



UNIVERSITY OF NAIROBI

**MILESTONES ACHIEVED TO ENSURE CONTINUITY OF UNIVERSITY BUSINESS
WITHIN SET QUALITY STANDARDS AND GUIDELINES**

MAY 2020

1.0 Introduction

The ongoing Corona Virus (COVID19) has forced the educational institutions and other sectors of the economy to close, leading to the abrupt halt of teaching and learning activities globally. The University of Nairobi has responded to the current crisis by finding alternative ways to adjust its existing open, distance and e-learning (ODEL) strategy. This was anchored on the institutional Learning Management System (LMS) through the student multimedia portal that hosts its digital content.

The University Senate at its first online meeting held on 27th March 2020, set up a committee to review the existing regulations on e-learning. A needs assessment was conducted and the recommendations from the committee facilitated the approval of various measures on how to conduct university operations online. The proposed changes included: holding various meetings online, remote teaching and learning, conducting e-examinations and supervision of postgraduate research/studies online.

2.0 Steps to enable Continuity of Learning

2.1 Learning management systems and other methods used in availing content to learners

The university has activated its delivery of curriculum by:

- 2.1.1 Enhancing its existing LMS and e-learning platforms. The University is currently using various online platforms to communicate and deliver content to the students through the use of the multimedia portal, e-class portal, and SOMA mathematical tools. Besides, the institution is using various online tools including Google Classroom, Google Meet, Big Blue Button, Cisco WebEx, and Microsoft Team tools.
- 2.1.2 Emphasizing the use of University email and class WhatsApp groups for communication and information sharing between lecturers and students.
- 2.1.3 Improving the Student Management Information System (SMIS) to coordinate teaching and learning, online examinations, and research project supervision.

2.2 Capacity Building on the use of e-Learning Tools

- 2.2.1 Staff

The university organized a series of training sessions for faculty members on the use of e-learning tools to ensure students receive a high-quality education while staying safe. Furthermore, administrative and technical staff have been trained to enable them to provide essential support services to the faculty and students. The training focused on synchronous and asynchronous tools such as Google Meet, Google Classroom, Moodle LMS, Cisco WebEx, and Microsoft Teams to boost the interactions with learners for tutorial sessions and supervision of postgraduate students see **appendix I** on some training schedules.

2.2.2 Students

Students were sensitized and trained on how to access and navigate the LMS and interact with the course instructors and content. The training focused on the use of Google Meet, Google Classroom and Moodle LMS tools. For students with poor network coverage, the university provides endless learner resources including the playback lecture videos and audios and courseware packages. Also, students with disabilities and other special needs are supported individually as cases arise **see appendix II** on some training schedules for learners.

2.3 Courseware Development and Production

The Open Distance and eLearning (ODEL) Campus in collaboration with the ICT department has continued to support the faculty to develop and upload course materials on the LMS. Also, the faculty members have been trained on the development of modules and pedagogical styles through a series of online meetings. **Appendix III** indicate some of the courses available in the LMS

2.4 Research Project/Dissertation/Thesis Supervision

The university uses the recently approved procedure for the supervision of research assessment online to allow for continuing candidates to complete their pending work in readiness for graduation. Student supervision is managed through online platforms such as email and video conferencing.

2.5 Remote Access to Learning Resources

The University multimedia portal enables the students to access learning materials in the LMS. Also, the faculty and students have been trained on how to register and access the library e-resources through remote access using VPN and Remotexs.

2.6 Students Assessment Criteria

The University Senate recently approved the use of online tools to administer exams and other assessments. The faculty and have been trained on the various online platform on how to set and administer examinations online. Also, training sessions have been conducted to familiarize the students on various mechanisms of how to perform online examinations. **See appendix IV** on schedules for training staff and students on online examinations.

Likewise, the University continues to remind faculties and staff on various existing policies and procedures on how to conduct examinations and other forms of assessments. For instance, on May 26, 2020 the University conducted an e-exam using Google Classroom for more than 20 Masters students at the Centre for Advanced Studies in Environmental Law and Policy (CASELAP). The invigilators used Google Meet to monitor the process (**see appendix V** for exam schedule sample).

2.7 Conducting Online Surveys on User Experience

The University continues to conduct customer satisfaction surveys to gauge the readiness and perception facing the users of e-learning tools. The feedback from reports has enabled the University to take necessary measures to mitigate the challenges facing online learning.

2.8 Quality Assurance Mechanisms

The University has put in place various quality assurance measures to ensure the continuous delivery of quality education to its learners. These measures include:

- 2.8.1 Formation of various sub-committees to review the regulatory frameworks on online teaching and learning and other services of the university.
- 2.8.2 Review of academic processes and procedures in the QMS to address online teaching and learning see **appendix VI** on processes under review
- 2.8.3 Review of relevant university statutes to entrench electronic solutions in the conduct of university business.
- 2.8.4 Adherence to statutory and regulatory bodies regulations which regulate curricula such as the Center for Legal Education (CLE).
- 2.8.5 Conducting regular needs assessment surveys to devise mechanisms to mitigate quality pitfalls see **appendix VII** on sample survey results.
- 2.8.6 Holding frequent consultative meetings with different service delivery units to address any challenges in service delivery.
- 2.8.7 Enhancing the quality of service delivery by reviewing the monitoring and evaluation tools for teaching and learning and assessment.
- 2.8.8 Constant communication with faculty and students.
- 2.8.9 Development and deployment of quality assurance tools to assist academic units in self-assessment of service delivery see **appendix VIII** on sample self-assessment tool.

3.0 Steps to ensure access to learning Resources

The University has put in place measures to ensure students including learners with disability and special cases access the learning materials. The following are the key measures:

3.1 Tutorial and Learner Support for Learners

The faculty, administrative and technical staff are working in collaborations to provide tutorial and learner support services to the students. Besides, the ODeL learning centres across the country have continued to support the students with access to e-learning materials, library resources and research project supervision. See **appendix IX** on number on students trained on use of online learning.

3.2 Provision of subsidized Data Bundles

Bridging the digital gap by partnering with the network provider Telkom Kenya to provide subsidized data bundles known as “Soma na Telkom Data Bundles” to enable faculty and students to access e-learning from home. See **appendix X** on sample of students and staff benefitting from the subsidized data bundles.

3.3 Enhancement of Online Interactions

The ongoing face-to-face lectures were substituted with e-learning through various tutor-learner and learner-learner interaction platforms. These have facilitated effective sharing of information, video/audio records, presentations, live online class discussions, and feedback from students. Also, the university is using the multimedia platform to provide access to learning materials for students See **appendix III** on available courses in LMS.

3.4 Provision of Technical Support

The University also provides technical support to the individual students with disabilities and other special needs especially on how to navigate the e-learning platforms and other related technological issues. There are dedicated learner support contact emails and telephone lines through the Customer Experience and Information Centre.

3.5 Provision of Guidance and Counseling Services

The institutional guidance and counseling department is offering online services to students with psychological challenges. Also, the academic units have established help desks to address students' inquiries and clarifications.

APPENDICES

S/N	TITTLE	NUMBER
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10.	Number of students and staff facilitated with the subsidized data bundles	X

Appendix I: Staff trained on online discharge of university business

College	No. of Academic staff	No. Trained	%	No. of Administ rators	No. Trained	%	Overall % for the College
CHSS	520	421	81%	40	40	100%	90%
CAE	225	184	82%	6	6	100%	91%
CEES	69	66	96%	6	6	100%	98%
CBPS	202	183	91%	19	19	100%	95%
CAVS	178	148	83%	7	7	100%	92%
CHS	423	341	81%	14	14	100%	90%
ODeL Campus	32	30	94%	22	20	91%	92%
KISUMU	26	23	88%	9	9	100%	94%
MOMBASA	73	72	99%	6	6	100%	99%
KSC	5	4	80%	19	17	89%	85%
Total	1,753	1,472	82%	148	144	97%	91%

Appendix II: Staff and Students training schedule

26th March 2020	Thursday	8:00-9:00	All Trainers	Training of Trainers (ToT)	Active Directory Account Reset Tool	Trainers - Fintan/MIS PL
		9:30-10:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 1	Google Classroom/AD & VPN tools	Trainer - Abdi Tuka
		11:30-12:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 2	E-Learning Tools - eclass.uonbi.ac.ke (moodle based)	Trainers: Jerusha/Dr. Naomi/Augustine /Angela
		14:30 - 15:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 3	E-Learning Tools - eclass.uonbi.ac.ke (moodle based)	Trainers: Jerusha/Dr. Naomi/Augustine /Angela
		15:45 - 16:30	All trainers	Review Meeting		
27th March 2020	Friday	8:00-9:00	All Trainers	Training of Trainers (ToT)	Library online resources	Trainers - Rosemary/Rop
		9:30-10:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 1	Google Meet/Classroom	Trainer - Abdi Tuka
		11:30-12:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 2	E-Learning Tools - eclass.uonbi.ac.ke (moodle based)	Trainers: Jerusha/Dr. Naomi/Augustine /Angela
		14:30 - 15:30	Faculties/Schools/Centres/Institutes/Learning Centers	Online Training Session 3	E-Learning Tools - eclass.uonbi.ac.ke (moodle based)	Trainers: Jerusha/Dr. Naomi/Augustine /Angela
		15:45 - 16:30	All trainers	Review Meeting		

Appendix III: Sample of Courses available in the LMS

COMMON COURSES

1. CCS002 Fundamentals of Development and their Applications to Kenya
2. CCS010 HIV AND AIDS
3. CCS100 Communication Skills

TRAINING AND SHORT COURSES

4. Monitoring and evaluation
5. Students guide on accessing learning content on eclass
6. Tutors guide/training on how to manage and facilitate learning on eclass
7. Training materials on use of e-learning tools

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

Bachelor of Education (Science)

8. SMA 401 Topology
9. SPH 302 Thermodynamics
- 10.SMA 342 Theory of Estimation
- 11.SCH 401 The Chemistry of Transition Elements
- 12.SCH 310 Surface and Colloid Chemistry
- 13.SPH 403 Solid State Physics II
- 14.SPH 303 Solid State Physics I
- 15.SCH 306 Quantitative and Qualitative Analysis
- 16.SGP 308 Research Methods
- 17.SMA 301 Real Analysis I
- 18.SPH 314 Practical Physics II
- 19.SPH 301 Practical Physics I
- 20.SBT 306 Plant physiology
- 21.SBT 403 Plant Morphogenesis
- 22.SPH 420 Physics Project
- 23.SPH 408 Physics of Materials
- 24.SCH 305 Organic Chemistry IV
- 25.SZL 311 Molecular Biology
- 26.SMA 320 Methods I
- 27.SMA 403 Measure Theory
- 28.SPH 311 Introductory Geodynamics
- 29.SPH 307 Introductory Electronics
- 30.SZL 310 Introduction to Parasitology
- 31.SPH 402 Introduction to Nuclear Physics
- 32.SCH 405 Industry Chemistry
- 33.SCH 402 Heterocyclic Chemistry

Appendix IV: Training schedules for Staff and students on online examinations

[illegible]

Appendix V: Sample exam schedule


UNIVERSITY OF NAIROBI
CENTRE FOR ADVANCED STUDIES IN ENVIRONMENTAL LAW AND
POLICY

2nd SEMESTER 2019-2020 EXAMINATION TIMETABLE


Exams begin 26.05.2020 and end on 05. 06.2020

MASTER OF ARTS IN ENVIRONMENTAL POLICY

Day	TIME	UNIT CODE	UNIT TITLE	VENUE	LECTURER
Tuesday 26.05.2020	2.00PM - 6.00PM	MEP 604	Law, Environment and Development	Online	Kibugi*/Nyukuri
Wednesday 27.05.2020	2.00PM - 6.00PM	MEP602	Seminars on Research Methods and Technical Writing	Online	Oguge*/Mulwa
Friday 29.05.2020	2.00PM - 6.00PM	MEP613	Energy Policy and the Environment	Online	Anyango*/Nyukuri
WEEK END BREAK					
Tuesday 02.06.2020	2.00PM - 6.00PM	MEP 606	Environmental Policy Clinic	Online	Nyukuri*/Anyango
Wednesday 03.06.2020	2.00PM - 6.00PM	MEP 608	Seminars on Tools and Procedures for Environmental Assessment	Online	Anyango*/Oguge
Friday 05.06.2020	2.00PM - 6.00PM	MEP 615	Environmental Valuation	Online	Mulwa*/Anyango

Prepared by 
Dr. E. Nyukuri: Exams Coordinator

Date: 20.05.2020



Endorsed by _____
Dr. C. Odote: Director, CASELAP

Date 20.05.2020

Appendix VI: Schedule of review of academic processes

	Procedure	Allocation	Comments
Teaching and Learning (UON/TL)			
Curriculum Development and Review UON/TL/CD			
Student Admission UON/TL/AD			
Programme Delivery UON/TL/PD			
Examinations UON/TL/EX			
Student Graduation UON/TL/SG			
Student Clearance UON/TL/SC			
Award of Scholarships UON/TL/AS			
General Research Management UON/RIE/GRM			
UON/RIE/PR Postgraduate Research Management			
UON/RIE/UR Undergraduate Research Management			
UON/RIE/LIS Library and Information System			
UON/RIE/BP Scholarly and Educational Book Publishing			
UON/RIE/IP Protection and Commercialization of Intellectual Property			
UON/RIE/EO Extension and Outreach			

Appendix VII: Sample results of surveys

3.3.2 Pie chart presentation of the distribution of participants by college

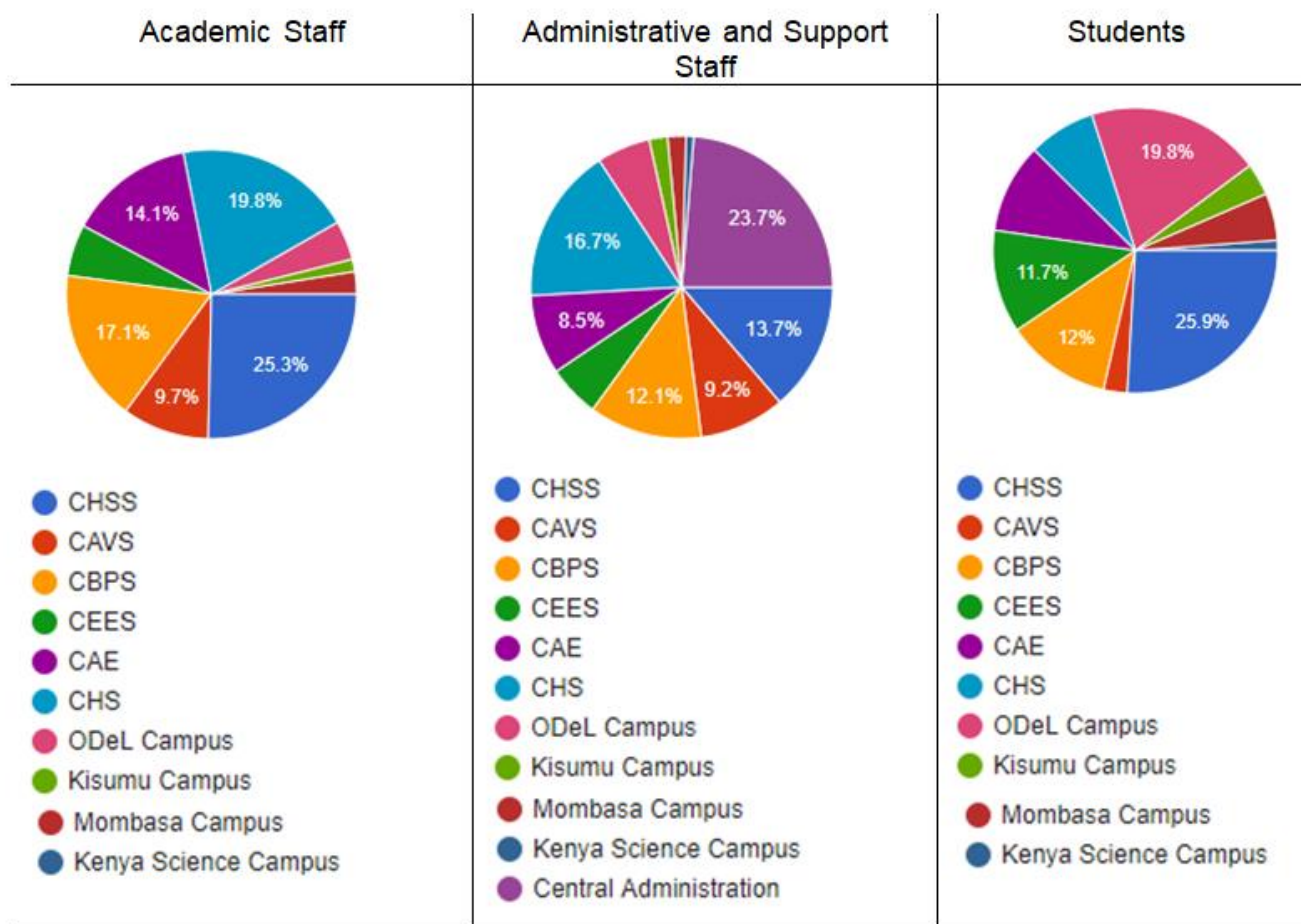


Figure 1: Distribution by college

Appendix VIII: Sample self-assessment tool

ONLINE TEACHING & LEARNING QUALITY ASSESSMENT TOOL

College:	
Faculty/School:	
Academic Unit:	
Date of Assessment:	
Name of Course/Programme:	

Weights and Scores:

1: Fully Met	2: Partially Met	3: Not Met	4: Not Applicable
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Category	Quality Element	Qualifiers				Feedback Improvement Needed
		1	2	3	4	
Navigation/ Course Overview	◦ Instructions on how to navigate the course site are given					
	◦ Instructions on how learners should engage with learning materials are given					
	◦ Prerequisite knowledge in the discipline and skills required are clearly stated					
	◦ Learning materials can open in the course site (e.g. as word docs) and not as pop-up windows					
	◦ There is a breadcrumb trail at the top of the page for easy navigation on course site					
	◦ There is sufficient notice to indicate the mode in which the learning materials will be used					
	◦ There is a "help" option to support learners with FAQs ³					
Content	◦ Learning outcomes are clearly defined and tested against academic standards					
	◦ Learning outcomes are aligned to the relevant Bloom's Taxonomy level					
	◦ Learning outcomes guide the design and implementation of course content					
	◦ The content description promotes a good understanding of the subject matter					
	◦ The content promotes interaction and peer coaching					
	◦ The requirements for the number of study hours, as per regulatory authority, are met					
	◦ The course level is identified (i.e. introductory, upper level and prerequisites indicated)					

³ Frequently Asked Questions

Appendix IX: Number on students trained on use of online learning

3.4. Status of Training

To establish whether the participants had been trained, they were asked if they had received training on E-learning tools to facilitate online learning from UoN trainers during this university lock-down period. The responses are summarized in this section.

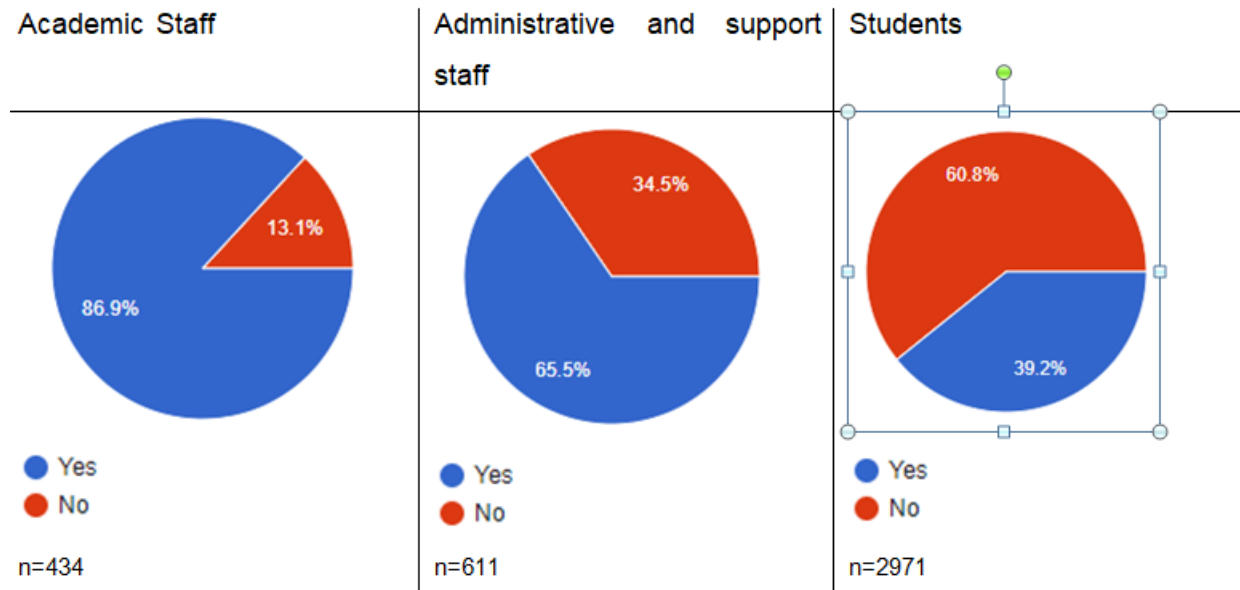


Figure 2: Status of Training

The survey showed that 86.9% of the academic staff, 65.5% of the administrative and support staff and 39.2% of students were trained.

Appendix X: Number of students and staff facilitated with the subsidized data bundles

Scope	University Wide					
Document	Telkom Data Bundle statistics					
Statistics as at:	27 May 2020					
Summary Per College						
Total Applied	Sent to Telkom	Pending Approval	Ready for collection	Collected	Not Collected	College
3,532	3,212	320	2,959	1,420	1,539	CAE
1,776	1,483	293	1,327	700	627	CAVS
3,411	3,038	373	2,797	1,588	1,209	CBPS
2,540	1,751	789	1,689	805	884	CEES
3,075	2,303	772	2,134	1,265	869	CHS
11,747	10,765	982	9,788	5,077	4,711	CHSS
2,384	2,053	331	1,303	893	410	ODEL
Total	28,465	24,605	3,860	21,997	11,748	10,249

STUDENTS DATA COLLECTION FOR TELKOM LINE ISSUANCE

Provider	No of students
Safaricom	13,814
Airtel	518
Telkom	296
Other	2
Equitel	2
	14,632

STAFF DATA COLLECTION TOOL FOR TELKOM LINE ISSUANCE

DATE: 14th APRIL 2020 – 7PM

Total number of responses: 1,234

3) Current Location/Residence (County)

1,234 responses

