FACULTY POLICY · APPLIES TO ALL INSTRUCTORS AND INSTRUCTOR TRAINEES

INSTRUCTOR CODE OF CONDUCT

Good patient care starts in the classroom. Our students will treat patients the way we teach them — and the way we treat them. This Code sets out what Sahara EMS College expects from everyone who teaches here.

WHO THIS CODE APPLIES TO

Everyone who teaches, assesses or mentors at Sahara EMS College: employed faculty, external and guest instructors, and instructor trainees — on every course, at both campuses, Nakuru and Kisumu, on placements we supervise and online. Section 11 applies additionally to instructor trainees. The Code complements your employment, service or mentorship agreement; it does not replace it.

01

TEACHING QUALITY AND PREPARATION

1.1 Be on time for every session and teach in line with the timetable. Where sessions are lost, arrange make-up sessions with your Course Instructor Coordinator (CIC).

1.2 Prepare every session. Keep lesson plans and the scheme of work for your course up to date.

1.3 Teach to current, evidence-based guidelines and the approved course curriculum — not to personal habit. Where you see a gap between guideline and local practice, raise it with your CIC.

1.4 Make sessions student-centred and hands-on. Check regularly whether learning objectives are met and adapt your teaching where they are not.

1.5 Keep a complete course file for every course you lead: attendance, assessment records, exam papers and marking keys.

02

ASSESSMENT AND CERTIFICATION INTEGRITY

2.1 Assess every student fairly and against the published criteria. Follow the College exam policy without exception.

2.2 Keep exam papers, question banks and marking keys confidential. Never share them in advance or use them for private tutoring.

2.3 Sign off only what you have personally observed — skills, logbook entries, placement hours. A signature is a professional statement that a patient may one day rely on.

2.4 Certificates and provider cards are issued only when every course requirement has been met. For AHA courses, the AHA requirements for course completion apply in full.

2.5 Never change a result without a documented reason. Declare a conflict of interest — for example when assessing a relative, a friend or a colleague — and step back from that assessment.

03

RESPECT, EQUALITY AND SAFEGUARDING

3.1 Treat every student, colleague, patient and visitor with fairness, respect and dignity. Never favour or hold a grudge against a student.

3.2 Do not discriminate on grounds such as ethnicity or tribe, colour, sex, pregnancy, marital status, health status, disability, age, religion, belief, culture, dress, language, region or nationality. (Constitution of Kenya, Art. 27)

3.3 Harassment, bullying, humiliation and sexual harassment are never acceptable — in class, on placement or online. (Employment Act, 2007, s. 6)

3.4 Take particular care with students under 18: hold one-to-one meetings in an open or visible setting and report any safeguarding concern to College Management the same day.

04

PROFESSIONAL BOUNDARIES

4.1 Never enter into a romantic or sexual relationship with a current student — regardless of age or consent. The power imbalance makes true consent impossible. If a prior relationship exists, declare it to College Management.

4.2 Never ask for or accept money, gifts or favours from students, their families or sponsors in connection with admission, assessment or certification. Report any such offer to College Management.

4.3 Communicate with students through College channels and the course groups the College has set up. One-to-one messages are for course matters only, written so that they could be shown to anyone.

4.4 Do not initiate personal social media connections with current students.

05

SIMULATION, FEEDBACK AND DEBRIEFING

5.1 Create a psychologically safe learning environment: high standards, no humiliation. Mistakes in simulation are learning opportunities, not reasons for ridicule.

5.2 Debrief respectfully and in a structured way. What students say or get wrong in a debriefing stays in the debriefing.

5.3 Video recordings of simulation are used for debriefing and teaching only. Never copy, share or post them.

5.4 Give feedback that is specific, timely and honest — including when a student is not yet competent.

06

STUDENT CONDUCT AND WELFARE

6.1 Model the Student Code of Conduct. Students learn professionalism from what you do, not from what you say.

6.2 Address minor breaches directly and respectfully. Report serious breaches to College Management — disciplinary measures follow the procedure in the Student Code of Conduct and are not imposed by individual instructors.

6.3 Offer individual and group mentoring to students who need support, and refer students who are struggling — academically or personally — to their CIC.

6.4 On placements you supervise, patient safety comes first: let students act only within their training and under your direct supervision.

07

DATA PROTECTION AND THIRD PARTIES

7.1 Student records, results and health information are confidential. Store and share them only through College systems. (Data Protection Act, 2019)

7.2 Our students are adults. Share information on a student's progress with parents, guardians, sponsors or employers only with the student's written consent — or, for students under 18, with their parent or guardian.

7.3 Meet parents, guardians and sponsors courteously and formally, and involve the College Administrator where appropriate.

7.4 Photograph or film students only for College purposes and with their consent. Never photograph patients.

08

SAFETY, EQUIPMENT AND APPEARANCE

8.1 Run every practical session safely: sharps, defibrillation, lifting and moving. Report injuries and exposures immediately.

8.2 Clean and decontaminate manikins and equipment after use. Report damage and missing items straight away. Equipment, phones and laptops of the College stay with the College.

8.3 Be fit and sober for every session. No alcohol or drugs before or during teaching, and no smoking on College premises or in front of students.

8.4 Dress professionally, follow the College instructor dress code and, in practical sessions, the same bare-below-the-elbows rule as students.

09

COLLEAGUES AND THE COLLEGE

9.1 Work as a team. Support fellow instructors, external instructors and Management so that every course runs as planned.

9.2 Communicate respectfully. Abusive language towards anyone is unacceptable.

9.3 If you cannot teach a session, inform your CIC as early as possible so that cover can be arranged.

9.4 Raise concerns about safety, quality or misconduct — including by colleagues — with College Management. Nobody will be disadvantaged for raising a concern in good faith.

9.5 Know and follow the College's mission and policies. Speak for the College in public or in the media only when authorised.

10

PROFESSIONAL STANDING

10.1 Hold a valid professional registration or licence with the relevant Kenyan regulator, where one exists for your profession.

10.2 Teach international courses only with current instructor status for that course — for AHA BLS, AHA ACLS and AHA PALS, current AHA instructor status aligned with the College.

10.3 Inform College Management straight away of any change to your registration, licence or instructor status.

10.4 Keep your knowledge and skills current through continuing professional development, and promote the EMS profession in Kenya.

10.5 On and off duty, do not act in a way that undermines public trust in the College or the EMS profession.

11

INSTRUCTOR TRAINEES

11.1 Teach under the supervision of your assigned mentor. Agree the content and format of each session with your mentor beforehand.

11.2 Assessment decisions, sign-offs and certificates require your mentor's countersignature until you are released to teach independently.

11.3 Complete your monitored teaching and reflect on mentor feedback. Release to independent teaching is decided by College Management on your mentor's recommendation.

OUR COMMITMENT

WHAT YOU CAN EXPECT FROM THE COLLEGE

- Approved curricula, current course material and guidelines
- Safe, well-maintained facilities and equipment
- Clear timetables and timely information on changes
- Backing when you uphold the Student Code of Conduct
- Support for continuing professional development
- Respectful treatment and a fair procedure if concerns are raised about you

IF THE CODE IS BREACHED

CLEAR STANDARDS, FAIR PROCEDURE

Concerns about an instructor are taken seriously and handled fairly. Most issues are resolved through a conversation with your CIC or College Management.

LEVEL	EXAMPLES	POSSIBLE MEASURES
MINOR	**Late start, incomplete course file, missing lesson plan**	Conversation with your CIC, noted on file
REPEATED OR MODERATE	**Repeated minor breaches, unannounced absence, disrespectful behaviour**	Written warning and an agreed improvement plan
SERIOUS	**Breach of data protection, unsafe practical session, unauthorised communication with third parties**	Final written warning; removal from teaching or assessment duties
GROSS MISCONDUCT	**See list below**	Termination of employment, contract or mentorship

GROSS MISCONDUCT INCLUDES

- A romantic or sexual relationship with a student
- Sexual harassment or assault of anyone
- Asking for or accepting money, gifts or favours for admission, results or certificates
- Falsifying assessments, sign-offs, attendance or certificates
- Leaking exam material
- Teaching or assessing under the influence of alcohol or drugs
- Violence, threats or theft

OUR PROCEDURE

01 You are told in writing what is alleged.

02 You see the relevant evidence and can respond in a meeting, accompanied by a colleague of your choice.

03 You receive the decision and its reasons in writing.

04 You may appeal in writing to College Management within 14 days. The appeal is decided by someone not involved in the first decision.

For employed staff, the procedure follows your employment contract and the Employment Act, 2007; for external instructors, your service agreement; for instructor trainees, your mentorship agreement. Where the safety of students or patients is at risk, you may be removed from teaching duties while a matter is reviewed — this is not a finding of misconduct.

Where required, we inform the relevant certifying body or regulator. Matters that may be criminal can be reported to the police.

TO BE SIGNED BEFORE FIRST TEACHING ASSIGNMENT · TWO COPIES

INSTRUCTOR DECLARATION

I confirm that I have received, read and understood the Sahara EMS College Instructor Code of Conduct (Version 2.0) and the Student Code of Conduct (Version 2.0). I agree to follow the Instructor Code in all my teaching, assessing and mentoring for the College. I understand that breaches can lead to the measures described in the Code.

FULL NAME

ROLE

☐ Employed faculty ☐ External / guest instructor ☐ Instructor trainee

PROFESSIONAL QUALIFICATIONS

REGISTRATION / LICENCE NO. AND REGULATOR

VALID UNTIL

INSTRUCTOR CREDENTIALS (E.G. AHA BLS INSTRUCTOR)

VALID UNTIL

MENTOR (INSTRUCTOR TRAINEES ONLY)

PHONE

INSTRUCTOR'S SIGNATURE

DATE

FOR THE COLLEGE

NAME AND ROLE

SIGNATURE AND DATE

COLLEGE STAMP

One signed copy is kept in the personnel file, one is for the instructor. Copies of registration and instructor credentials are attached to the personnel file. Instructor Code of Conduct, Version 2.0, October 2026 — replaces the Instructor Trainee Code of Conduct of Sahara Emergency Training Centre. Reviewed annually by College Management.