allocated 30 hours, the amount of time a student spends attending classes virtually and through reading PowerPoint presentations, conducting group discussions or working through online quizzes and assignments among others is part of the 30 hours allocated for teaching and learning.

- iii. There are two kinds of online learning and teaching that facilitators will need to balance based on their circumstances; synchronous (happening collaboratively and at the same time with a group of online learners and usually a teacher) and asynchronous (happening at any time, not necessarily in a group, but with teacher feedback).
- iv. Where internet connectivity is low, schools are advised to explore various synchronous and asynchronous ways to support students.
- v. The learning sequence shall be as outlined in the curriculum.
- vi. The student shall be exposed to a maximum of 2 theoretical blocks/semesters/trimesters after which, this theoretical learning shall await complementation by clinical placement learning.

a) Guidelines for delivery of content

AREA	MEASURES
Learning objectives	<ol style="list-style-type: none"> 1. Learning objectives and course sequence will be based on the approved NCK curriculum. 2. Learning objectives should reflect various learning domains in reference to the Blooms taxonomy. 3. Online content will be based on the approved NCK curriculum.
Content	<ol style="list-style-type: none"> 1. E-learning content is based on the approved NCK curriculum. 2. Content and lesson preparation will be guided by the principles of teaching and learning, and should be documented and available for audit. The content should be packaged in a way that it can be hosted on any online learning solutions e.g. LMS, Google Classroom.
Teaching and Learning strategies	<ol style="list-style-type: none"> 1. Teaching hours should be based on the approved NCK curriculum.

AREA	MEASURES
	<ol style="list-style-type: none"> 2. When choosing the delivery strategy, consider learners' technological competence, technology being used, organizational policies on sharing of online resources and copyright issues. 3. The teaching and learning activities are those such as stipulated in the curriculum. 4. Include both synchronous and asynchronous teaching and learning activities. 5. Instructional methods/strategies should be as interactive as possible and suitable for an online platform using in text questions, learners' activities, take home messages, assignments and self-test questions. See Appendix 2 for examples.
<p>Students' Evaluation /theoretical assessments</p>	<ol style="list-style-type: none"> 1. Assessment tests should be aligned with the learning or course objectives 2. All student evaluation approaches should be in tandem with the NCK approved curriculum. 3. The guidelines on formative and summative assessments and the percentage of each, remains as stipulated in the curriculum. 4. Where there is variance, institutions are advised to write to NCK and seek approval to include innovative examination approaches in their training activities. In the request, the approaches and capacity to maintain examination integrity should be clearly stipulated. There must be clear demonstration of the institutional capacity on use of the methods proposed. 5. Formative and summative assessments can be used in an online setting.

AREA	MEASURES
	<ol style="list-style-type: none"> 6. Mechanisms selected to offer online assessments, should be credible. 7. Institutional examination guidelines notwithstanding, tools selected for online examinations should be able to eliminate cheating and impersonation, verify authenticity of the candidate, monitor the exam duration and mitigate on challenges that arises from power outages and internet down times. 8. Schools will be required to maintain documentation to indicate how the learners and faculty were prepared for the online evaluation methods, Tools used; their validity and credibility, competencies to be assessed, type of evaluation; formative vs. summative or middle vs. end course evaluation and how challenges experienced were mitigated.
Attendance	<ol style="list-style-type: none"> 1. Attendance policy in online learning remains similar to those stipulated by the institution of learning. 2. The online learning solution used, should be one that is able to provide attendance information for both synchronous and asynchronous learning activities.
Facilitation of the on-line learning	<ol style="list-style-type: none"> 1. Faculty and any other support staff e.g. librarians should undergo an orientation program on online teaching 2. The schools are required to provide adequate resources to support faculty to implement the online teaching program for example internet connectivity and laptops. 3. A peer evaluation mechanism should be in place to give continuous feedback to the faculty. 4. Student evaluations should be done to evaluate the learning process and provide faculty with feedback.

AREA	MEASURES
Teaching of skills	<ol style="list-style-type: none"> 1. An institution may use a variety of modalities to teach clinical skills for example <ol style="list-style-type: none"> a) Virtual simulation platforms b) Videos - These can be prerecorded or obtained from the web. They can be uploaded on a YouTube channel. c) Case studies - real cases created by faculty, from text books and websites.

7. Clinical Placement Experiences and Teaching practice

- i. Clinical experience is a core component of nursing and midwifery education. This is because it provides the students with opportunities to participate in supervised learning sessions in real world health care environments. As such, students get an opportunity to put what they've learned in the classroom into practice.
- ii. The real world health care environment prepares nursing and midwifery students for a diverse patient-care environment in a variety of settings.
- iii. It is therefore not possible to consider substitution of real world health care environments with virtual scenarios as these will not give the students an opportunity to practice directly with patients.
- iv. In this regard, clinical experience, and teaching practice will be on hold until such a time when this can be undertaken in real world environment.

8. Nursing Council Practical Assessments

- i. All the nursing Practical Assessments shall be withheld until such a time the student undertakes the prerequisite clinical placements.
- ii. These assessments will thereafter be conducted in accordance with the NCK laid down procedures.

9. Transitioning Back to Conventional Training

- i. The mode of training for each nursing training institution is clearly spelt out within the curriculum that is already approved by NCK. However, during this COVID-19 pandemic, institutions whose mode of teaching is full-time or part-time are forced to consider the online teaching.
- ii. Therefore, this shall be transiently acceptable for the period the government shall apply Covid-19 related restrictions. After which the nursing training institutions will be required to resume the earlier approved mode of learning.
- iii. Should an institution intend to fully transition to e-learning from their currently approved training modes, the institution will be required to communicate with NCK directly for further guidance.

10. Monitoring & Evaluation of Online Teaching and Learning for Nursing & Midwifery Programmes

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
1	NCK guidelines on E-Learning	Ensure guidelines available at the school	Principal/HOD	At the inception of program	Approved NCK guidelines	
2	Institution policy guidelines on E-Learning	Monitor implementation of the related policy guidelines and processes	Principal/HOD	Throughout the process	Institutional policy guidelines on e-learning Admission, indexing, transfer, demotion, and licensing regulations <ul style="list-style-type: none"> • Curriculum implementation • Teaching and learning strategies& processes • Class/ course attendance • Examination processes and protocols 	

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
					<ul style="list-style-type: none"> E-learning Resources Technical support Clinical /practical guidelines Faculty /technical expertise Documentation and storage	
3	A guideline for online admission	Develop/formulate a procedure for online admission highlighting the mechanisms of verification of students' requirements	Principal/HOD Nursing	Prior to online admission of students	Online admission guideline	
4	Students' orientation	Develop a virtual induction programme	Principal/HOD Nursing	Prior to online admission of students	<ul style="list-style-type: none"> Evidence of a virtual induction programme 	

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
					<ul style="list-style-type: none"> List of attendance 	
5	Indexing of students	Submission of students for indexing within 60 days following admission	Principal/HOD Nursing	Within 60 days following admission	Students' list submitted to NCK for indexing within 60 days following admission	
6	Management of students during training	Notify NCK using the provided online channels of any training disruptions e.g., dismissal/demotion etc	Principal/HOD Nursing	Within 1 months following the decision	Report notifying NCK of the disruptions	
7	Theoretical Experience	The institution has an online platform for sharing content with the students	Principal/HOD Nursing	Prior to commencement of online training	Report on content shared with students through the online platform	
		Develop online learning content based on the approved NCK curriculum	Principal/HOD Nursing	Prior to commencement of online training	Report on online content delivered per block/semester	

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
		Develop an induction programme for faculty and other support staff on online teaching	Principal/HOD Nursing	Prior to commencement of online teaching	<ul style="list-style-type: none"> Report on induction of faculty and support staff to online teaching Report on resources to support faculty/other staff to implement the online teaching Attendance list 	
		Students' evaluation	Principal/HOD Nursing	As stipulated in the approved NCK curriculum	<ul style="list-style-type: none"> Report on online assessments done Report on feedback to students regarding performance 	
		Students' attendance	Principal/HOD Nursing	For each lesson taught	Report of students' attendance	
		Teaching of skills	Principal/HOD Nursing	When scheduled	<ul style="list-style-type: none"> Report on modalities used 	

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
					to teach clinical skills <ul style="list-style-type: none"> Students' attendance list 	
8	Clinical experiences and teaching practice	Schedule of clinical experiences	Principal/HOD Nursing	When feasible and within the shortest time following completion of 2 blocks/semesters	<ul style="list-style-type: none"> Report on clinical experiences rescheduled Report on completion of the rescheduled clinical experiences 	
		NCK practical assessments	Principal/HOD Nursing	When feasible and within the shortest time following completion of 2 blocks/semesters	Report on students' performance in the NCK practical assessments	
9	Transitioning back to conventional training	Record all theoretical and clinical experience activities undertaken during	Principal/HOD Nursing	Within 3 months following approval by the government to resume gathering	Report on compliance to the NCK online teaching guidelines in all aspects	

S/No	What is to be implemented/monitored	Actions to be implemented	Responsible person(s)	Time frame	Indicators /evidence	Status
		the online teaching period Develop a roadmap/schedule for transitioning back to the approved mode of teaching in NCK curriculum			Schedule for transitioning back	
10	Report writing & feedback mechanisms	Compile and send timely reports to relevant entities	Principal /HOD	When scheduled	Copies of reports sent	

APPENDICES

Appendix 1; Institutional requirements to implement eLearning solutions

Institutional requirements for online teaching

1. Institutional E-learning policy
2. E-learning quality assurance tools e.g. content development guideline, online examination policy, monitoring and evaluation frameworks among others
3. Evidence of working e-learning platform/system
4. Evidence of Technical support & staff conversant with E-Learning
5. Resources to implement & monitor the learning process
6. Curriculum that supports e-learning with clear modules & units
7. Course outline
8. Master rotation
9. Define instructional methods
10. Define the delivery strategy
11. Define the evaluation strategy

Appendix 2. Examples of synchronous and asynchronous online teaching and learning strategies

The chart below provides some strategies that are commonly used in online and blended learning, presented in alphabetical order:

An asterisk (*) denotes activities that can be easily conducted using mobile devices. All activities are possible on mobile devices, but some may prove very difficult to do.

Activity	Synchronous	Asynchronous
Blogging and vlogging (creating video blogs)		X
Collaborative writing or story-making	X	X
Content production	X	X
Discussion forums or text-based chats*	X	X
E-portfolios		X
Games/gamification*	X	X
Intelligent tutoring (online teaching and assessment tools, often subject-specific)		X
Live video chats*	X	
Mapping (mind-mapping, using interactive maps and charts, etc)	X	X
Multimedia presentations	X	X
Online drawing and drafting		X

Activity	Synchronous	Asynchronous
Plagiarism checking (using anti-plagiarism tools that provide feedback to writers)		X
Quizzes and surveys*		X
Video chatting and conferencing*	X	
Video creation and sharing*		X
Virtual gallery walks (there are special sites and software for these)	X	X
Virtual reality scenarios (sometimes requires special software)	X	X
Wiki building		X