



DRAFT STRATEGIC PLAN 2024-2028

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INTRODUCTION

This Strategic Plan will guide the implementation of NAQAA's activities for the five-year period 2024-2028.

The plan is developed based on the Government's vision for Ministries and line institutions and is aligned with the national development agenda. Implementation of the plan shall be effectuated with the formulation of annual operational plans for each of the five years for which the plan is active.

In setting up this plan, reference was made to national, sectoral, and institutional frameworks, plans and policies. Key amongst these was the NAQAA Act 2021, Tertiary and Higher Education Act 2016, Tertiary and Higher Education Policy 2014-2023, Education Policy 2016-2030, Gambian Skills Qualifications Framework 2006, and National Qualification Framework 2023.

For identification of Baseline 2023, and of achievements, challenges and lessons so far learnt, reference was made to the NAQAA Strategic Plan 2018-2022, and the National Development Plan 2018-2021, pending access to the new Green Recovery-Focused National Development Plan (RF - NDP 2023-2027).

NAQAA, having been entrusted with the responsibility of regulating, upholding, and advancing tertiary and higher educational standards, as enshrined in the NAQAA Act 2021, particularly formulated this plan to promote the government agenda of access to affordable quality and relevant tertiary and higher education.

MISSION

To assure internationally recognized accreditation for tertiary and higher education institutions to build a competitive and vibrant workforce.

VISION

To be a world class regulatory Authority that would deliver quality accreditation and quality assurance services satisfactorily.

CORE VALUES

NAQAA's work is underpinned by the values below:

- **C**ollaboration
- **O**wnership
- **M**orality
- **P**rofessionalism
- **E**quity
- **T**ransparency
- **E**xcellence
- **N**eutrality
- **C**redibility
- **E**ntrepreneurship

LEGISLATIVE AND OTHER POLICY MANDATES:

National Accreditation and Quality Assurance ACT

Section 3 (4) of the NAQAA Act 2021 empowers the Authority to be the regulator of national tertiary and higher education institutions and the custodian of quality assurance in education and training.

NAQAA is mandated to:

- Advise the Minister of Higher Education, Research, Science and Technology (MoHERST) on technical issues related to accreditation and quality assurance in education.
- Develop criteria and standards for the establishment, registration, and accreditation of post – secondary education and training institutions.
- Provide policies and guidelines for the development of qualifications, credit accumulation and transfer, harmonization and streamlining of professional, tertiary, and higher education programmes to reflect the human development needs of the country; and
- Collaborate with international counterparts and assist training institutions, trainers, and other partners on international best practice on quality assurance.

Tertiary and Higher Education Act

The Tertiary and Higher Education Act (2016) positions NAQAA as the Authority responsible for the accreditation and to ensure quality standards conformance by all public and private tertiary and higher education institutions.

Policy Mandates:

The following national policy documents have important bearings to the work of NAQAA:

- MoHERST Strategic Plan (2021 to 2025)
- TVET Policy The Gambia (2021 – 2030)
- Education sector – wide Policy (2016 – 2030)
- Gambia Skills Qualifications Framework (2006)
- Gambia National Qualification Framework (2023)
- National Youth Policy (2019-2028)

From the above – mentioned policy documents, NAQAA will be working with partners and stakeholders towards:

1. Addressing priority skills needs in line with national imperatives.
2. Facilitating the responsiveness of TVET and Higher Education programmes to meet demands of the labor market.
3. Supporting the development of occupational standards and qualifications for sustainable employment.

4. Encouraging and supporting industries, small and medium enterprises, NGOs and community-based education and training initiatives.
5. Improving the quality of teaching and learning across all levels of the post-secondary education system.
6. Strengthening institutional and management capacity of the TVET system.
7. Support the development of entrepreneurial and social skills to enable learners/trainees deal effectively with demands and challenges of the labor market.
8. Development and implementation of a credit transfer system and a policy on Recognition of Prior Learning in tandem with the provisions in The Gambia National Qualifications Framework (GNQF) across all levels.
9. Facilitating the development of a national curriculum framework for both TVET and General Education

In line with the government's agenda on sustainable access to education and training, and the subsequent development and validation of The Gambia National Qualifications Framework (GNQF), NAQAA and MoHERST together with partners will:

- Facilitate mapping and aligned of all recognized qualifications in the Gambia with the GNQF
- Ensure an outcome-based education and training at the post-secondary level.
- Facilitate access, mobility, and progression in the different education streams (TVET, Higher Education and Work-based experiential learning)

NAQAA, as the highest Authority to monitor and oversee the quality assurance practices of tertiary and higher education institutions for continuous quality improvement will work with partners towards the effective implementation of the following policy initiatives:

- Standards for academic and administrative staff of Higher Education Institutions.
- Minimum National Entry Requirements for tertiary and higher education Programmes.
- A Framework for credit transfer system
- A Framework for monitoring and evaluating performance of higher education institutions.
- Guidelines for Open and Distance Learning
- Competency framework for teachers in tertiary and higher education

PLAN DEVELOPMENT PROCESS

Stakeholders' consultation and an organizational and environmental analysis done during the early stages. A gap analysis was also done to assess the implementation of the previous plan. This is meant to identify internal and external factors on why proposed programmes could not be implemented and the reasons some objectives could not be achieved under the previous plan. It was realized that some of the impediments to the successful implementation of the plan were deviations and lack of a monitoring and evaluation framework for the previous plan.

The gap analysis availed this strategic plan development process with vital information in the formulation of feasible strategies, objectives and programmes as shall be highlighted in subsequent chapters in ensuring the execution of NAQAA's mandate successfully.

Upon the gap analysis, the Senior Management identified a core team to discuss the priorities and come up with a draft strategic plan which was tabled for an internal and stakeholder validation before the final version was presented to the Governing Council for consideration and approval.

ORGANIZATIONAL ANALYSIS

Introduction

NAQAA as the custodian of the GNQF strives to ensure access to quality and relevant education for all learners. NAQAA Act 2021 is the domain under which the Authority operates and provides for the establishment of a Governing Council, which is the apex body for steering the strategic direction of the Authority.

This strategic plan sets out strategies and plans to continue the overhaul of the education and training system, to create a structure that facilitates access, enhances quality and relevance for all learners coherent in support of government priorities.

Organization Context

The Governing Council sets strategy and policy. Management implements the decisions made by the Council and maintains consistent internal controls. The Council also monitors the performance of management administratively through the Chief Executive Officer.

The following committees are set up to assist management in the execution of its duties:

- ❖ Contracts Committee
- ❖ Promotion and appraisal Committee
- ❖ Budget/Finance/Loans Committee
- ❖ Disciplinary Committee
- ❖ Senior Management Team
- ❖ Planning Committee

These committees work under terms of reference in consultation with the CEO. Annual activity reports of these committees are submitted to the Office of the CEO.

Pursuant to the above, NAQAA works towards continuous and continual enhancement of its management and governance processes. Currently, NAQAA has the following established structures:

1. Office of the Chief Executive Officer
2. Directorate of Quality Assurance
3. Directorate of Administration and Finance
4. Directorate of Research, Innovation and Planning

Human Resource

The Chief Executive Officer is responsible for the day – to – day management of the affairs of the Authority by ensuring set objectives and policy deliverables are achieved. NAQAA has a recruitment plan and aims to recruit highly competent, qualified and experienced staff to ensure the Authority delivers on its mandate.

Financial Resources

The sources of income for NAQAA currently are:

- The National Education and Training Levy
- Accreditation, Registration, and licensing fees from Tertiary and Higher Education Institutions, trainers, and trainees.
- Rental income through Hall Hires
- Other sources including grants from development partners.

Infrastructural Resources

NAQAA will take advantage of modern office equipment and facilities, and labor-saving devices to function effectively and efficiently. NAQAA is also fully committed to ensuring its office premises are environmentally friendly and sustainable.

KEY STRATEGIC PILLARS

Pillar 1

Leadership Development and Growth

This pillar refers to the focus on nurturing and enhancing the leadership capabilities of the authority's staff, recognizing the importance of effective leadership in achieving our goals and ensuring a seamless and smooth succession.

An inspiring, visionary, dynamic and progressive leadership is required for the realization of the strategic goals of the Authority by leveraging on the complimentary roles of the different directorates within the institution.

Pillar 2

A Systematic and Continuous Quality Assured Tertiary and Higher Education

This pillar touches on NAQAA's commitment to maintaining and improving the quality of education provided by the institutions of tertiary and higher education in The Gambia.

A systematic and continuous quality assurance system is to be maintained by an input output dynamic that informs a quality assurance loop for relevance, accessibility and affordability of education and training.

Pillar 3

Research, Innovation and Planning

This pillar recognizes the importance of generating new ideas, fostering creativity, and staying up to speed with developments in tertiary and higher education through continuous research and application of innovative solutions.

The Directorate will instruct the activities of the Authority to keep pace with recurrent paradigm shifts in education and training especially the TVET Digitization.

Pillar 4

Public Relations Improvement

This pillar appreciates the importance of the Authority's public image and reputation entailing systematic efforts and initiatives.

A revived Public Relations Office will enhance NAQAA's relationship with stakeholders and standing in the public domain to foster positive perceptions, trust, and goodwill.

SWOT ANALYSIS:

Pillar 1 Leadership Development and Growth

STRENGTHS • NAQAA Act 2021 guarantees autonomy. • Highly competent and experienced Management and staff. • Financial Resources through the NTL Act for execution of programmes and activities • Good Physical Infrastructure	WEAKNESS • Incoherent strategies • Limited monitoring and evaluation of work programmes • Mission and Vision Statements not aligned with current realities. • Limited involvement of staff in the formulation of policies by management • Limited cross-functional communication and collaboration within • Invariable deviation from programmes of activities • Staff marginalization by management • An inconsistent organogram • Staff Service Rules not motivational • Lack of Management and Staff Meetings • Lack of a Succession Plan • Staff training not informed by a Needs Assessment • Inadequate vehicles • No Health and Safety Policy
OPPORTUNITIES • Bilateral Scholarship Programs through MoHERST • Funding potentials from development partners • Affiliation to International Professional bodies • National Assembly support in NAQAA's Regulatory Functions with Public Institutions • Bilateral relations with regional and other international sister authorities • Government subvention	THREATS • Businesses closing thus reducing the levy collection. • Intrusion into NAQAA's mandate • Dependency on GRA for critical accounting tasks like budgetary projection of the NETTL collectible

Pillar 2
A Systematic and Continuous Quality Assured Tertiary and Higher Education

STRENGTHS • Gambia National Qualification Framework in place (GNQF) • Registration and Accreditation Standards. • Training Standards and Curricula • An existing Industrial Placement Policy • NAQAA Act 2021	WEAKNESSES • Lack of Regulations • Inadequate staff for Assessment and Certification and Registration and Accreditation Units • Insufficient assessors • Units working in isolation and not according to the quality assurance loop • Bureaucratic Registration and Accreditation Process • Lack of regulations to support the operationalization of the NAQAA Act 2021 • Limited Electronic Application System • Training Standards and Curriculums Developed not published on NAQAA website
OPPORTUNITIES • Government support through the NDP • International donor support for the development and review of the standards and GNQF • National acceptance and recognition of the GNQF • Acceptance and recognition of the National Qualifications by Regional and other Countries • Acceptance of the Recognition of Prior Learning (RPL) System • Industry recognition and participation in Quality Assurance activities (development/review of training standards and curriculum; research/survey; internships; and Assessment). • Organized Trade/Professional Associations to establish Sector Skills Councils • Enactment of MoHERST Innovation Bill, Tertiary and Higher Education Trust Fund Bill, and the Student Loan Bill.	THREATS • Duplication of NAQAA's Mandate • Industry reluctance to accept Interns. • Inadequate trained Assessors • Unavailable trained trainers with expert knowledge for curriculum deployment in emerging technologies (e.g. road construction. Auto-diagnostics) • Inadequate trainers with pedagogical skills in training institutions • Unaccredited programmes in TVET and Higher Education Institutions • Industry reluctance to register as Assessment Centers • Industry experts' unwillingness to participate as Assessors. • Inadequate learning resources in training institutions • Lack of Quality Assurance Officers in Training Institutions • Public and Private Institutions issuing certificates not aligned to the GNQF Level • TVET and Higher Education Institutions Non-compliance for submission of Annual Reports

Pillar 3
Research, Innovation and Planning

STRENGTHS • Committed staff. • Adequate funds to conduct research activities. • National Research Policy 2024 – 2029	WEAKNESS • Inadequate trained staff • No Research Strategy • No Innovation Strategy • Inadequate research professional software tools • Limited digital platform for ease of engagement with stakeholders
OPPORTUNITIES • Collaboration with development partners • Government grants for research in national priority areas • Private sector support in the development of standards in emerging technologies • Collaboration with GBoS • Implementation of the TVET Digitalization Project • Enactment of the National Innovation Bill •	THREATS • Public apathy in filling research and survey questionnaires • High cost of internet data for online professional development training for TVET and higher education institutions • High cost of conducting nationwide surveys/researches • Lack of standard and compatible student and staff database for all training providers for ease of import of datasets.

Pillar 4
Public Relations Improvement

STRENGTHS • Available Communication Policy	WEAKNESS • Website not regularly updated and no social media platforms. • Underutilized Public Relations Office • Limited sensitization and awareness programs. • Limited visibility • Limited publicity
OPPORTUNITIES • Employers taking ownership of TVET as they continue to be involved in our activities. • Employers recognizing the GNQF as part of the required qualifications for positions. • Organized Trade/Professional Associations for the establishment of Sector Skills Councils • GRTS Prime-time TV Talk Shows on TVET and Higher Education • Improve and expand acceptance and embracing of the Recognition of Prior Learning (RPL) System • Enhanced recognition and reputation • Participation of stakeholders in standards development.	THREATS • Encroachment into the Authority's mandate

SWOT RESPONSE STRATEGIES

Feature		Response: build on strengths, exploit opportunities and endeavor to mitigate the consequences of threats and weaknesses
1	STRENGTHS	
	Competent and experienced Management and staff	Review of the Organogram, Service Rules, Scheme of Service and Staff Training Policies to promote fairness, equity, inclusion, effectiveness and equality for motivation and excellence. Meeting schedules for Governing Council, Top management, senior management and General Staff to be developed and communicated on time.
	Physical and Financial Resources through the NETTL Act for execution of programmes/activities	Seek timely government grants, private sector support and the implementation of TVET Digitalization Project to equip the Research Directorate with the necessary tools to conduct research in national priority areas. Conduct sensitization and awareness programs through Radio/TV Talk Shows on TVET and Higher Education issues.
	Gambia National Qualification Framework (GNQF) in place	Sell the framework to stakeholders for acceptance and ensure its periodic review to meet international standards for enhanced recognition and reputation. Strengthen the Assessment and Certification Unit to set the stage for a detached Assessment Administrative Centre and encourage industry and experts to be registered and accredited as Assessment Centers and Assessors respectively.
	Registration and Accreditation Standards	Develop criteria for membership of the Quality Assurance Committee. Finalize the Electronic Application System and Regulations for the Registration and Accreditation of Training Providers, Trainers, Mastercraft Persons, Assessors, Verifiers and Assessment Centers. Ensure standards are reviewed for clarity in processes, procedures, penalties, sanctions and appeals.
	Training Standards and Curricula	Training Standards and Curricula developed and published to attract Development Partner Support for sustainable implementation by TVET institutions. Vigorous sensitization campaigns to smoothen the establishment of Sector Skills Councils to lead in the development of training standards and curricula in promoting relevance.
	Effective Industrial Placement System	Public sensitization coupled with the Authority's leadership-stakeholder engagements through courtesy calls is envisaged to promote employers' acceptance of interns and their involvement in all TVET activities.
	Adequate funds to conduct surveys.	Develop Research and Innovation strategies to foster collaboration with development partners, secure government grants for research in national priority areas and leverage the implementation of the TVET Digitalization Project. This will complement the financial resources to equip the Research Directorate in conducting researches, and in the development of a standard and compatible student-staff database for training providers for ease of access to data.

	Available Communication Policy	Review the Communication Policy and start branding for visibility and enhanced recognition through Radio/TV Talk Shows and other available media platforms. This will serve as a springboard for Industry recognition and participation in Quality Assurance activities (development/review of training standards and curriculum, research/survey, internships, and assessment) and curb negative publicity.
2.	WEAKNESSES	
	Incoherent strategies	Ensure that the strategic plan is participatory and aligned with the sectoral strategy and NDP to promote clarity, inclusiveness and end inconsistencies.
	Wordy Mission and Vision Statements	Review and revise the Mission and Vision Statements to make them concise, relevant and clear. Clarity in the sense that the former must be purpose-oriented while the latter is future-oriented.
	Limited cross-functional communication and collaboration within	Meetings of the Governing Council, Senior Management and General Staff be convened in keeping the staff abreast of activities of the different Units. Relevant issues emanating from such meetings must be communicated to enhance collaboration.
	Invariable deviation from programmes of activities	Annual Work Plans derived from the Strategic Plan must be prepared and approved for an efficient resource allocation. Periodic briefings, as part of the monitoring and evaluation must be held for proper operationalization.
	Non-functional website and social media platforms	Review and implementation of the Communications Policy and ensure periodic updates of the website and creation of social media platforms for general publicity. Establish a Communication Committee for effectiveness and ensuring all units contribute to the contents of all platforms for brand recognition and acceptance.
2.1	Inadequate trained trainers in training institutions	Most licensed trainers within the TVET institutions lack the requisite pedagogical and regogical skills for quality knowledge and skills transfer. The Authority should continue its initiative of capacity building for Licensed Trainers on pedagogy. Granting of government concessions to accredited private institutions to help retain trainers who are leaving for better paying jobs in other sectors.
2.2	No digital platform for ease of engagement with stakeholders	A digital platform to be developed for the transformation of the registration and accreditation application processes thus reducing cost of travelling for applicants and also reduce the burden of paper records for the Authority. A digital platform will also reduce cost of data collection; institutions can easily fill questionnaires online and the researchers will be empowered to timely and efficiently produce reports.
3.	Opportunities	
	Funding potentials from development partners	An effective and efficient branding will open doors for development partner support in conducting research on national priority areas.
	Affiliation to International Professional bodies	The Gambia is among leading West African nations that have two tier (formal & informal) qualifications framework. A general brand acceptance will boost cross-border education and training thus becoming a major foreign exchange earner and encourage affiliation with regional professional bodies. Development partner support will build on the Authority's reputation and recognition as their Country Reports will reach stakeholders globally.

	Industry recognition and participation in Quality Assurance activities (development/review of training standards and curriculum; research/survey; internships; and Assessment).	A relentless stakeholder sensitization campaign and engagement will bolster industry's participation in the Authority's activities as they will realize the positive impact TVET plays in national development.
	Enactment of MoHERST Innovation, Tertiary and Higher Education Trust Fund, and the Student Loan Bills.	The enactment and implementation of these Laws will encourage beneficiary education and training providers to be compliant with all regulations in force as non-compliance will result in the automatic disqualification for the Trust and Innovation Funds for the institution and the Student Loan Scheme for the enrolled students/trainees.
3.1	National Development Plan	Coherence with National Strategy will enable the leadership to lobby funds for enhanced sustainability in building institutional capacities through organized training of trainers, equipping of laboratories, and other essential training resources for a sustained quality assured tertiary and higher education.
4	THREATS	
4.1	Duplication of NAQAA's Mandate	Engage MoHERST to ensure that no ministry or stakeholder should perform or reinvent roles within the Authority's mandate. This is to avoid wastage of resources.
	Businesses closing down thus reducing the levy collection	Sustainability of the NETTL would require fiscal regulatory policies that promote business growth.
	Expensive internet data for online professional capacity development	Through partnership with GSM Companies support in the form of special packages and promotional offers could be source to encourage respondents. This initiative should be in collaboration with TVET and higher education institutions as part of the encouragement of professional development on training to teach with technology.
	The culture of public apathy in filling research and survey questionnaires	Awareness campaigns and publicities in all available media platforms prior to any research/survey should be given prominence as people need to know the benefits of such activities. Publication of findings and reports after every research/survey through the same mediums to increase respondents in subsequent surveys/researches.

STAKEHOLDER MAPPING

Category		Name	NAQAA's expectations from stakeholders	Stakeholders expectations from NAQAA
1. Government, Ministries and Departments	1.1	MoHERST	Formulating Policy, Lobbying for Subventions and empowering NAQAA in regulating Public Higher Education Institutions	Policy implementation and quality assured Tertiary and Higher Education.
	1.2	MoBSE	Involve NAQAA in the Development of the prevocational standards for alignment with the NQF	NAQAA to clearly state the NQF Levels to the Ministry and identify level of achievement for each category in the basic cycle.
	1.2	MoTIE	All training related projects to be handed over to NAQAA for implementation rather than appointing consultants for the development of certain standards	Project related trainings must be align with the NQF ensuring qualification contact hours are met.
	1.3	MoJ	Support in the Amendment of the Act and Draft of the Regulations	Implementation of the Act and Regulations
	1.4	MoYS	Sharing of Youth Policies relative to training and participate GNQF promotional activities.	Involve the Ministry in the selection and recruitment of project trainees targeting the youth.
	1.5	MoF	Provision of subventions	Judiciously utilized the financial resources on priority areas based on labour skill needs surveys.
	1.6	GRA	Timely and full disclosure of NETTL collection and disbursement.	Judiciously utilized the financial resources on priority areas based on labour skill needs surveys.
	1.7	TGSB (The Gambia Standard Bureau)	Regulation of industries and institutions in the goods and services production domain	Accreditation of institutions and programs
2. The Legislative	2.1	The National Assembly	Select Committee on Education to support by ensuring all Public Higher Education Institutions are compliant with the current regulations with deadlines.	Regular reports on compliance status of these Public Institutions.
			Fast track the amendment of NAQAA Act 2021.	Implementation of the Act as Amended
3. Development Partners	3.1	UNESCO-NATCOM, GIZ,	Consultations with NAQAA for appropriate interventions based on the NDP and not unilateral in	NAQAA to continually inform the development partners of areas requiring

		IOM, YEP and UNDP	areas of interventions relating to education and training. NAQAA should be given the lead in any intervention	support based on the industry skills needs reports. Timely submission of Project Reports
4. Private Sector	4.1	GCCI, Trade Associations/Sector Skills Councils and industry	Full participation in NAQAA's activities such as Occupational Standards and Curriculum Development, Assessment (Assessors, Assessment Centers), Industry surveys, researches.	NAQAA to ensure graduates from TVET and Higher Education are competent and meet all learning outcomes before awarded certificates. NAQAA to build the capacity of levy paying organizations through organized refresher training programs for upskilling as part of the giving back initiative.
5. Management and Staff	5.1	Governing Council	Provide Leadership in the direction, strategic goals and objectives	Highly committed, results oriented management and staff
	5.2	Senior Management i.e. CEO, Directors and Managers	Provide the Leadership and sense of direction. Create the enabling environment with the right tools and resources for the realization of the authority's goals and objectives	Operational staff to implement yearly activity plans and submit timely reports to management.
6. Training Providers	6.1	NAVSTI	To be the corridor for dissemination of new regulations in force, Occupational Standards and curricula developed as well as supporting the harmonization process of the GNQF.	Ensure fairness and just in the interpretation and implementation of the NAQAA Act, Regulations, R&A Standards and Assessment Criterion.
	6.2	Tertiary and Higher Education Institutions	Actively participate in review of standards and validations. Full compliance of regulations by Tertiary and Higher Education Institutions	Ensure that education and training is relevant, accessible and affordable with considerate standards and schedule of fees.
7. General Public	6.1	The citizenry	Quality assured, relevance, accessible and affordable TVET and Higher Education	Keeping the public inform on accreditation statuses of all Institutions and producing Directories of both TVET and Higher Education Institutions.

				Sensitization of public on emerging areas and opportunities in TVET and higher education

STRATEGIC OBJECTIVES

Strategic Goal	Strategic Objectives
NAQAA Leadership Development and Growth	• Provide bold leadership in steering QA issues in the country. • Build Capacity of Staff to contribute immensely to organizational development. • Ensure operation of an up-to-date financial management and accounting system • A value for money procurement system
A systematic and continuous quality assured tertiary and higher education	• An effective and recognized Accreditation System • Relevant and Quality tertiary and higher education to raise confidence in educational outcomes. • Lead the further development and implementation of GSQF/NQF • Ensure effective implementation of Assessment and Certification Policy, Credit-based curricular, transfer system and RPL.
Public Relations Improvement	• Position the Authority to stakeholders as a value adding regulatory body for the tertiary and higher education sector. • Foster collaboration with other QA agencies
Research and Innovation	• Promote Research and Development activities. • Develop, implement, and maintain a Database Information Management System.

IMPLEMENTATION SCHEDULE

Strategic Goal	Strategic Objective(s)	Activities	Key Performance Indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
NAQAA Leadership Development and Growth	Provide bold leadership in steering Quality Assurance issues such that all partners can ensure effectiveness in the system	Organizational Structure revised and approved by Governing Council Responsible Person: Management and Governing Council	Revised Organizational Structure approved by Governing Council	Existing organizational Structure	Revised organizational structure.				
		Develop and maintain a Quality Management System manual benchmarked to ISO 9001:2015 Standards Responsible Person: All Directors and Managers	Quality Management System Manual	Existing Department Policies and operational Manuals	Quality Management Systems Development Begins	Developed Quality Management System Manual	Implement Quality Management System	Implement Quality Management System	Review of the Quality Management System Apply for ISO 9001: 2015 Certification

Strategic Goal	Strategic Objective(s)	Activities	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
NAQAA Leadership Development and Growth	Build Capacity of Staff to contribute immensely to Organizational Excellence	Development of Scheme of service Responsible Person: All Directors	Approved Scheme of service	Staff Service Rules/Staff training and development policy/Position Profiles	Staff Service Rules Revised Staff training and development policy Revised Position Profiles Revised Compilation and approval of Scheme of Service	Approved and implemented			Scheme of service reviewed
		Coordinate the annual staff performance appraisal and identify training needs. Responsible Person(s): All Directors	Staff Performance Appraisal Conducted for all staff. Training Needs identified	Staff appraisal system in place	Staff Performance Appraisal Instrument revised. Appraisal Report generated and recommendations implemented	Appraisal Report generated and recommendations implemented	Appraisal Report generated and recommendations implemented	Appraisal Report generated and recommendations implemented	Appraisal Report generated and recommendations implemented

		Develop and maintain an efficient and effective IT system. Responsible Person: IT Manager	IT system improved.	Existing IT Infrastructure and System	IT System Improved DIMS usage begins. Website revamped. Social media presence initiated.	Periodic updates of the website and social media platforms	Periodic updates of the website and social media platforms	Periodic updates of the website and social media platforms	Periodic updates of the website and social media platforms
Strategic Goal	Strategic Objectives	Activities	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
NAQAA Leadership Development and Growth	Ensure operation of a sound financial management and accounting system	Improve on the financial management & reporting system. Responsible Person: Director of Admin and Finance	An Improved accounting system	Existence of financial and accounting systems		Automated payroll, asset management and inventory system.	Quarterly and Annual Management Reports	Quarterly and Annual Management Reports	Quarterly and Annual Management Reports
						Quarterly and Annual Management Reports			

			Unqualified audit opinions, and reduced queries	Existence of financial and accounting systems	Unqualified audit maintained	Unqualified audit maintained	Unqualified audit maintained	Unqualified audit maintained	Unqualified audit maintained
	Improve the internal audit system	Review and Evaluation of the internal audit System. Responsible Person: Internal Auditor	Systems evaluated and effectiveness of operations and governance ascertained	Internal audit system in place	Internal Audit Manual revised. Internal Control strengthened. Reports generated for Council's sub-committee.	Internal Control strengthened. Reports generated for Council's sub-committee.	Internal Control strengthened. Reports generated for Council's sub-committee.	Internal Control strengthened. Reports generated for Council's sub-committee.	Internal Control strengthened. Reports generated for Council's sub-committee.
	Revenue Growth	Explore alternative funding sources. Responsible Person: Management, Governing Council and MoHERST	Income from sources other than the levy	Grants, Projects, and Government Subventions	Grants, Projects, and Government Subventions	Grants, Projects, and Government Subventions	Grants, Projects, and Government Subventions	Grants, Projects, and Government Subventions	Grants, Projects, and Government Subventions

								Subventions	
	A value for money procurement system	Update Procurement Plan and execute in line with regulations set by GPPA. Responsible Person: Procurement Officer	% of Credit points awarded by GPPA	The last audit by GPPA was 2018	Update Procurement Plan Procurement Reports submitted to GPPA	Update Procurement Plan Procurement Reports submitted to GPPA	Update Procurement Plan Procurement Reports submitted to GPPA	Update Procurement Plan Procurement Reports submitted to GPPA	Update Procurement Plan Procurement Reports submitted to GPPA
Strategic Goal	Strategic Objectives	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and			Number of Higher Education Institutions registered.	8 Higher Education Institutions Registered	Higher Education Institutional Registration Standards reviewed.	Higher Education Institutions Registered	Higher Education Institutions Registered	Higher Education Institutions Registered	Higher Education Institutions Registered
	Establish a viable and recognized	Institutional registration and programmes accreditation of all			Higher Education				

	National Quality Assurance System benchmark to international standards.	public and private tertiary and higher education institutions Responsible Person: Registration and Accreditation Manager			Institutions Registered				
					Renewal of Registration	Renewal of Registration	Renewal of Registration	Renewal of Registration	Renewal of Registration
			Number of Higher Education Institutional programmes accredited.	18 Institutional Programs accredited	Higher Education Institutional Program Accreditation Standards reviewed. 5 Program Accreditation for each Institution Renewal of Program Accreditation	5 Program Accreditation for each Institution Renewal of Program Accreditation	5 Program Accreditation for each Institution Renewal of Program Accreditation	5 Program Accreditation for each Institution Renewal of Program Accreditation	5 Program Accreditation for each Institution Renewal of Program Accreditation

								Accreditation	
			Number of Tertiary Education Institutions registered.	75 Tertiary Education Institutions registered.	Tertiary Institutions Registration Standards Review				
					Tertiary Institutions Registered	Tertiary Institutions Registered	Tertiary Institutions Registered	Tertiary Institutions Registered	Tertiary Institutions Registered
					Renewal of Registration	Renewal of Registration	Renewal of Registration	Renewal of Registration	Renewal of Registration
			Number of Tertiary Education Institutional programmes accredited.	75 Tertiary Education Institutional programmes accredited	Tertiary Institutions Accreditation Standards Reviewed		2 program Accreditation	2 progr	2 progra

					2 program Accreditation for each Institution	2 program Accreditation for each Institution	on for each Institution	am Accreditation for each Institution	m Accreditation for each Institution
					Renewal of Program Accreditation	Renewal of Program Accreditation	Renewal of Program Accreditation	Renewal of Program Accreditation	Renewal of Program Accreditation
			Number of Quality Audit Visits conducted	75 Tertiary Education Institution and 8 Higher Education Institutions Quality Audited	Report on the 75 Tertiary Education Institution 8 Higher Education Institutions Quality Audited	Report on the 75 Tertiary Education Institution 8 Higher Education Institutions Quality Audited	Report on the 75 Tertiary Education Institution 8 Higher Education Institutions Quality Audited	Report on the 75 Tertiary Education Institution 8 Higher Education Institutions Quality Audited	Report on the 75 Tertiary Education Institution 8 Higher Education Institutions Quality Audited

								Education Institutions Quality Audited	Quality Audited
Strategic Goal	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and higher education	Establish a viable and recognized National Quality Assurance System.	Improve time taken to process applications for Education/Training Institutions Responsible Person: Registration and Accreditation Manager	Number of working days taken to Accredited Education/Training Providers	60	50	40	30	25	20
		Improve the times on processing of applications for Trainers/Assessor/Verifiers Responsible Person: Registration and Accreditation Manager	Reduced number of working days taken to license trainers/assessors/Verifiers	40	30	25	20	18	15

		Improve the times on Qualification Evaluation and Verification Responsible Person: Qualifications Verification Manager	Number of working days taken to Verify and Evaluate Qualifications	Unit Responsible established	15	12	10	10	7
Strategic Goal	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and higher education	Enhance relevant and quality tertiary and higher education to raise public confidence in educational outcomes.	Build capacity of trainers in tertiary and higher education to improve their andragogical skills. Responsible Person: Director of Quality Assurance	Number of training of trainers' workshops conducted	3 Training of Trainers Conducted	3	3	3	3	3
		Develop and implement qualification standards for Academic and Administrative Staff	Approved and Implemented Standards	Standards developed	Standards Implemented	Standards Implemented	Standards Implemented	Standards Implemented	Full compliance to the standard

		of Higher Education Institutions Responsible Person(s): Director of Quality Assurance; Director of Research, Innovation and Planning							ds by HEIs
		Develop and implement minimum national entry requirement standards to tertiary and higher education Institutions. Responsible Person(s): Director of Quality Assurance; Director of Research, Innovation and Planning	Approved and Implemented Standards	Standards developed	Standards implemented	Report on Implementation Status	Report on Implementation Status	Report on Implementation Status	Review of Standards

Strategic Goals	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and higher education	Enhance relevant and quality tertiary and higher education to raise public confidence in educational outcomes.	Implement skills Development Initiatives Responsible Person(s): Public Relations Officer	Number of skills development platforms created		Approved Concept Paper Report on Implementation Status	Report on Implementation Status	Report on Implementation Status	Report on Implementation Status	Report on Implementation Status
		Review all occupational standards developed in house for approval by Council. Responsible Person(s): Standards and Curriculum Development Manager	Number of standards reviewed and approved by Council	5	12 Training Standards Developed or reviewed and published	12 Training Standards Developed or reviewed and published	12 Training Standards Developed or reviewed and published	12 Training Standards Developed or reviewed and published	12 Training Standards Developed or reviewed and published
		Development of a TVET curriculum framework Responsible Person(s): Director of Quality Assurance	Approved Framework implemented		Approved National Curriculum Frame – work.	12 Curricula Developed or reviewed and published.	12 Curricula Developed or reviewed and published	12 Curricula Developed or reviewed	12 Curricula Developed or reviewed and published

					12 Curricula Developed or reviewed and published			and publi shed	
		Facilitate the Harmonization of programmes in at least ten fields of education. Responsible Person(s): Director of Quality Assurance	10 harmonized curricula for 10 fields of education	1					
Strategic Goal	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and higher education	Lead the implementation and further improvement of the Gambia National Qualifications Framework	Review level descriptors of the various levels on the GNQF to reflect needs of the country. Responsible Person(s): Director of Quality Assurance and Research and Innovation	All Training Providers Certificates aligned to the GNQF Levels	GNQF	Operationaliz ation of the GNQF	Operation alization of the GNQF	Operation alization of the GNQF	Oper ation alizat ion of the GNQ F	Operati onalizat ion of the GNQF

Strategic Goal	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
A Systematics and continuous Quality Assured tertiary and higher education	Implementation of Assessment and Certification Policy, Credit-based curricula, and transfer system and RPL	Review the assessment and certification policy. Responsible Person(s): Director of Quality Assurance; Assessment and Certification Manager	Assessment and Certification Policy Revised, approved, and implemented	Assessment and Certification Policy	Revised policy finalized and implemented. Implementation Report	Implementation Report	Implementation Report	Implementation Report	Implementation Report
		Increase the number of Assessors and Capacity Building for Potential Assessors Responsible Person(s): Director of Quality Assurance	Recruit, trained and licensed at least 60 Assessors/Verifiers	10 Assessors Licensed	Recruited, selected, licensed trained 60 Assessors/Verifiers	Recruited, selected, licensed trained 60 Assessors/Verifiers	Recruited, selected, licensed trained 60 Assessors/Verifiers	Recruited, selected, licensed trained 60 Assessors/Verifiers	Recruited, selected, licensed trained 60 Assessors/Verifiers
		Industry Registration as Assessment Centres	10 Assessment Centres Registered		Sensitisation campaigns	Sensitisation campaigns	Sensitisation campaigns	Sensitisation campaigns	Sensitisation campaigns

		Responsible Person(s): Director of Quality Assurance			2 Industry Assessment Centres Registered	2 Industry Assessment Centres Registered	2 Industry Assessment Centres Registered	paig ns 2 Industry Assessment Centres Registered	2 Industry Assessment Centres Registered
		Ensure the review and Implementation of a comprehensive Recognition of Prior Learning Policy Responsible Person(s): Director of Quality Assurance	New RPL Policy implemented	RPL Policy	Revised policy finalized and implemented. Implementation Report	Implementation Report	Implementation Report	Implementation Report	Implementation Report Review of Policy
		Development of a Credit Transfer Framework for Post-secondary education Responsible Person(s): Director of Quality Assurance	Credit Transfer Framework Policy Implemented		Development and implementation of Framework. Implementation Report	Implementation Report	Implementation Report	Implementation Report	Impact Assessment

Strategic Goal	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
Public Relations Improvement	Publicly Position NAQAA as a value adding regulatory body for the tertiary and higher education sector.	Build positive Image/Perception of NAQAA with stakeholders. Responsible Person(s): Public Relations Manager	Increase Industry participation to improve Satisfaction Level of Stakeholders/Customers	Good relations with industry	Proposal developed				
		Develop an integrated marketing and communication strategy. Responsible Person(s): Public Relations Manager	Marketing and communications Strategy approved	Communication Policy	Implementation of strategy Website revamped. Social-media platforms launched. Website and social-media platforms updated. TV/Radio Talk Shows (NAQAA Hour)	Website and social-media platforms updated. TV/Radio Talk Shows (NAQAA Hour)	Website and social-media platforms updated. TV/Radio Talk Shows (NAQAA Hour)	Website and social-media platforms updated. TV/Radio Talk Shows (NAQAA Hour)	Website and social-media platforms updated. TV/Radio Talk Shows (NAQAA Hour) Assessment Impact of Plan

Strategic Goals	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
Public Relations Improvement	Foster collaboration with other QA agencies	Leveraged relationships with key international partners.	MoUs signed	Partnershi p contacts made.	2	2	2	2	2
		Responsible Person(s): Public Relations Manager; All Directors							
Strategic Goals	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
Research and Innovation Enhancement	Promote Research and Innovation activities	Strengthen Research Capacity of Staff	Number of Staff trained on Educational Research and Innovation related areas	0	1	1	1	1	1
		Responsible Person(s): Director of Research and Innovation							
		Strengthen Partnerships with Relevant stakeholders in Research and Innovation	Number of Partnerships forged	1	2	2	2	2	Assess-ment of Impact of partner ships

		Responsible Person(s): Director of Research and Innovation; PR							
		Conduct Research to identify actionable areas. Responsible Person(s): Director of Research and Innovation	Number of Published Research Reports	0	0	1	1	1	Impact assessment of Research Reports
Strategic Goals	Strategic Objective(s)	Action Programmes	Key Performance indicator	Baseline 2023	Financial Year				
					2024	2025	2026	2027	2028
Research and Development Enhancement	Enhance Research and Innovation activities	Coordinate the yearly planning and collection of relevant data from tertiary and higher education institutions. Responsible Person(s): Director of Research and Innovation	Report on Data Collected	2016 Data	A Functional standard and compatible student and staff database for all training providers for ease of import of datasets	A Functional standard and compatible student and staff database for all training providers for ease of import of datasets	A Functional standard and compatible student and staff database for all training providers for ease of import of datasets	A Functional standard and compatible student and staff database for all training providers for ease of import of datasets	A Functional standard and compatible student and staff database for all training providers for ease of import of datasets

					Reports on Student/Trainee and Staff Data	Reports on Student/Trainee and Staff Data	of datasets Reports on Student/Trainee and Staff Data	data base for all training providers for ease of import of data sets Reports on Student/Trainee and Staff Data	provide rs for ease of import of dataset s Reports on Student /Trainee and Staff Data
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		Conduct Periodic Research Seminars/Conferences to identify future research areas with stakeholders. Responsible Person(s): Director of Research and Innovation	Number of Research Seminars/Conferences organized	0	1	1	1	1	1
	Develop, implement and Maintain a Data Information Management System (DIMS)	DIMS Specifications Defined Procure DMS Ensure Staff Training Responsible Person(s): All Directors	Developed and Functional Centralized Data Management Information System	Database in place	DIMS Specifications Defined, approved and installed. 35% of information needed captured in the DIMS	Fully Functional DIMS 45% of information needed captured in the DIMS	50% of information needed captured in the DIMS	75% of information captured in the DIMS	80% of information needed captured in the DIMS Provision of Statistical data for Planning at Macro Level

MONITORING AND EVALUATION (M & E) SYSTEM

Introduction

This M&E presents a new drive and a revitalized focus towards the perception, approach, and delivery of the Strategic Plan. The processes and procedures are anchored in the Vision, Mission, Objectives and Targets of this Strategic Plan. By 2024, the Authority's goal is to have established a monitoring, evaluation and review system that is robust, comprehensive, harmonized, and well-coordinated to generate information in real time for tracking the implementation of the activities in the strategic plan.

The M&E will help the Authority conduct periodic quality-focused results-based monitoring, focusing on quality of inputs, delivery processes and outputs. Periodic monitoring will help to recognise challenges early during implementation and delivery phases and initiate immediate remedial measures.

The M&E will further enable institutional reporting on achievements as a basis for performance evaluation, scoring and rating of Directorates/Units. The M&E will equip and empower the Authority to conduct periodic results-based and quality-focused evaluations on outcomes and impacts of activity delivery.

Objectives

The M&E System's focus is to primarily assure quality assure Annual Work Plan delivery. The general objective of this system is to improve the Authority's performance, enhance service efficiency, and boost Tertiary and Higher Education delivery effectiveness in The Gambia.

This M&E system is specifically set out to:

- I. Establish robust M&E systems at the institutional level for effective Service delivery to all Training Providers and Stakeholders,
- II. Institutionalize periodic monitoring and reporting on Key Performance Indicators (KPIs) to measure implementation performance in terms of efficiency and delivery with special focus on the Authority's Strategic Pillars: A Systematic and Continuous Quality Assured Tertiary and Higher Education; Leadership Development and Growth; Public Relations improvement; and Research and Innovation,
- III. Emphasize focus on successful outcomes and impact on all the four Strategic Pillars,
- IV. Assist the Authority's staff lure on evidence-based internal, and external evaluation to further inform the Authority's sectoral and national priorities; and
- V. Ensure staff compliance of the Quality Management Manual in service delivery to all stakeholders.

IMPLEMENTATION OF THE MONITORING AND EVALUATION SYSTEM

The main source of data will be the NAQAA Database Information Management System (DIMS). The DIMS provides annual reports on post-secondary institutions, including trainers, programmes, and labor market information among other things. This M & E plan will strive for the establishment of a unified, education-sector led data platform for collecting, analyzing and sharing data with the aim of ensuring that the Authority's decision is researcher based. M & E structures within the Authority will be strengthened and used for monitoring the implementation of this Strategic Plan. The Authority shall specifically engage in the following:

- Develop and make accessible suitable data collection tools (prescribed M&E templates) for monitoring and periodic reporting to be conducted by an Officer designate.
- Build capacities of Officers Designate in M&E data collection, M&E quality monitoring and objective reporting.
- Gauge overall compliance levels towards the implementation of the Strategic Plan and any other project with Development Partners.
- Conduct a midterm evaluation of this system.
- Lead process for an end-term review of this system.

KPIs for the M&E of the Strategic Plan

The Authority has identified the following Key Performance Indicators (KPIs) for monitoring, evaluation and reporting on the performance, efficiency, and effectiveness of service delivery. In any healthy M&E system, KPIs are vital measurable poles that are planned and used to measure progress performance towards the achievement of targeted goals, objectives and results.

The KPIs listed below emphasize on what matters most in terms of a Systematic and Continuous Quality Assured Tertiary and Higher Education; Leadership Development and Growth; Resources; Public Relations improvement; and Research and Innovation among other important parameters, in order to make strategic changes where required, thus enhancing operational enhancement and create significant diagnostic bases for critical decision making.

The KPIs in this system are at three different levels; *inputs*, *processes*, and *outputs*. KPIs have been allocated performance measurement scores in percentages, and the various criteria which culminate in the final score are clearly listed for each KPI. **Monitoring and evaluation accorded this system, will be evidence-based.** The KPIs which would be monitored and reported on, and which would form the basis for the Authority's annual performance evaluation are:

Leadership Development and Growth (100%)

- Organogram Revised and Approved (structures should outline designated responsibilities for specific roles etc.,) (7%)
- Staff Service Rules Revised (7%)
- Staff training and development policy Revised (7%)
- Position Profiles Revised (10%)
- Compilation and approval of Scheme of Service (10%)
- Establishment of Committees (10%)
- Meeting schedules of different categories implemented (7%)
- Number of meetings to be held against those actually held (10%)
- Minutes of all meetings held (7%)
- Timely update on the DIMS, Public Folder, and use of the Intranet (10%)
- Maintain satisfactory performance on procurement as per Gambia Public Procurement Regulations (5%)
- Maintain an effective internal audit system (5%)
- Maintain a sound Financial Management System that would ensure unqualified audits by external auditors in accordance with statutory requirements (5%)

Resources (100%)

- Evidence of use materials / Equipment / Technology (10%)
- Evidence of Financial Viability (NETTL) Annual Activity Work Plan with financial projections (35%)
- Evidence of Appointments and Records Management (15%)
- Procurement of compliance variables adhered to as prescribed by the GPPA (10%)
- M&E Execution and Reports (10%)
- Provision of DIMS, Public Folder and use of the Intranet (10%)
- Risk Assessment Matrix & Risk Mitigation Plan (10%)

A Systematic and Continuous Quality Assured Tertiary and Higher Education (100%)

Occupational Standards and Curriculum Development (100%)

- Sector Skill Councils Established (20%)
- 12 Occupational Standards Developed or Reviewed (20%)
- 12 Curriculums Developed or Reviewed (20%)
- Harmonization of programmes with the GNQF in at least 10 fields of education (20%)
- Entrepreneurship included in all programs developed (10%)
- Timely update on the DIMS, Public Folder and use of the Intranet (10%)

Assessment and Certification (100%)

- 10 Industry Assessment Centers Registered (20%)
- Developed or Revised Assessment Criteria for 12 Occupational Standards Developed or Revised (10%)
- Recruited, selected, trained and licensed 60 Assessors/Verifiers (20%)
- All certification aligned with the GNQF Levels (10%)
- 25% GNQF Certification increment from previous year (10%)
- 25% RPL Certification increment from previous year (20%)
- Timely update on the DIMS, Public Folder and use of the Intranet (10%)

Registration and Accreditation (100%)

- Revised Registration and Accreditation Standards of all categories approved (5%)
- R&A Regulations drafted, gazetted, and enforced (5%)
- Timely Registration/Renewed license issued to Higher Education Institutions (10%)
- 5 Higher Education Programs accredited/renewed (10%)
- Timely Registration/Renewed license issued to Tertiary Institutions (10%)
- 50% of Tertiary Institutional Programs accredited/renewed (10%)
- 100% of Higher Education Institutions Quality Audited (10%)
- 75% Tertiary Institutions Quality Audited (10%)
- 70 Trainer Registration and Accreditation license issued/renewed (5%)
- 100% Assessors/Verifiers Registration and Accreditation license issued/renewed (5%)
- 2 Industry Assessment Centers Registration License Issued (5%)
- Recommend sanctions on non-compliant institutions (5%)
- Timely update on the DIMS, Public Folder, and use of the Intranet (10%)

Industrial Attachment (100%)

- Revised Industry Attachment Policy approved (10%)
- 100% monitoring of interns (40%)
- 12 Occupational Specific Internship Logbooks Developed/Revised (40%)
- Timely update on the DIMS, Public Folder, and use of the Intranet (10%)

Research, Innovation and Planning (100%)

- Research Strategy developed and approved (25%)
- Innovation Strategy developed and approved (25%)
- Digital Platform launched for engagement with stakeholders (20%)
- A standard and compatible student and staff database for all training providers for ease of import of datasets (20%)
- Timely update on the DIMS, Public Folder and use of the Intranet (10%)

Public Relations improvement (100%)

- Communication Policy reviewed and approved (15%)
- 8 TV/Radio Talk Shows organized (15%)
- MoUs signed with Development Partners (10%)
- Website and Social Media Platforms regularly updated (20%)
- 4 GNQF Seminars/Conferences/Forums organized (30%)
- Timely update on the DIMS, Public Folder and use of the Intranet (10%)

PERFORMANCE ACCEPTABILITY LEVEL OF THE KPIS

All KPIs are with a total percentage score of 100%. The specified percentage scores per KPI in this system serve as applicable information as per the weighted measure allocated to each field which makes up an entire KPI.

There is cut-off score or percentage level of acceptability in every KPI in order for execution performance to be viewed as progressive. This percentage level of acceptability is a factor in the scoring and rating of a Directorate/Unit.

Leadership Development and Growth

The KPIs under this strategic pillar will be allocated a total score of **100%**, which 75% must be met for performance acceptability.

Resources

A total score of 35% must be achieved for the criteria on Financial Viability, 15 % Evidence of Appointments and Records Management and a score of 10% in other KPI criteria, giving a total percentage score of 100% of which 60% to constitute the percentage level of acceptability for the KPI on Resources.

A Systematic and Continuous Quality Assured Tertiary and Higher Education

There are four sub-pillars under this Strategic Pillar and each of which has KPIs with a total score of 100%. The KPIs of the four sub-pillars will be allocated a 25% weighted score apiece of which at least 15% constitute an acceptable level of performance.

Research, Innovation and Planning

In all the KPIs listed under this strategic pillar, the allocation of the total scores is based on the weighted measure. A total of 60% must be achieved in order to have the percentage level of performance acceptability.

Public Relations improvement

A total score of 60% in this strategic pillar constitutes an acceptable level of performance.

PERFORMANCE RATING

The system offers a basic five-point performance grade rating scale from A to F. In order to acquire total percentage score for performance rating, all scores for all of the KPIs shall be rendered into a final percentage score. The Systems' performance rating scale is read as follows:

- **Grade A** – Excellent 85% and above.
- **Grade B** – Very Good 60% to 84%
- **Grade C** – Good 50% to 59%
- **Grade D** – Weak/Requires Improvement 40% to 49%
- **Grade F** – Fail/Unacceptable 39% below.

MONITORING REPORTS

The M&E Officer designate will periodically monitor and submit reports to the CEO at least bi-annually. The monitoring and reporting shall be limited only to the KPIs herein stated.

The M & E will be executed using the following excel template:

KPIs	Processes	Allocated score	Target	Implementation	Progress	Ratings	Comments

STAKEHOLDERS AND INFORMATION DISSEMINATION

Formal mechanisms for periodically sharing information, performance and revising targets and interventions will be through Senior Management review meetings, M & E committee review meetings and Research Seminars/Conference. All the data collected will be translated into information that is relevant for decision-making not only for the Authority, but the Education Sector in general. Vital post-secondary statistics shall be periodically packaged and published among various stakeholders and partners.

CONCLUSION

This document outlines the path NAQAA aims to follow in the next five (5) years. We believe in our vision, mission and core values. We will continue to advocate and create a sustainable quality culture for successful implementation of the programmes and achievement of strategic objectives we intend to focus on from 2024 – 2028.

Without reservations, and with the involvement of all stakeholders, this plan shall ensure NAQAA attain a high standard of performance for positive mid-term impact and for the public to have utmost confidence in our tertiary and higher education system.