

Analysis of SWOT and Challenges of Monitoring and Evaluation Instruments for Quality Assurance at The Gambia College

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Abstract

The paper examined strengths, weaknesses, opportunities and threats (SWOT) as a strategic management tool in the maintenance and implementation of quality assurance in The Gambia College where quality assurance is a new philosophy. Also, it examined the challenges, constraints and limitations of quality assurance implementation at The Gambia College. The study applied a purposive sampling technique in selecting 12 participants from the senior management of The Gambia College whose roles are connected to academic quality management system. Data were generated through an in-depth interview with the respondents which was facilitated by the use of a standard interview schedule to guide the process. A checklist was also developed to determine the availability of quality assurance instruments, processes and documents which are required by The Gambia College Quality Assurance Policy (2018). In addition, policy documents were reviewed to collect relevant information for this research. The findings indicated that SWOT is an important management tool particularly in quality assurance, however, no evidence of its use or the technical knowledge of its concepts, theories and models in The College could be proved by the study. The results of the study established that it remains an irrefutable rhetoric to understand that the limited technical knowledge of the concepts and theories of SWOT present a major challenge to the implementation and maintenance of quality assurance instruments at The Gambia College. Where such a rhetoric is not mitigated in practical terms, the institution will find it difficult to maintain integrity and credibility in academic quality performance.

Keywords: Analysis, SWOT, challenges, monitoring, evaluation, quality assurance, policy.

Introduction

SWOT analysis is a management tool that identifies the strengths, weakness, opportunities and threats of an institution to generate action for planning, improvement, and maintenance. In simple terms, it is a measure of performance indicator. In its practical application, the internal SWOT analysis identifies core capacities that the institution can effectively utilize to promote better performance that will generate desired results. In this connection, The Gambia College does not lack competent staff to advance its quality ambition into realistic practice for the continuous maintenance of its image and credibility. The inadequate knowledge and technical skills of the quality practitioners regarding quality assurance philosophies, concepts and principles paralyzed the proper utilization of the staff capacity and competence to apply and implement quality assurance practices at work. The capacity building component and refresher trainings identified in the quality policy are not observed by quality practitioners as important element of their tasks, to create quality culture and enhancement in the institution.

Effort must be made to establish measures that protect external threats that may affect the normal functioning or overall existence of the institution, even though the external SWOT analysis is

beyond the control of the institution. For this reason, The Gambia College is surrounded with multitudes of threats that may ultimately affect the survival of the institution. In this environment of threats and uncertainties, the University of Gambia is one of the major threats to the survival of The Gambia College. The admission requirements for tertiary institutions specified in the Tertiary and Higher Education Act 2016 is the same for both institutions and the minimum qualification for lecturers is almost the same for both institutions. Even if the minimum qualification is a bit different, the college members of staff who attain the minimum requirements as university lecturers move for better remuneration, conditions of services and advanced continuous professional development opportunities.

Although a SWOT analysis is to be performed intermittently to provide a proper and informed decision that will revive and resuscitate The Gambia College, as requested in the Quality Assurance Policy (2018), this is never put to practice and the quality practitioners have inadequate technical skills and knowledge to do this. It could be argued that the leading and incessant challenges to the quality maintenance and implementation at The Gambia College is the inadequacy of technical skills and practical knowledge of concepts, theories and principles of SWOT analysis. If SWOT is not properly analyzed to measure performance indicators for quality assurance, monitoring and evaluation process, no improved performance in the teaching and learning activities at The Gambia College will eventually be achieved. Consequently, the institution will run into a severe wave of credibility and reputational challenges within the country and beyond. It is against this background that this paper examines the SWOT analysis of the performance indicators used for quality assurance and analyzes the challenges facing the quality assurance management at The Gambia College.

Conceptual Review

Defining quality is an intricate endeavour. Harvey and Green (1993:19) refer to it as "... a slippery concept ...no easier even to describe and discuss than deliver in practice." However, they submit that a range of definitions exists though they vary according to the interests and priorities of different stakeholders, and in different situations. For instance, Becher cited in Newton (2000) states that quality is "... a creature of political fashion." Neave (1986) as cited in **Geda (2014)**, submits that it is "elusive", a sentiment echoed by Harvey and Green (1993) who saw it as slippery and value-laden. Westerheijden, (1999) is quite emphatic that "No authoritative definition of quality in higher education is possible ..." reflecting the lack of theory on quality in higher education. However, Harvey and Green (1993) conclude that, "... in the last resort, quality is a philosophical concept." According to Kis (2005), a review of the literature on change in higher education reveals two schools of thought. The first attaches quality to context and, as a consequence, quality becomes meaningful for example, references to the quality of assessment, student intake, academic programmes, teaching and learning, student experience, and programme designs are not uncommon. The second school of thought relates to a stakeholder-specific meaning. Here, quality is considered with regard to a variety of stakeholders with an interest in higher education, each having the potential to think about quality in different ways. In particular, the works of Harvey and Green (1993), Middlehurst and Woodhouse (1995) and Vroeijenstijn (1995) highlight the importance and value of considering quality from a variety of stakeholders' perspectives (Kis, 2005).

A SWOT analysis evaluates the internal strengths and weaknesses, as well as the external opportunities and threats in an organisation's environment. The internal analysis is used to identify resources, capabilities, core competences, and competitive advantages inherent to the organisation. The external analysis identifies market opportunities and threats by looking at competitors' resources, the industry environment, and the general environment. The objective of a SWOT analysis is to use the knowledge an organisation has about its internal and external environments to formulate its strategy accordingly (Bonnicci & Galea, 2017).

The use of performance indicators allows an objective measurement and comparability of quality, which are important to government. Performance indicators are regarded as useful tools, both for accountability purposes and in informing policy and decision-making. They are aimed at discharging of established accountability obligations to the public and elected officials by providing a relatively straightforward set of publicly available statistics on performance. Furthermore, performance indicators provide policy-makers with an overall picture of what is happening in a particular institution or system, in order to inform policy discussion (Ewell, 1999).

Theoretical Framework

Theory of Transformative Learning

The study adopts the theory of Transformative Learning as its theoretical framework. Quality as transformation is closely related to the theory of transformative learning which is argued to have grown out of a confluence of post-1960s radicalism, critical pedagogy theories and a new interest in adult education as part of social welfare (Ming, 2011). Harvey and Knight (1996) have further developed the concept of transformative learning by arguing that it is more than student-centred pedagogy and perspective transformation. The authors link transformation as a process of students developing confidence and self-awareness to a continuous dialectical process of deconstructing a concept and building alternative conceptualisations. Based on this theory, students should not only engage with knowledge but also develop their capacity to understand and question existing ideas, assumptions and discourses that inform their experiences and commonsense understanding of society (Harvey & Knight, 1996).

The transformative model is premised on the notion of self-regulation; is enhancement-led, and evidence-based. The object is the learner and learner output or outcomes, and this includes the researcher and research outcomes. In this model, the underpinning rationale is improvement. Given that the model is premised on self-regulation, it is argued that accountability follows continuous improvement (Harvey & Newton, 2004). Harvey and Knight (1996) present the transformation model as the most appropriate learning-oriented model to quality. The emphasis is on enhancing participants, adding value to their capability, and ultimately empowering them. Hence, education is not viewed as a service for customers, but an ongoing process of transformation of the participants (Harvey & Knight, 1996). This model is premised on the proposition that an effective model is one that develops a quality culture of continuous improvement. It shifted the primary emphasis on quality from external scrutiny to effective internal action. There is a clear focus on student experience. Transformative learning requires a transparent process which is integrated, contributing to a rich and relevant total student experience. The term transparency means openness about the aims, processes and methods of attainment of learning by the student. Integration means that such experiences are linked together into a cohesive whole. The quality assurance policies that go along with it have to be learning-orientated and should be centred on students' experience. Learning is based on a dialogue between participants and providers. Dialogue involves the discussions between learners and teachers about the nature, scope and style of their learning. Dialogue also requires a dynamic exchange among the teachers about the teaching and learning process. The system requires a focus on the total experience of all aspects of the students' knowledge. This means a shift of focus to learning rather than teaching. The authors conclude that the transformative model is really about "... a responsive process that is explicit, integrated and based on a dialogue" (Harvey & Knight, 1996 :40-41).

Method and Materials

The paper adopts a quantitative case study research design which combines exploratory, descriptive and contextual methods. The study used purposive sampling technique to select all Heads of School, the Principal and senior lecturers at The Gambia College for the administration of open-ended questionnaire and interview guide. Therefore, the Principal and/or senior lecturers of the College were all respondents in this research. Members of the Quality Assurance

Committee of the school give greater skills and experience about quality matters on other academic staff members of the College. They also function as the Senior Management Team of the school administration and provide leadership for quality management and implementation. To this effect, the administrative officials in this study were selected based on the positions they occupy at the college. The application of purposive sampling method was informed by the fact that quality assurance is everybody's business and requires the voluntary participation of all parties and stakeholders involved in higher education. The use of this sampling technique ultimately generated an unsaturated data that is both reliable and relevant from competent and experienced members of staff from their respective quality assurance committees. In addition, the following policy documents were reviewed: The Gambia College Quality Assurance Policy, Examination Policy, Staff Code of Conduct, Student Code of Conduct, and Internal Quality Manual for The Gambia College.

Data Presentation and Analysis

SWOT Analysis of the Performance Indicators used for Quality Assurance at The Gambia College

Section 1.2 of The Gambia College Quality Assurance Policy (2018, p.8) requires the conduct of a SWOT analysis with respect to existing competition faced by students, academic and other professional staff. This section of the Policy also requires the development of The Gambia College Strategic Plan. Assessment of adequate resources such as quality of resources and facilities should include measures of the availability and appropriateness of lecture rooms, library, book banks, ICTs, and laboratory or practical facilities and equipment. The Policy requires every programme to be reviewed every three years and in consultation with the heads of School and the academic board. The programme review requires these five main aspects to be evaluated: quality, resource use, contribution to the mission and vision of the institution, adaptability, transferability and recognition of qualifications. Course guides are required to be provided for both the lecturers and students to help them understand the demands and expectations of the course. IQA website is required for ease of communication and accessibility to the relevant quality assurance handbooks and materials (The Gambia College Quality Assurance Policy, 2018, p.28).

The programme guides are produced by the school to enable both lecturers and students determine the scope of work they are expected to do in a particular course/semester (The Gambia College Quality Assurance Policy, 2018, p. 29). Student handbooks must be produced by the Registrar and must contain all the relevant regulations regarding the College (p.30). Students who are late for more than 30 minutes after the beginning of an examination paper must not be allowed to take the exams and must make further arrangements for a reschedule (p. 9), the Deferred Examination Application Form are to be provided (p.15). Students are entitled to see their examination papers after the results are released and may discuss issues with the concerned lecturer (p.16), but the invigilator's decision is final and not negotiable (p.19).

Although The Gambia College Quality Assurance Policy (2018) requires SWOT analysis with respect to existing competition faced by students, academic and other professional staff, which is only possible where performance indicators are developed and measured, there are no indicators and there is no understanding of the philosophy of quality assurance by quality practitioners, therefore, credible information about quality performance cannot be established, leading to wider speculation on lack of quality in the trainees of the institution. Lack of quality in this sense is attributed to the level of knowledge, skills, and competencies expected of the products of the College being below the minimum acceptable standard.

Analysis of the Challenges facing Quality Assurance Management System at The Gambia College.

In SWOT analysis, the external analysis identifies market opportunities and threats by looking at competitors' resources, the industry environment, and the general environment. The College in itself does not lack capable and competent staff to perform duties that will improve quality in their services where indicators are benchmarked and identified, but there is a general lack of capacity with regard to quality implementation and maintenance. The competency level of staff in quality assurance philosophy and implementation is very thin and requires a broader horizon. The expectation from IQA is too high and staff are determined to improve the situation when equipped with the requisite quality competency rooted out in continuous training and development. An excerpt from a respondent states this in clear terms:

"We need periodic training on quality assurance" (Respondent 1).

The external component of SWOT identifies opportunities and threats the institution is faced with. There are numerous opportunities available for the students who underwent a successful training at The Gambia College. The Government of The Gambia directly employs the graduates of the College while others may proceed to the university for further career development. The threats facing the students of the institution is poor quality training. The university itself is a threat to The Gambia College and its students because similar admission requirements exist in both institutions. Whether to apply for the College or the University with similar admission requirements is therefore only a decision based on financial wherewithal.

However, this research cannot explore an in-depth SWOT analysis of the performance indicators which do not exist even though the Quality Assurance Policy (2018) requires it to be developed. Reference can only be made to the three main performance indicators set out by National Accreditation and Quality Assurance Authority (NAQAA) for The Gambia College. These three indicators are monitoring the quality of teaching, measuring students' learning progress and monitoring the quality of assessment. Although there are three indicators, a series of activities are embedded in the successful implementation of each of the indicators. For instance, monitoring the quality of teaching requires the quality practitioners to keep proper documentation of the processes undertaken. These processes include, but are not limited to, the development and documentation of course files, implementation of the curriculum activities, adherence to the scheme of work, achievement of course objectives and learning outcomes as well as the ability and capacity to complete the syllabus/course content in a specified timeframe of the curriculum requirement. During the course of data collection, no evidence of the practice of these activities was found and no respondent mentioned it during the interview, neither was any documentation presented to the researcher as evidence. It must be understood that the quality assurance implementation at The Gambia College is operating blindly and the measure of quality performance to bring improvement has no background.

The second key performance indicator requested in the NAQAA manual requires the measure of student learning process. Measuring student learning process entails curriculum based monitoring tests, frequent evaluations and formative assessments. These processes determine the extent of minimum skills and knowledge gained or transferred in a particular course. The performance of each student in every question must be systematically analysed to help determine where improvement or emphasis is required. In essence, a continuous analysis of students' performance is required in each course by each lecturer in each semester. In this research, such records were never evident; therefore, there is no measure of the student learning process at The Gambia College.

The final indicator that NAQAA requires The Gambia College to adopt is monitoring the quality of assessment which requires the quality assurance practitioners to be cognizant of the assessment criteria, learner performance, standardisation of assessment criteria, examination questions moderation and measuring of learner's achievement of learning outcomes. These are important processes to attain this indicator. The continuous evaluation of these processes determine where a

general overhaul of the system is required. To ensure success in this indicator, the quality practitioner must conduct continuous quality audits shortly before assessment periods. At The Gambia College, some activities such as question moderation are performed but not perceived to be a mandatory undertaking which forms a measurable key performance indicator.

Even with NAQAA's advice, there is no much attention, regard or effort given to the moderation process. Excerpt from a respondent talk about the duration for moderation:

“The period for moderation is very short; therefore, it is not done adequately. Students encounter problems that could have been solved if enough time was provided for moderation” (Respondent 3).

It could be understood that the moderation process is accomplished to strengthen NAQAA's formal advice, but not intended to improve quality of assessment or a measure or an attainment of a key performance indicator, and no evidence of its occurrence was available during data collection in this research. The Gambia College, despite being the oldest tertiary institution in The Gambia, is faced with numerous challenges to maintain and improve the quality of its services to its stakeholders. This study identifies the major challenges the institution is facing in its commitment to implement quality assurance practices for a better service delivery to the people. It is acknowledged that the enrollment rate at the College increases each year, is not proportionate to the physical facilities and amenities available on ground. Below is an excerpt from a respondent during the data collection:

“Both human and material resources are required for the efficient running of the programme. As the student number increases, the space to accommodate them remains the same. Overloaded lecturers faced with financial constraints remain pertinent but unresolved issues that we consistently grapple with. We need to have structures for our school like any other sister schools of The Gambia College System” (Respondent 1).

There is a serious shortage of lecturers at The Gambia College that is affecting almost all the schools. This is partly due to the high enrollment rate at the Gambia College which do not commensurate with the amenities and facilities on the ground. Imagine a school like agriculture which used to graduate a fifty students is now having a student number of about a thousand. There are only two full time lecturers while the others are either part-time or contract lecturers. Efforts to employ seasoned and qualified lecturers are defeated due to the poor remuneration and motivation packages offered by the Gambia College. These potential and qualified personnel prefer to earn a better remuneration and pay elsewhere than the Gambia College. In some instances, the inability to retain and maintain staff of the Colleges is a challenge beyond reasonable solution. Staff that are trained and developed by the College will eventually leave the institution after having their required academic qualifications and this is largely due to the poor enforcement and implementation of the Staff retention policy. This research cannot prove the existence of a Staff retention policy and where such policies exist, they are usually copied and pasted from other institutions in other parts of the world and the idea, philosophies and principles cannot be enforced due to vast organisational differences, cultures and environments thereby rendering the document grossly unfit for the purpose.

A similar circumstance exists at the School of Public Health, where students have to be split into morning and afternoon shifts pursuing the same qualification but different entry requirements. It becomes weird and unacceptable to learn that the same curriculum exists for both concomitant programmes. Such clandestine activities and actions become rampant since the College has been privatized and ultimately transformed into an excellent business centre for the admission authorities rather than a centre of academic excellence for the beneficiaries. In this connection, the number of lectures a lecturer performs exceeds the maximum workload for a lecturer. This has

direct effect on the quality of output of the lecturer, leading to poor performance and inefficient job practice.

At the time of this research, no student admission policy existed, but student admission requirement is vividly documented in all the curriculum of each and every Gambia College existing programme, some of which are outdated and require update. Coupled with the curriculum requirement for admission into the college, the National Accreditation and Quality Assurance Authority (NAQAA) has also established minimum admission requirements for entry into tertiary institutions. With all these standards and guidelines, the college authorities still feel reluctant to admit potential candidates with the required minimum benchmark. It becomes unsurprising to see students at The Gambia College who do not achieve the minimum entry requirements pursuing their careers. Evidence of this is clearly manifested in their academic performance in the course of the programme thus leading to the deterioration of quality performance at The Gambia College.

At the Gambia College, there is an Academic Board which is headed by the Vice Principal who sits over every academic issues of the college. In its terms of reference, the academic board approves student results after every examination, but what is fascinating and difficult to comprehend is the lack of action taken against students who do not meet the minimum CGPA requirement of 2.5 to be retained in the programme. This lack of action affects every School where students can graduate without the minimum graduation requirements, this really defeats the whole principles and commitment of quality assurance at the Gambia College.

At The Gambia College, there are policies, rules and regulations that are either outdated or not enforced. In a circumstance where the regulation needs to be enforced, no one, even the administrative leadership will always shy away from responsibility and no action will be taken. The ability to make decision is a prominent leadership character that makes effective management that helps to attain strategic objectives of the institution. Quality implementation and maintenance requires robust and clear cut decisions that advance institutional performance in meeting quality objectives and targets.

It could be argued that The Gambia College is an institution for training professional teachers, agriculturalist, public health offers and nurses, but the staff working in the institution have no professional ethos and ethics. Some, particularly the junior lecturers at the school of education tend not to subject themselves to be monitored and supervised by their superiors. These superiors supervising their subordinates is a task prescribed in their job description. The conduct of this task is never for witch hunt but are institutional quality assurance measures that advance better teaching and learning services to the students. It must be inculcated and communicated to all lecturers that every position at the Gambia College is aligned with the task that requires to be done and overseeing the performance of another person's task is only a supervisory function aimed at providing good and best services to the stakeholders consequently leading to quality improvement and maintenance.

Quality provides excellence and accountability, but its implementation requires resources in both human, material and finances. For quality to be implemented well, adequate facilities, space and manpower are required to ensure the smooth running of the system. It is observed and acknowledged that School of Agriculture does not have adequate resource to run there programme when viewed under the quality perspective, because it is weird and unacceptable to run an academic on campus programme with limited furniture, classrooms, lecturers and other facilities required for proper learning and teaching. At this school, lecturers search for a place to conduct their lectures while students go out to search for furniture as if they were in the ancient days where poverty dominates the lives of the population. In this condition, how much time is lost to conduct a perfect class for proper teaching and learning activity. This has direct effect on the lecturer's ability to cover the topics contained in the course contents and the ability of students to comprehend the lecture, while time is lost on searching for a furniture to sit on during lectures. For this reason, the quality performance of the students in this programme would not yield the most desired outcome for the senior management of this school. The excerpt below is from a respondent to corroborate the claims above.

“Quality is good, but goes with cost. The IQA staffing is very slim and more staff are required. Our school needs more full time lecturers. More structures commensurate with intake and motivate the lecturers. It is so disheartening to see students looking for chairs that they will use to attend class” (Respondent 1)

It must always be understood that quality assurance in education in The Gambia just began to gain momentum and that it was only in 2019 that NAQAA advised the College to address its quality concerns. Part of these recommendations required the development of a quality assurance policy and the establishment of an independent internal quality assurance directorate. Since this directive, the internal quality assurance directorate perceives and understands the functions of the unit for examination invigilation, attending both proposals and dissertation defence and some intermittent visits to see and talk to some heads of school to gain their confidence and recognition. There are no monitoring tools or procedures to conduct quality audits or assessment that will advance institutional quality management and enhancement. In summary the internal quality directorate is not suitable to bring the desired quality transformation that the institution needs for progress and improved credibility. Here is an excerpt from a respondent to strengthen this claim:

“The Quality Unit of the college needs to be restructured to suit quality standards in The Gambia College.” (Respondent 4)

It may be observed that staff commitment to advance quality is always very high, but this commitment is never evident in the Internal Quality Assurance Directorate at The Gambia college. For a competent quality assurance practitioner, the first step to demonstrate a commitment to task is the development of monitoring and evaluation tools. Where a tool exists, training to understand and use the tools is required to build the capacities and competences of the staff for appropriate quality implementation practice. This enables the cooperation, collaboration and participation of all to be integrated in the quality enhancement initiative of the institution. With the acquisition of the relevant knowledge, skills and competences in quality implementation which is supported with adequate and appropriate monitoring tools, data must be collected, analysed and a report generated thereafter. The recommendations of the report are treated with respect in the hope that it must always be implemented and enforced. Here is an excerpt from a respondent to support this claim.

“All staff members should be committed to work and a better teaching and learning plan. To be specific, a strategic plan is required. The outcome of monitoring should be enforced and implemented. We need more quality assurance training to improve our horizon in the area.” (Respondent 5).

The final aspect of the challenges in quality implementation at the Gambia college is the extended or retracted curriculum reviews. As curriculum guides the training and implementation of a programme, its review is very pertinent to quality implementation in pursuit of alignment to international acceptable standards. It is bizarre and weird to observe that though curriculum reviews are clearly specified in The Gambia College Quality Assurance Policy, 2018, the circumstances leading to this retraction cannot be established by this paper. Here is an excerpt from a respondent to vindicate this assertion mentioned above:

“I can't remember any curriculum review since I came to this institution in 2010” (Respondent 1).

Conclusion

SWOT analysis remains an important intuitional management tool that determines the objective assessment of the organisation's performance. In the case of quality assurance, SWOT assesses compliance and conformity to the prescribed minimum acceptable standards. Evidence of technical skills, knowledge and competences required to do SWOT analysis could not be proved in this research.

The performance indicators that the SWOT seeks to analyse did not exist at The Gambia College, coupled with the lack of monitoring and evaluation instruments that endeavour to maintain and

implement institutional quality assurance. The physical absence of these important management and decision making tools aggravated by the inadequacy of knowledge, skills and competence in quality assurance principles, theories, models and their practical application pose a serious challenge to the quality improvement, enhancement and management. The challenge to quality management at The Gambia College is not only limited to absence of the SWOT, monitoring and evaluation tool, but there are numerous constraints such as inadequacy of lecturers and lecture space for students due to the large admission rates.

Due to the privatisation of The Gambia College, not much attention is paid to the minimum admission requirements, which is now based on the students' ability to pay the tuition fees resulting in mass intakes. This has paved the way for the adulteration and deterioration of academic quality standards. In addition, sneaky admission concerns, lecturers' personal ethos and ethics has become a serious setback to the quality mission of The Gambia College. Added to that is the strained relationships between and among lecturers, which cannot in any way lead to the successful achievement of the quality objectives of the institution. Lecturers refusing to accept supervision or monitoring should not be in the system, as it is a challenge to the quality, since the data from supervision and monitoring are required to plan strategies for corrective actions and for the maintenance of good practices that promote the accomplishment of institutional quality objectives.

Furthermore, leadership inaction and ability to take administrative decisions is also identified as a major challenge at The Gambia College. There are few monitoring instruments in existence which must be enforced. The Gambia College Administration deliberately turns a blind eye to reports made by the senior lecturers with respect to quality matters and wrongful actions that are reported never get corrected. This inaction of the administration makes the supervisors to be reluctant to identify serious quality issues at the College.

The final constraint that requires action is the inadequacy of technical knowledge, practical skills and competence in the quality practitioners of The Gambia College. The Internal Quality Directorate was created to coordinate, lead, promote and implement institutional quality initiative, to bring change and introduce the culture of quality among stakeholders, partners and colleagues. In a situation where that body lacks the requisite knowledge, competence and expertise to function, the future prospects of that institution become questionable. For this reason, the paper observed and identified that The Gambia College must be committed to implementing and improving quality practice in its organisation.

Recommendations

The paper suggests the following recommendations for a sustainable and realistic quality assurance management and implementation at The Gambia College:

1. SWOT is an important strategic management tool, therefore training to acquire technical knowledge and practical skills in it are required for the staff of The Gambia College.
2. Training on effective leadership management skills are required to ensure that the College is properly managed with a view to avoiding preferential treatment among the staff.
3. Admission policy is required and should be implemented.
4. The College should consider expansion of lecture space because of increase in students' population.
5. Training and capacity building of the quality practitioners should be conducted to improve competency in quality issues. More quality assurance training is required to train and integrate all staff in the quality assurance initiative of the College to advance more interaction and communication among staff, to avoid straining of relationships.
6. The Gambia College should formulate and implement staff recruitment and promotion policy which outlines the standards and criteria for staff employment and promotion.
7. More qualified lecturers are required for quality teaching and learning at the Gambia College.
8. Better remuneration and motivation package is required to attract qualified and experienced lecturers at the College.

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