



NATIONAL ACCREDITATION AND QUALITY ASSURANCE

Ensuring quality and relevant post-secondary education

NAQAA ANNUAL REPORT 2017

Kanifing Institutional Layout

Kanifing

KMC

Tel: +2204370548

Email: info@naqaa.gm/ce@naqaa.gm

Website: www.naqaa.gm

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List of Acronyms

CEO	Chief Executive Officer
GAMTEL	Gambia Telecommunication Company
GCAA	Gambia Civil Aviation Authority
GIA	Gambia International Airways
GPA	Gambia Ports Authority
GPPA	Gambia Public Procurement Authority
GPPI	Gambia Public Procurement Institute
GSB	Gambia Standards Bureau
GSQ	Gambia Skills Qualifications
GTTI	Gambia Technical Training Institute
HND	Higher National Diploma
ITTOG	Institute of Travel and Tourism of The Gambia
MDI	Management Development Institute
MoHERST	Ministry of Higher Education, Research, Science and Technology
MRC	Medical Research Council
NAQAA	National Accreditation and Quality Assurance Authority
NAWEC	National Water and Electricity Company
NYSS	National Youth Service Scheme
OND	Ordinary National Diploma
PIA	Presidents International Award
QAC	Quality Assurance Committee
QACT	Quality Assurance Committee Team
TVET	Technical Vocational Education and Training
WAEC	West African Examination Council

Definition of Terms

Higher Education Institution	These are degree awarding institutions (Universities)
MasterCraft Person	An individual who has mastered the entire range of skills relevant to a particular trade/occupation and trains apprentices for the trade/occupation. In addition, he or she should have a minimum of 10 years' relevant experience as a practicing craft person.
Tertiary Institution	These are TVET related institution offering programmes from certificate to diploma levels.
Assessor	A trainer, employer or a person accredited by the NAQAA to gather and judge evidence of learners' competence and confirm their achievement. An assessor must possess a relevant qualification above the level he/she assesses candidates on plus a minimum of 5 years' industry experience in the area.

Chairman's Statement

The enactment of the National Accreditation and Quality Assurance Authority by an act of parliament is to create an enabling environment for the promotion of quality tertiary and higher education and training that will support the socio economic development of the country. The role of the council is to provide the necessary guidance and oversight to the Authority in the execution of their functions.

During the year under review, the Council through the office of the Chief Executive Officer approved the Organogram, Service Rules, key appointments and operational instruments for the stabilization of the Agency.

Having provided the necessary structures and approved required instruments for their operations, I am happy to report on behalf of the entire Governing Council the significant achievements registered by the Authority in our move to the realization of our Mission and Vision.

As Chairperson of Council, am proud to state that feedback received from the office of the Chief Executive Officer confirms the commitment and dedication of staff as a driving energy for the attainment of these successes. I must therefore, commend the leadership provided by the office of the CEO and cooperation of his entire staff for these accomplishments.

My thanks also go to honorable members of council for dedication to national duty.

.....
 Alh. Alpha A. Khan (JP)
 Chairman, NAQAA

Chief Executive Officer's Statement

I am honored to present the 2017 Activity Report of the National Accreditation and Quality Assurance Authority (NAQAA). The institution is on the right footing for stabilization with the structures and instruments required for implementation, monitoring, and evaluation of our mandates.

The Authority concluded the development of quality assurance instruments for the registration and accreditation of higher education institutions and programmes and the development and institutionalization of quality management systems that will help in the monitoring of activities and programmes.

A labour market survey is also underway to generate intelligence that will inform policy on pertinent issues relating to quality and relevance.

To guide the activities of the authority to a more focus and result oriented path, a five year strategic plan is being finalized to map out the resource requirements, responsibilities, accountabilities, timelines and performance indicators for the attainment of our strategic objectives.

A fully constituted, independent and functional quality assurance committee is in place to review applications and recommend for approval or otherwise the registration and accreditation of institutions, programmes and trainers.

To conclude, I thank the Ministry of Higher Education, Research, Science and Technology for support. My thanks also go to Mr. Alpha Khan, JP, Chairperson of the Governing Council, and all members of Council, for their exemplary leadership that is sure to position NAQAA on the global platform. I must also sincerely acknowledge the demonstrated commitment of stakeholders and my staff.

Thank you.

.....
Dr. Gibril Jaw
CEO, NAQAA

Introduction

This Annual Report of 2017 is prepared in accordance with NAQAA Act 2015 which obligates the Authority to produce a report on its activities annually for the preceding year. This report outlines the accomplishments of the Authority as well as the challenges faced in the execution of our regulatory function.

The rest of the document is structured as follows: Part I gives an overview of the governance and human resources status of the Authority which includes the organizational structure and capacity building; Part II discusses the quality assurance activities which form part of the main functions of the Authority as well as its associated challenges; Part III looks at the Registration and Accreditation status of education and training providers. It also gives the status of compliance of education and training providers with respect to set national standards; and Part IV looks at the Research and Development activities.

Part I: Governance and Human resources

Governing Council

NAQAA has a Governing Council (GC) appointed by the President of Republic of The Gambia on recommendation of the Minister of Higher Education, Research, Science and Technology and the Public Service Commission.

The GC members are:

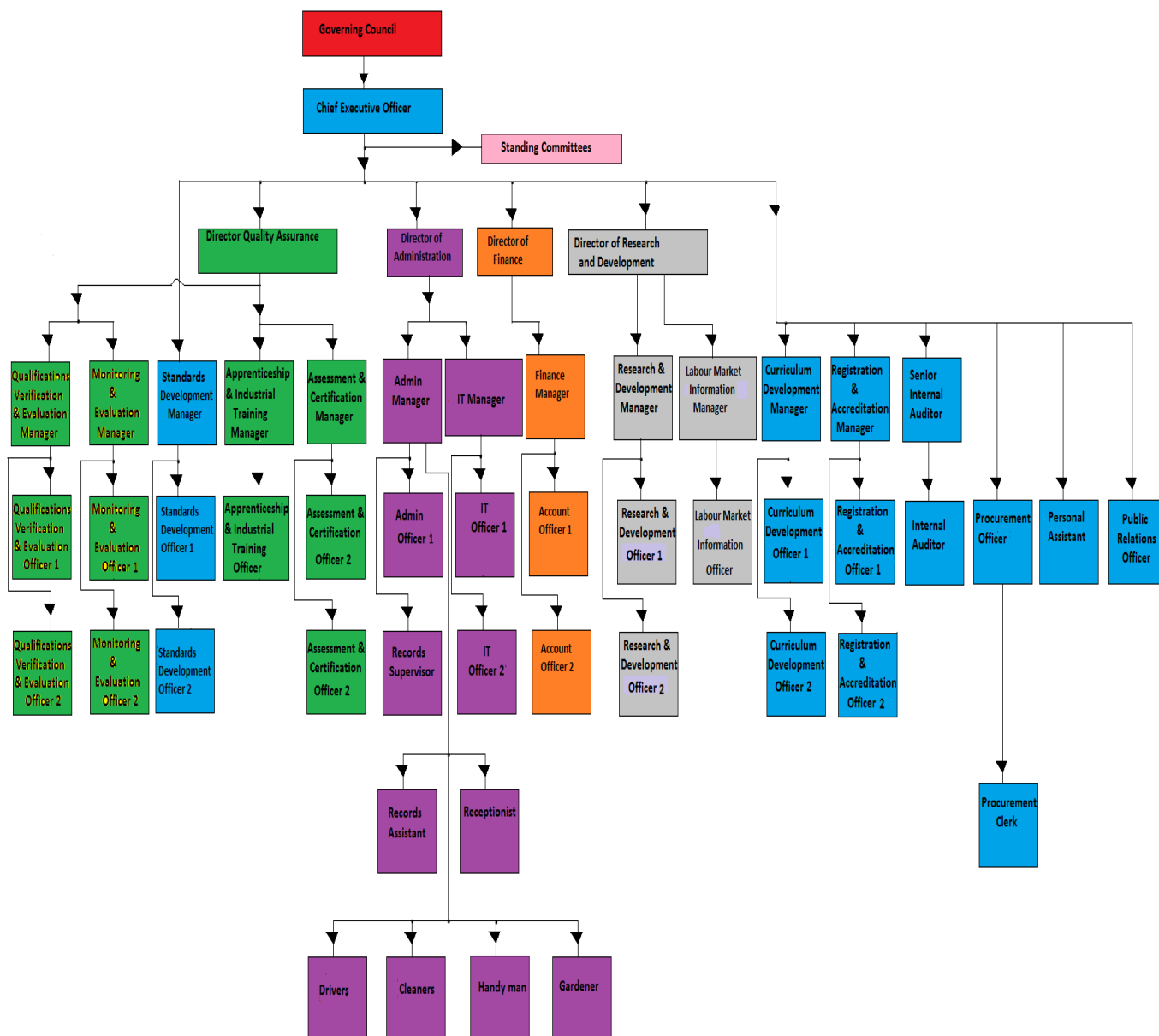
1. Alh. Alpha A Khan (JP)	Chairman
2. Joseph Ndenn	Member, GSB
3. Muhammed Jah	Member, QGroup
4. Pateh Bah	Member, WAEC
5. Alieu Jarju	Member, MDI
6. Yaya Sirreh Jallow	Member, PS, MoHERST
7. Prof. Muhammad Anjum	Member, UTG
8. Mustapha Njie	Member, TAF AFRICA
9. Dr. Mbye Kebba Kah	Member, Al Hikma University
10. Dr. Gibril Jaw	Secretary/Member, CEO NAQAA

A member of the Governing Council shall hold office for a term of three years and is eligible for re-appointment for one further term in accordance with the NAQAA Act 2015.

Organizational Chart

The year under review saw NAQAA continue its strategic shift to stabilize and enhance its performance and reputation as a credible regulator to better serve the general public. The NAQAA approved organogram is indicated below.

Figure 1: NAQAA Organogram 2017



The GC at its December 2016 sitting approved the merging of the positions of Director of Quality Assurance Tertiary Education and Director of Quality Assurance Higher Education into a single designation, henceforth, called Director of Quality Assurance – to be responsible for

quality assurance activities for both tertiary and higher education institutions. The approval was given because the Director of Quality Assurance Higher Education was due for retirement the following year as the appointment was on contract basis, and which subsequently occurred in March 2017.

The Authority maintained a stable staff over the period as one staff left upon retirement as highlighted above. A new service rules for the Authority was also approved by the Governing Council effective since January, 2017.

Part II: Quality Assurance Activities Review

The Directorate of Quality Assurance is one of the core directorates of the Authority responsible for coordinating the implementation of the strategic objectives, programmes and activities on quality related issues. The following units which together constitute a Quality Assurance Loop (complemented by output of the Directorate of Research and Development) constitute the Directorate:

1. Standards and Curriculum Development Unit
2. Assessment and Certification Unit
3. Apprenticeship and Industrial Attachment Unit

NAQAA's mandate to guaranteeing quality and relevant tertiary and higher education in The Gambia are delivered through the combined activities of these units. Below is a summary of the activities in the execution of the Authority's mandate.

Standards and Curriculum Development

The Authority develops Training Standards and Qualifications in the various occupational fields within the Gambia Skills Qualifications Framework as well as emerging fields within the labor market, and the further turning of these into Teaching Curricula.

To roll out the review of the old standards and development of new ones, Standards Panels are reconstituted around Auto Mechanics., Electrical Installation, Electronics and Rice Cultivation, and new panels formed around emerging fields such as Sign Language, Production, Processing and Marketing of Moringa and Bakery.

Standards in Auto Mechanics, Electrical Installation, Electronics and Rice Cultivation are updated and upgraded to reflect new trends and advances in technology and practices in the fields.

Training Standards in emerging fields such as Production, Processing and Marketing of Moringa, Sign Language and Bakery are also developed during the year under review.

Training Curricula on the old standards are also reviewed accordingly to reflect the changes; and the new standards in emerging fields are also turned into training curricula.

Table 1: Breakdown of Standards on Emerging Fields

Description		No. of Unit Standards	Status
Sign Language	Foundation	1	Approved
	Level 1	3	
	Level 2	2	
	Level 3	3	
PPM Moringa	Level 1	10	
	Level 2	2	
	Level 3	6	
	Level 4	3	
Bakery	Level 1	5	
	Level 2	6	
Auto Mechanics.	Level 4	6	

Furthermore, a panel of experts was constituted to develop mathematics curricula from certificate to higher national diploma levels for the Information, Communication and Technology field benchmarked to international standards. This activity was undertaken to harmonize the curricula with the ICT field to allow both horizontal and vertical mobility of students and lecturers within the tertiary and higher education system.

Assessment and Certification

The Authority is as part of its core functions on quality assurance, conducts assessment of certificates from registered and accredited education and training providers as well as certificating candidates taking the GSQ. These activities are geared towards a more quality assured national qualifications system. It also largely minimizes the awarding of fraudulent qualifications by education and training providers. The core activities during the period under review were:

1. Facilitating the certification of GSQ candidates.
2. Assessment and Endorsement of Local Awards.
3. Training of Assessors

Furthermore, since 2007 an integral part of the Authority's activities is the training of assessors and verifiers. During the period under review no training was conducted largely due to the narrow expert pool of quality assurance specialists available in country.

Registered GSQ Candidates per Level

The tables below show the number of registered candidates in various training institutions by area of study and levels

Table 2: Candidates who registered in different Institutions and areas at level 1

Area of Study	GTTI	SOS	ITTOG	NAWEC Training Centre	GPPI	Private Candidates	Total
Electrical Installation	142			27		3	172
Building Construction	40					2	42
Motor Mechanics	18	1				2	21
Plumbing and Gas Fittings	38					2	40
Carpentry and Joinery	4					1	5
Procurement					47		47
Hospitality			17				17
Welding & Fabrication	22					2	24
Total	264	1	17	27		12	368

Table 3: GSQ Candidates who registered in different Institutions and areas at level 2

Field of Study	GTTI	NAWEC Training Centre	GPPI	Private Candidates	Total
Electrical Installation	80	20		1	101
Motor Mechanics	10				10
Procurement			40		40
Plumbing and Gas Fitting	9				9
Building Construction				1	1
Total	99	20		2	161

Table 4: GSQ Candidates who registered in different Institutions and areas at level 3

Field of Study	GTTI	Total
Electrical Installation	25	25
Motor Mechanics	7	7
Total	32	32

Certification of GSQ Candidates

The tables below show the number of candidates who successfully completed the Gambia Skills Qualifications (GSQ) at levels 1, 2 & 3 in different Institutions, and workshops during the year under review.

Table 5: GSQ Candidates who completed in different Institutions and areas at level 1

Institutions	Field of study	Level	No of certificates
GTTI	Electrical Installation	1	72
	Motor Mechanic	1	15
	Building Construction	1	12
	Plumbing and Gas Fitting	1	30
ITTOG	Hospitality	1	1
Private Candidates	Electrical Installation	1	5
	Building Construction	1	2
	Plumbing and Gas Fitting	1	1
	Welding and Fabrication	1	1
NAWEC Training Centre	Electrical Installation	1	10
NYSS (SAPU)	Rice Production	1	30
GPPI	Procurement	1	27
Insight Training Centre	Electrical Installation	1	13
Total			219

Table 6: GSQ Candidates who completed in different Institutions and areas in level 2

Institutions	Field of study	Level	No of certificates
GTTI	Electrical Installation	2	8
	Motor Mechanic	2	8
	Plumbing and Gas Fitting	2	5
Total			21

Endorsement of Local Qualifications

During the period under review, various training institutions were visited and 5573 certificates were assessed, verified and endorsed by the Authority as depicted in the table below on quarterly basis and disaggregation by gender.

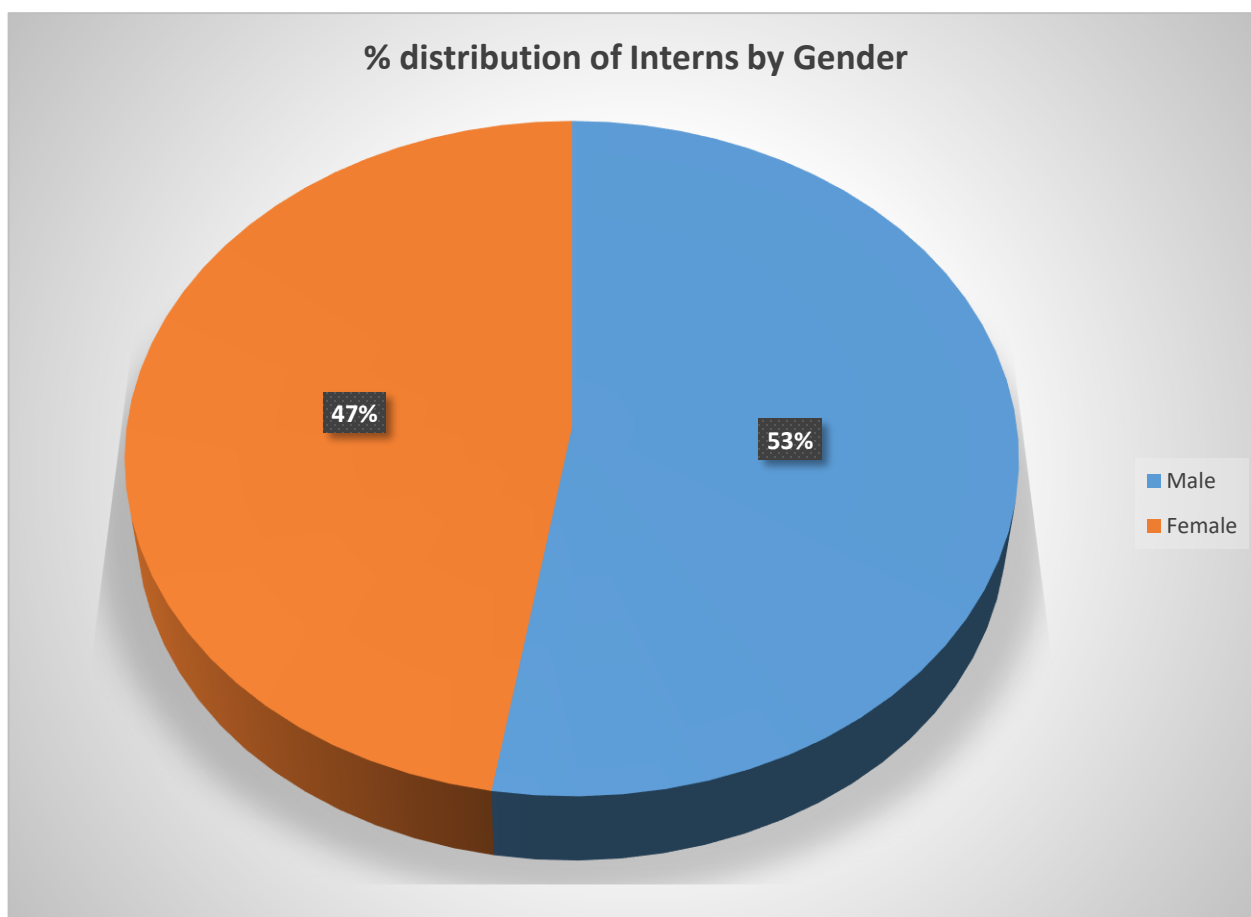
Table 7: Number of Certificates endorsed by the Authority

Period		No of Institutions	Total No. Institutions	No of certificates	Male	Female
1st Quarter	Jan	5	19	1,700	61	67
	Feb	6			379	530
	Mar	8			141	522
2nd Quarter	April	2	20	1,538	167	171
	May	13			307	461
	June	5			75	357
3rd Quarter	July	11	24	1,544	329	457
	Aug	8			254	193
	Sept	5			123	188
4th Quarter	Oct	5	11	791	153	147
	Nov	3			100	162
	Dec	3			122	107
Total		74	74	5,573	2,211	3,362

Apprenticeship and Industrial Attachment

Apprenticeship and Industrial attachment offers trainees the opportunity to gain practical competence, and also provides mentorship training that will guide the trainees in their professional career paths. During the year under review, 496 placements were facilitated by the Authority taking place in public, private sector organizations and NGO's. From the above total, 53 percent are male and 47 percent are female as shown in the pie chart below.

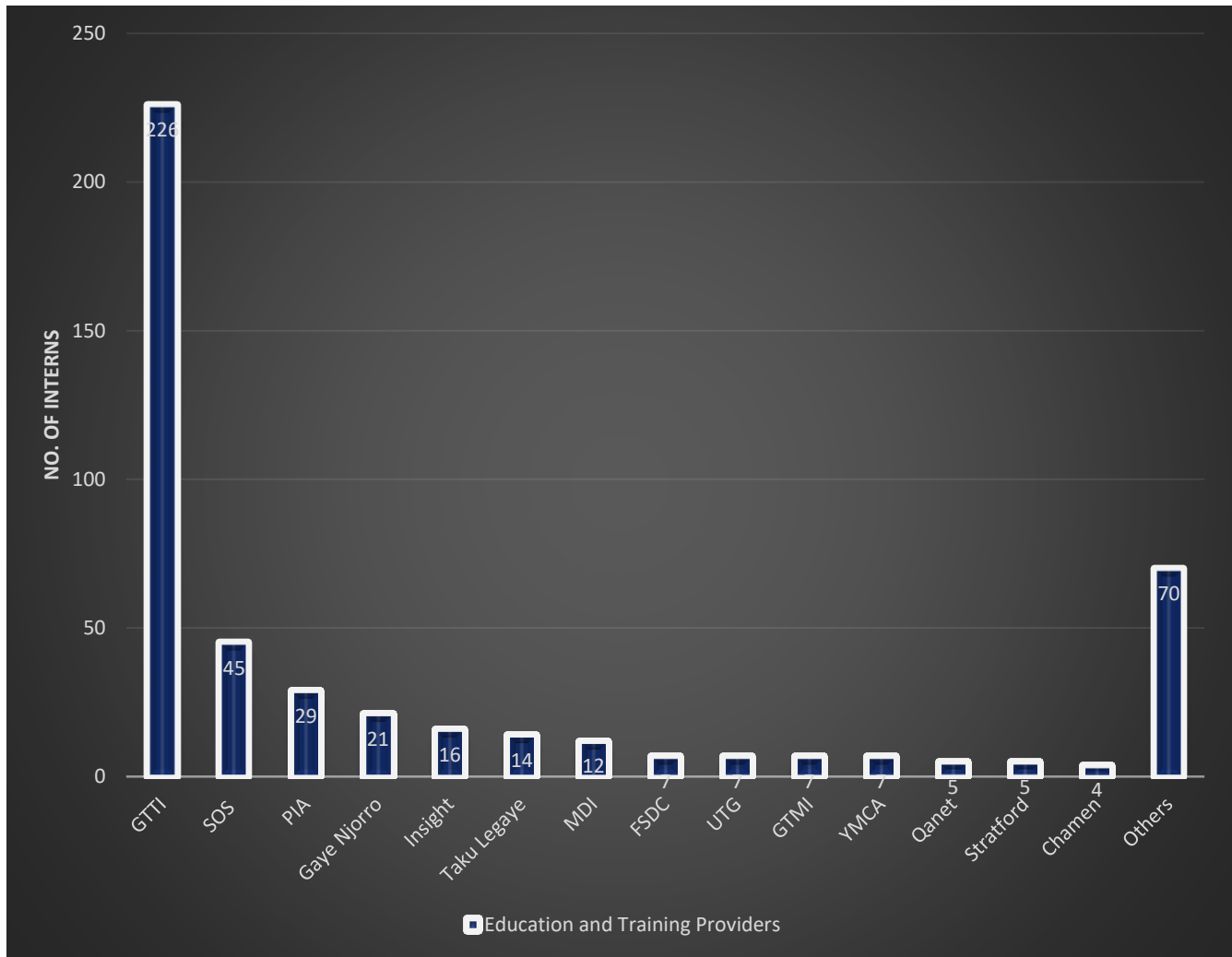
Figure 2: Distribution of Interns by Gender



Interns from Education and Training Providers

The Gambia Technical Training Institute alone accounted for 226 interns implying that majority of the intern trainees were from the GTTI for period under review. SOS Regional Mothers Training Centre and President International Award accounted for 45 and 29 interns respectively. See more details of the distribution of interns by training institution.

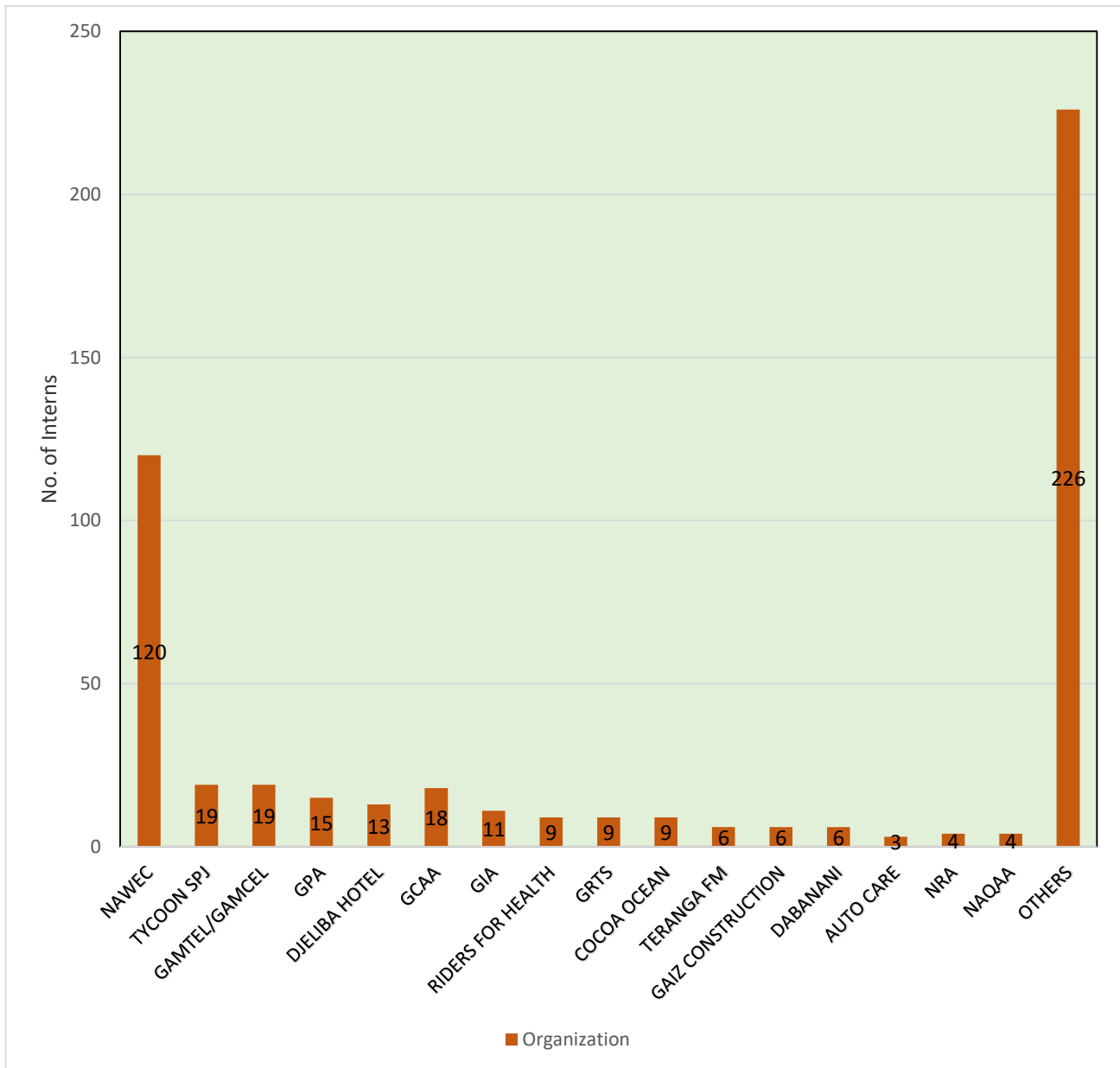
Figure 3: Interns by Education and Training Provider



Institutions admitting Interns

NAWEC – the National Water and Electricity Company admitted more interns (120 representing 46% of total interns) during the period under review than any other institutions. This could be attributed to their nationwide operation. Other public institutions which accommodated interns are GAMTEL/GAMCEL, GPA, GCAA, GIA and others. The chart below gives details of participating organizations.

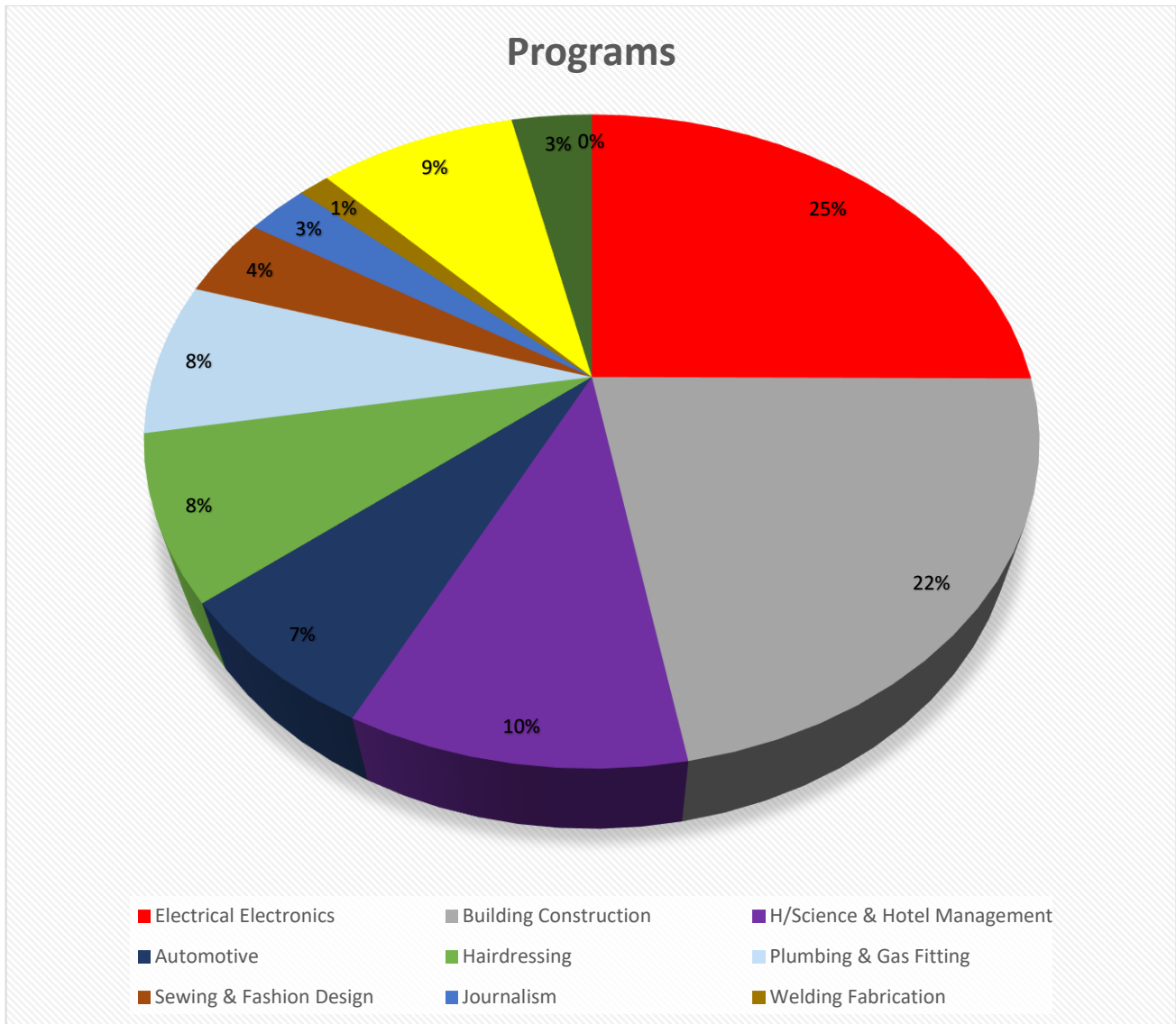
Figure 4: Institutions admitting Interns



Programs of study of Interns

Majority of the internships facilitated by this Authority during the period under review, were students of the Electrical and Electronics Engineering program corresponded to 25 percent, followed by Building Construction with 22 percent of total interns. The figure below gives the disaggregation of interns by programs of study.

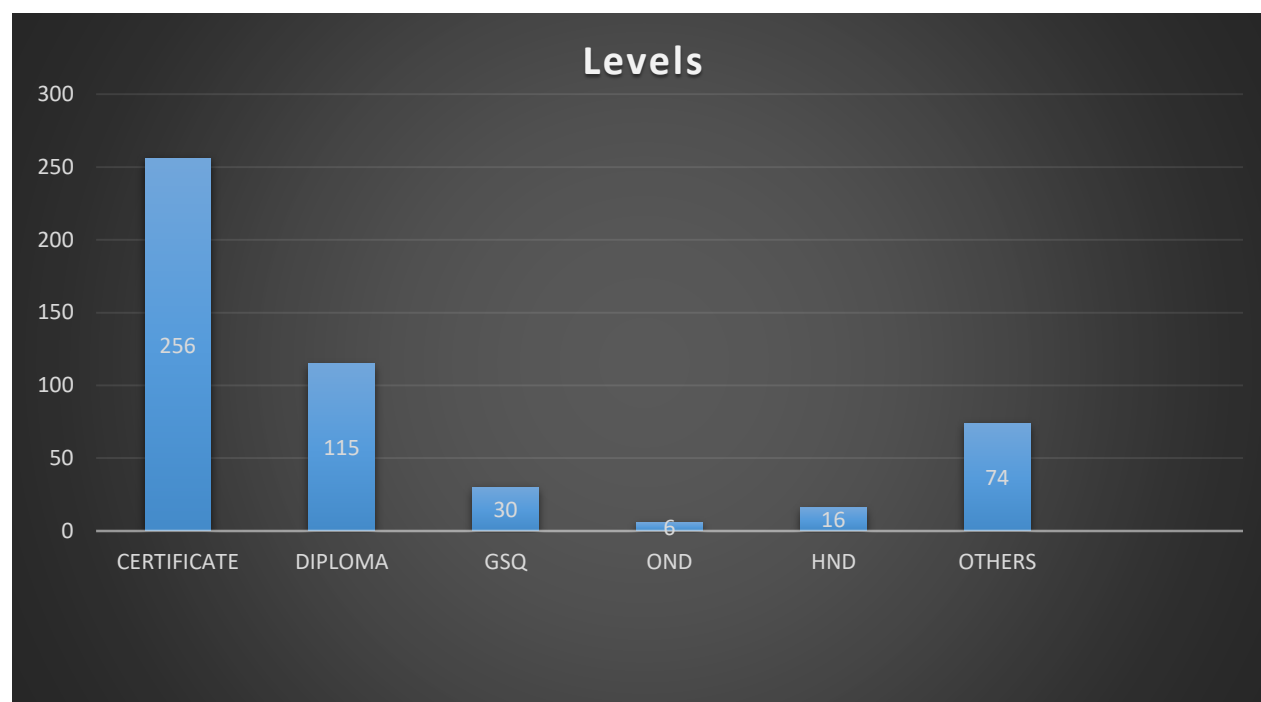
Figure 5: Programs with the Highest Interns



Internships by Level of Education

This section looks at the analysis of internships facilitated by level of education. Most of the interns are certificate or level 1 students. It is a requirement in some institutions for students to undergo internships after initial levels of their programs as the bases for higher level training. Other levels include HND, OND, GSQ and others – representing professional and higher education programs.

Figure 6: Level of Certificate for Interns



Quality Assurance Awareness

The Authority peruses participatory approach in the discharge of its functions. Consistent with our trademark approach, the authority periodically organizes stakeholders' meetings with education and training providers to discuss quality assurance issues relating to internal quality assurance systems in post-secondary education. During the year under review, the Authority organized two daylong workshops to raise awareness on the various instruments and processes that would inculcate quality culture and improve the outcomes of tertiary and higher education in the country.

Part III: Registration and Accreditation Review

Registration and Accreditation Review of Institutions

The Authority is mandated by the NAQAA Act 2015 to register and accredit (license) education and training providers that have shown credible evidence of meeting the set national standards for the operationalization of their institutions. The Registration and Accreditation applies to providers of post-secondary education, trainers for TVET institution, as well as assessors and verifiers. In addition, craftsmen are also accredited. The Authority keeps a database of the

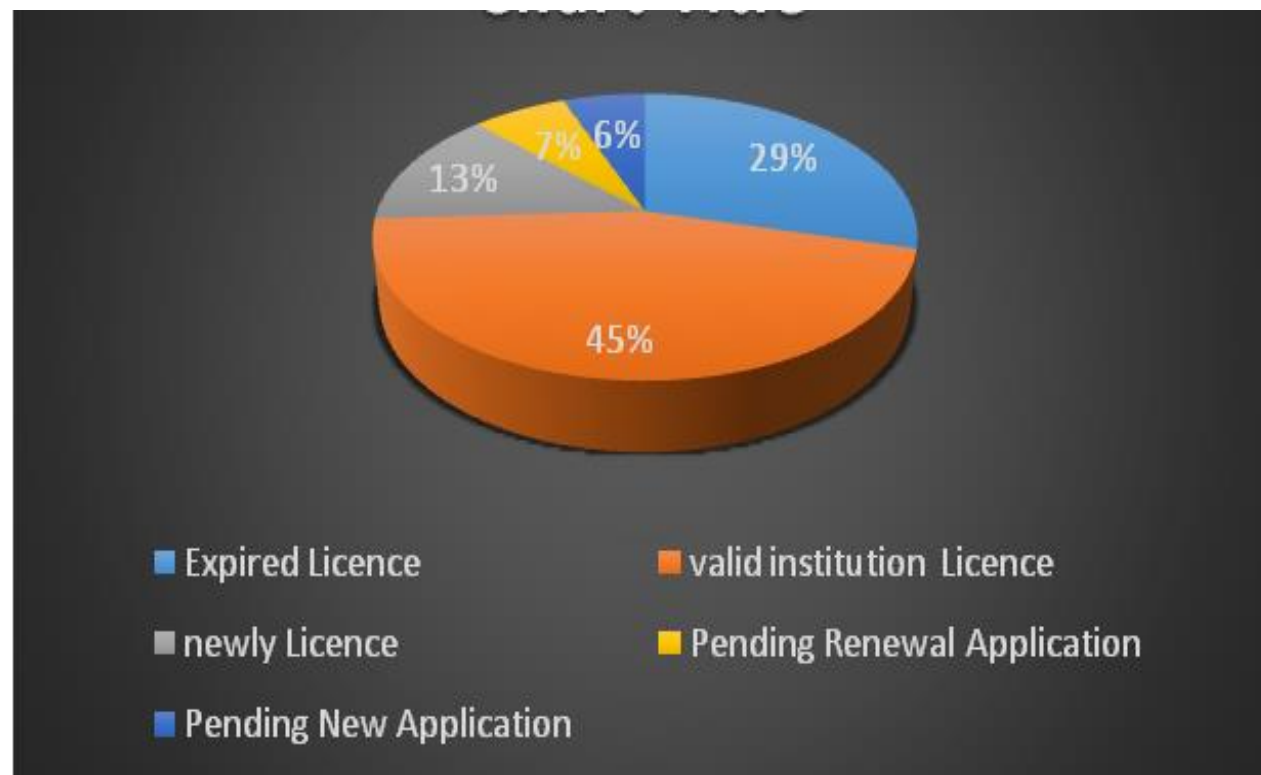
above-mentioned categories and helps in tracking their statuses and sends regular reminders to affected parties relating to regularization of their statuses. The Authority continues to strive in meeting the demand for handling of applications.

Licensing of Education and Training Institutions

During the period under review, 40 applications for licensing were received and 23 of these were applications for renewal of licenses. The remaining 16 were new applicants.

A total of 18 Quality Assurance Committee-Tertiary (QACT) Meetings were held. The committee was able to review 31 applications out of which 14 were new applications and 17 are for renewal and all were subsequently recommended for approval. The figure 7, shows the status of education and training providers for the year under review.

Figure 7: Status of Education and Training Providers



Source: NAQAA Database, December 2017

From the total of education and training providers, 45 percent hold valid licenses; 29 percent have their licenses expired; 13 percent are newly licensed, 7 percent are pending renewal application and 6 percent are new applications waiting for approval (i.e. Pending New Application on Chart)

The licenses of thirty five (29%) education and training providers have expired; out of this number ten (10) have submitted applications for renewal.

Training providers whose license are about to expire have been reminded with letters and follow up calls to urge them to start the renewal process at least three months before the expiry date in line with the Notification Requirements.

Voluntary Closure

During the period under review, no voluntarily closure has been reported. However, the Authority made recommendations for the closure of the following institutions listed in the table below.

Table 8: Institutions served with permanent closure orders

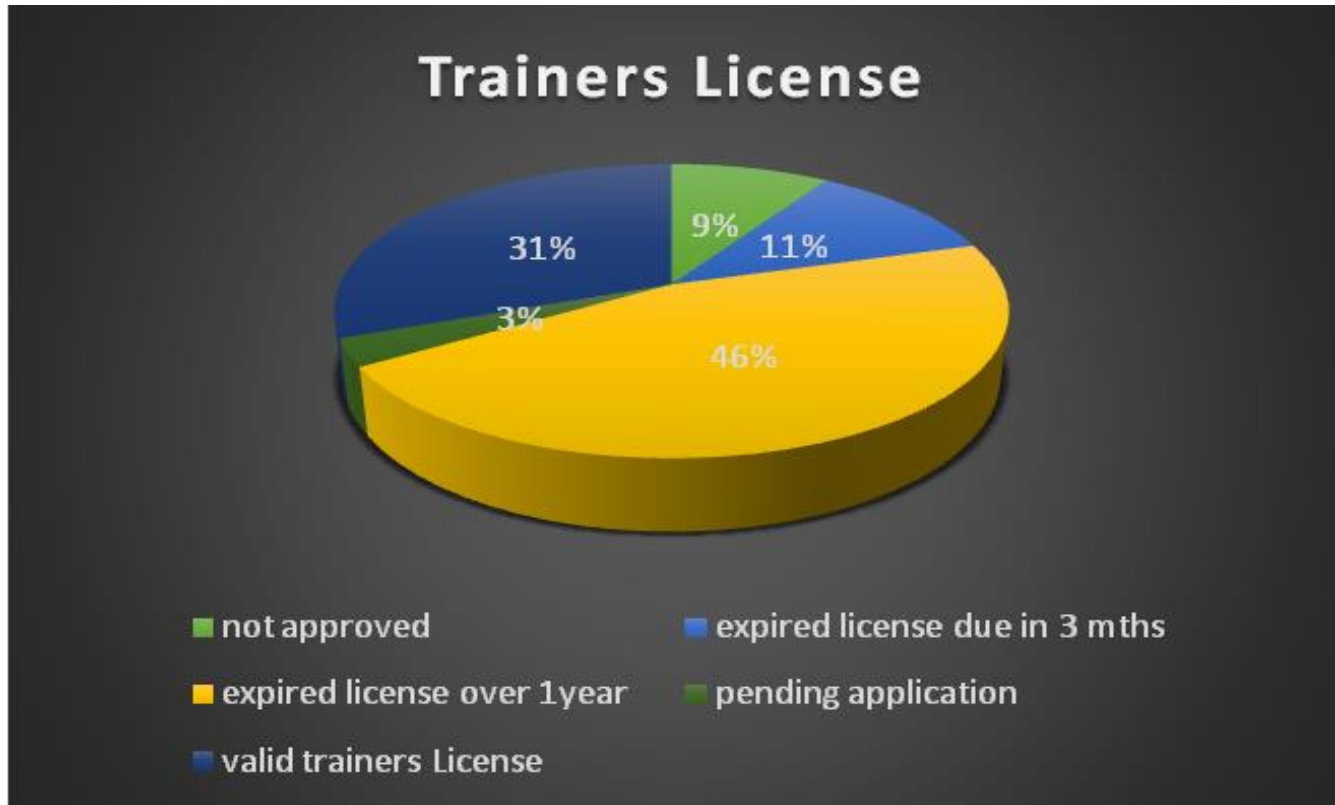
No	Name	Contact	Expiry Date	Manager	Remarks
1	A & A Financial Training Centre	9966871/ 9962170	27/2/2016	Abdoulie Sowe	Permanent Closure Order issued with immediate effect
2	Sobeya Skills Training Centre	9912241/ 4397682	12/3/2015	Ms. Binta Jammeh Sidibeh	Permanent Closure Order issued with immediate effect
3	Jollof Tutors	9800800/ 9919999	21/12/2014	Alhagie Kurang	Permanent Closure Order issued with immediate effect
4	MJ Hairdressing Express Salon & Skills Training Centre	9866400/ 7276775	31/8/2013	Mariama M. Jallow	Permanent Closure Order with immediate effect
5	Banjul Institute of Professional Studies (BIPS)	9816028/ 7790215	24/8/2013	Adebola J. Ogunyandu	Permanent Closure Order with immediate effect

Trainers in TVET Institutions

As a sine qua non condition for the accreditation of programmes, all trainers (teachers) within the TVET sector must be licensed by the Authority. Thus, institutions are warned staunchly by the Authority not to engage unlicensed trainers. During the period under review, there were

four hundred and thirty-six (436) trainers with expired licenses, while two hundred and ninety-three (293) trainers hold valid licenses.

Figure 8: Status of Trainers Commulatively



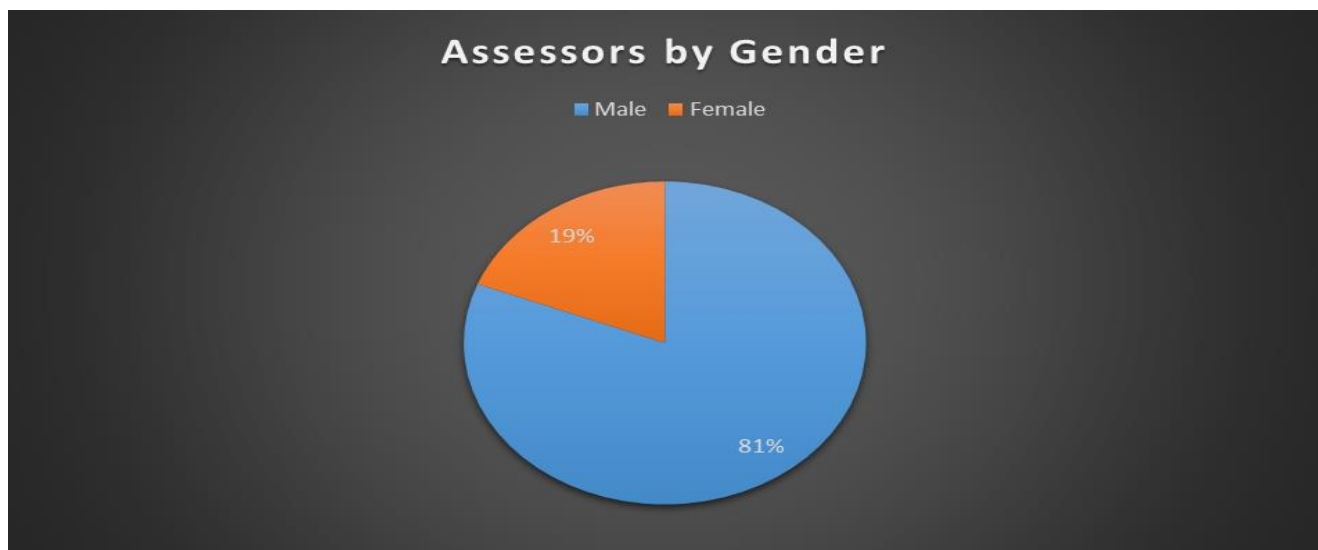
However, it is worth noting that the expired licenses do not necessarily imply that the total expired licenses are active trainers, as this arises due to the cumulative crippling of the number of trainers in the Authority's database. The summary of figure 8 follows as:

- 31 percent of trainers hold valid licenses.
- 11 percent will have their license expired in three months.
- 3 percent are pending applications
- 9 percent rejected
- 46 percent hold expired license for over 1year.

Assessors

The number of Assessors with valid operational licenses are twenty-one (21) - four (4) are female and seventeen (17) are male.

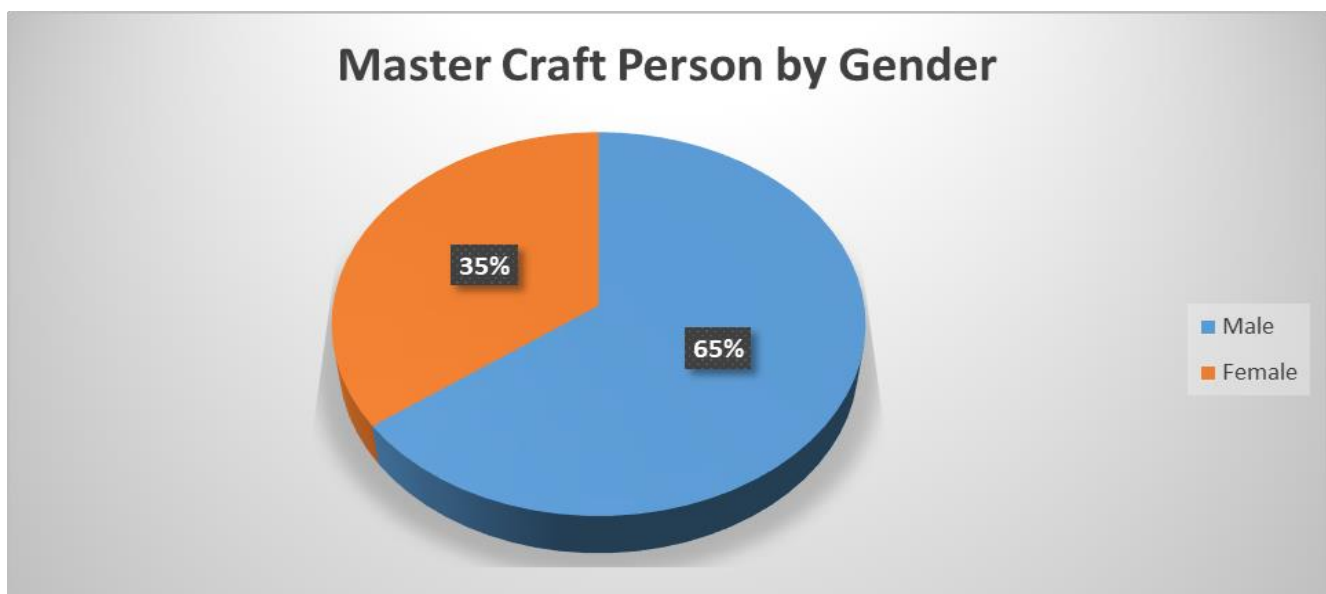
Figure 9: Assessors by Gender



Master Craft Persons

Fifty-four (54) Master craft Persons hold valid licenses. Thirty-five (35) are male representing 65 percent while nineteen (19) are female constituting 35 percent.

Figure 10: Master Craft Persons by Gender



Quality Audit Visits

Quality Audit Visits are aimed at supporting institutions to continuously improve on educational service delivery and to spot-check compliance status. During the period, fifty-three (53) training centers were visited out of a total of eight nine (89).

Figure 11: Status of quality audit visits



The Quality Audit Reports revealed that:

- Some education and training providers have inadequate curriculums.
- Most trainers do not have andragogical competence which impacts negatively on instructional delivery.
- Some training providers engage trainers whose licenses have expired.
- No training provider offers Entrepreneurship as a standalone qualification/program.

During the period, applications were received from five (5) higher learning institutions for Institutional and Program Accreditation. Four (4) applications are undergoing review, namely;

- Living Stone University
- Euclid University
- Legacy University
- America International University for West Africa (AIUWA)

Whereas one (1) applicant (Islamic Online University) is issued a provisional license to operate.

Quality Audit Visits were conducted on site of the above-mentioned institutions to assess resources (physical, human, teaching and learning) against the Standards for Higher Education Institutions.

Challenges

Compliance of public tertiary and higher education institutions remain a challenge during the period under review especially with regards to program accreditation and introduction of new programs.

Part IV: Research and Development Review

The Authority, through the Directorate of Research and Development is responsible for positioning the Authority as a research driven organization. Functions include the initiation and utilization of research to inform policy, institutional and programmes development.

During the period under review, the Authority embarked on the following research and development related activities.

Development of National Minimum Standards for Students and Staff

Minimum Entry Requirement for Students

NAQAA as the oversight body for the regulation of tertiary and higher education institutions, is obliged to develop policies and criteria that will ensure continuous and continual quality improvement. The Authority has taken bold and decisive measures on the inputs, processes and outputs of the education system to enhance quality and relevant programmes by developing minimum entry requirements for admissions into tertiary and higher education programs.

This drive is in consideration of the fact that the quality of inputs (students) invariably affects the quality of outputs (graduates). It will also enhance the quality of education and training; ensure that qualifications meet international standards and enhance transfer of credits among post-secondary institutions. See annex A for a full list of the standards

Academic and Administrative Staff Standards

The staff, especially academic staff forms the nucleus of operations of the higher education system. The quality of academic staff is a key requirement for registration and accreditation of Higher Education Institutions (HEIs).

NAQAA has developed standards for academic and administrative staff of HEIs to ensure a quality workforce within the system. These standards could also be the bases for mechanisms and opportunities for staff development. It will also enhance the quality of education and training; enhance teaching, learning and research in HEIs; strengthen programmes to ensure they are more demand-driven; facilitate progression and mobility of staff between HEIs and offering of joint programmes and ensure greater credibility and recognition of Gambian qualifications within and outside.

Refer to annex B for more detail information on the standards.

Survey on Skills Need of Employers

The survey is the first of its kind to be conducted in the country and is aimed at identifying skills gap, shortages and requirements of employers with the view of improving the curricula of tertiary and higher education institutions for responsiveness within the transformational economy.

The final report is expected to be completed and validated during the first quarter of 2018.

UNESCO-Schenzen Project

UNESCO-SCHENGZEN project funded by the Chinese Government aims to build capacities of newly established Quality Assurance Agencies in Africa. The objective of the project is to assist in developing quality assurance structures and systems in The Gambian Higher Education Systems at institutional and national levels.

In keeping with the project aims, NAQAA collaborated with MoHERST to develop a proposal for building capacities of HEIs in relation to Internal and External Quality Assurance practices respectively.

NAQAA Strategic Plan

The Authority initiated the development of a five-year strategic. The plan together with the Annual Performance Plan shall be operationalized from 2018 to 2022. The plan is at an advance stage of completion. The purpose of the Strategic Plan is to enable the Authority to meet set targets leading to the achievement of its stated mission, thereby positioning the Authority as a globally reputable regulatory body for tertiary and higher education.

Taskforce on Medical and Allied Health Sciences

A Medical and Allied Health Taskforce is constituted based on the strive for reassuring public confidence in the outcomes of quality education and training within the field. The panel is tasked to set up compliance standards for related institutions. This shall be achieved through periodic monitoring of medical and allied health education and training service providers to ascertain compliance. The membership of the taskforce is drawn from the following institutions:

1. Medical and Dental Council
2. Pharmacy Council
3. Nursing and Midwives Council
4. The Association of Public Health Officials.

The functions of the taskforce includes, but not limited to:

- review standards for establishment and accreditation of medical and allied health institutions and programmes;
- review applications for trainers license;
- participate in quality audits; scrutinize curriculum; and
- determine the terms, conditions and duration of internships/apprenticeships for trainees in the field and make recommendation(s) for quality improvement within the medical and allied health education and training.

ANNEXES**ANNEX A: Minimum National Entry requirement for Admissions to Tertiary and Higher education Institutions in The Gambia.**

The National Accreditation and Quality Assurance Authority (NAQAA), the regulatory body of all tertiary and higher education institutions is herein restating the acceptable national minimum entry requirements for admission to the various post-secondary institutions as agreed and validated by stakeholders, and approved by the Governing Council.

A. MINIMUM REQUIRMENTS FOR ADMISSION TO FIRST DEGREE PROGRAMMES**1. West Africa Senior School Certificate Examination (WASSCE)**

The general requirements for admission of WASSCE Candidates to first degree programmes are:

- i. **WASSCE Candidates:** Credits (A1 – C6) in five (5) subjects including English Language and Mathematics, plus three (3) relevant elective subjects for science related programmes.
- ii. **Five Credits including English Language with at least a Pass in Mathematics,** plus three (3) relevant subjects for the Arts and social science related programmes.

2. General Certificate of Education (GCE) Advanced Level Candidates

Passes in three (3) subjects (at least, one of the passes should be Grade D or better). Also the applicant must have had credit passes (Grade 6) in five GCE Ordinary Level subjects including English Language, Mathematics and a relevant Science subject (for science students) and an Arts/Commerce Subject (for non-science students).

3. Admission of Higher National Diploma (HND) Candidates to First Degree Programmes

Applicants must have graduated with a good HND certificate (i.e. at least 2nd class lower division or equivalent). In addition, the applicant must have acquired a 2 year-post HND qualification relevant working experience. Institutions under mentorship will follow their mentor institutions' practice with regards to entry levels for HND applicants.

Other Diploma qualification from elsewhere assessed to be equivalent to HND may be similarly considered.

4. Mature Students' Entry

Mature students entry avenues to tertiary and higher education provide opportunities for people who could not do so earlier in their lives to further their education at the tertiary/higher level after 5 years of work in the labour market. The following conditions are the minimum requisite to gain admission as a mature student:

- i. The applicant must be at least 30 years old, and show proof of age with birth certificate or any legitimate documentary proof of date of birth which is at least 30 years old at the time of application;
- ii. For admission into chartered institutions, applicants must pass Mature Students' Entrance Examination conducted by the institution (Aptitude Test in English Language, Mathematics and any other relevant subject.)
- iii. In the case of non- chartered institutions, the examination will be moderated and the marked scripts, vetted by their Mentor Institution. In lieu of such Examinations, the applicant should show proof of credit passes in English Language and Mathematics in WASSCE or any other recognized standard of high school level examination qualification from countries outside WAEC's aegis.

B. MINIMUM REQUIRMENTS FOR ADMISSION TO DIPLOMA PROGRAMMES

1. Science and Technology Programmes

- i. WASSCE Candidates: Passes (A1 – D7) in five (5) subjects comprising three(3) core subjects, English Language, Science and Mathematics, plus two (2) elective subjects.
- ii. GCSE O'Level/IGCSE or equivalent Candidates: Passes (A-D) in five subjects comprising three (3) core subjects including English Language, Mathematics plus two (2) relevant elective subjects.

2. Arts, Business and Humanities Programmes

- i. WASSCE Candidates: Passes (A1-D7) in five subjects comprising three core subjects, including English Language, Mathematics, plus two (2) relevant elective subjects.
- ii. GCSE O'Level/IGCSE or equivalent Candidates: Passes (A-D) in five subjects comprising three (3) core subjects including English Language, Mathematics plus two (2) relevant elective subjects.

C. DIPLOMA IN BUSINESS RELATED STUDIES CANDIDATES

Four (4) WASSCE passes (A1 – D7) including English Language and Mathematics. Plus the Business related studies qualification could be used as entry qualification for relevant Higher National Diploma Programmes.

Diploma in Business Related Studies qualification can be used for admission into Bachelor's in Business Administration programmes only.

D. PROFESSIONAL AND OTHER TERTIARY QUALIFICATIONS

All professional certificate and any other qualifications beyond the specified above must be referred to the Relevant Authority for the establishment of their equivalencies, to determine their eligibility for admission to tertiary education institutions, universities and colleges.

E. ACCESS COURSES FOR ADMISSION TO SCIENCE AND ENGINEERING PROGRAMMES

The relevant Authorities will organize access courses for WASSCE holders who could not obtain the grades required for direct entry into tertiary and higher education institutions, to foster their enrolment into Higher National Diploma Science and Engineering Programmes.

F. FOREIGN QUALIFICATIONS

All foreign qualifications should be referred to the relevant authorities for determination of equivalence and eligibility for admission to tertiary and higher education institutions in The Gambia. It should be noted that the American SAT, TOEFL or British IELTS etc., cannot be in themselves be acceptable as entry qualification into Gambian tertiary and higher educational institutions.

Note: Pursuant to the approved minimum entry requirements:

- i. All public and private accredited tertiary and higher education institutions are required in their advertisement for applications for admission to indicate the approved minimum admission requirement guide to prospective applicants.
- ii. When in doubt, prospective applicants are advised to check with the relevant authorities whether the institution they intend to apply to and the programme they intend to pursue are duly accredited.
- iii. Any person, who disregards the admission policy and the advice herein, does so at their own risk.

ANNEX B: Minimum Academic and Administrative Standards for Higher Education Institutions

Minimum Standards for Academic Staff of Higher Education Institutions¹

No	Position	Minimum Entry Requirements	Next Level	Condition for Promotion
1	Library Assistant	Advanced Diploma in Library Studies or related field.	Librarian	
2	Librarian	Bachelor's degree in Library studies or related field	Senior Librarian	
3	Senior Librarian	Masters in Library studies or related field	Principal Librarian	
4	Principal Librarian	Master in Library studies or related field	Director Library Services	
5	Director Library Services/Chief Librarian	MPhil or PhD in Library studies or a related field		
6	Teaching Assistant	1st Degree with a minimum of second class upper division in the relevant field	Assistant Lecturer	Masters degree with thesis
7	Assistant Lecturer	Recognized undergraduate and Masters degree with thesis in the relevant field	Lecturer	Two publications in refereed journals and 2 years work experience as Assistant Lecturer.
8	Lecturer	Recognized undergraduate and Masters degree in a related field with two publications in refereed journals or PhD in a related field	Senior Lecturer	At least 5 publications (3 of which the concerned individual should be the first Author) in international refereed journals and 4 years work experience as a lecturer.
9	Senior Lecturer	Recognized undergraduate and PhD in a relevant field plus at least 5 publications (At least 3 of which the concerned individual should be the first Author) in international refereed journals.	Associate Professor	At least 10 publications (5 of which the concerned individual should be the first Author) in international refereed journals and 6 years work experience as Senior.

¹ Note: a) All teaching staff shall undergo postgraduate training in andragogy for Higher Education Institutions (HEIs).
b) All teaching staff in Tertiary Institutions shall undergo a diploma training in pedagogy/andragogy.

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10	Associate Professor	Recognized undergraduate and PhD relevant field plus 10 publications (At least 5 of which the concerned individual should be the first Author) in international refereed journals and 8 years relevant post PhD qualification experience	Professor	At least 15 publications (8 of which the concerned individual should be the first Author) in international refereed journals and 6 years work experience as Senior.
11	Professor	Recognized undergraduate and PhD in a relevant field plus 15 publications (At least 8 of which the concerned individual should be the first Author) in refereed journals and 12 years relevant post PhD qualification experience		

Standards for Administrative Staff of a Higher Education Institution

No	Position	Minimum Requirements
1	Vice Chancellor/ President/ Rector	A full Professor with at least 12 years work experience (in both academic and administrative functions) in a University as a Professor.
2	Pro/Deputy Vice chancellor/ Vice President/ Vice Rector	A PhD with at least 10 years work experience in a University as an Associate Professor.
3	Provost	A PhD with at least 7 years work experience in a University as an Associate Professor.
4	Dean/Principal	A PhD with at least 5 years work experience in a University as Associate Professor
5	Deputy Deans of faculties/ schools	A PhD with at least 7 years work experience in a University/College as a senior lecturer.
6	Heads of departments	A PhD with at least 5 years work experience in a University/College as a senior lecturer.

Standards for Administrative Staff of a Medical Institution/College

No	Position	Minimum Requirements
1	Vice Chancellor/ President/ Rector	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of fifteen (15) years' experience as Full Professor in a Medical College/Institution. Out of which at least 5 years should be as Provost/Deputy Vice Chancellor/Vice President in a Medical College/Institution.
2	Pro/Deputy Vice chancellor/ Vice President/ Vice Rector	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of ten years' work experience as Associate Professor in a Medical College/Institution. Out of which at least 5 should be as Provost/Dean or Deputy Dean in a Medical College/Institution.
3	Provost	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of ten years' teaching experience as Associate Professor in a Medical College/Institution. Out of which at least 5 should be as Dean or Deputy Dean of a Medical College/Institution.
4	Deans/Principal/Director	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of 7 years' teaching experience as Associate Professor in a Medical College/Institution. Out of which at least 5 should be as Deputy Dean or Head of Department.
5	Deputy Deans of faculties/ schools	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of five years' teaching experience as Associate Professor in a Medical College/Institution. Out of which at least three (3) years should be as Head of Department.

6	Heads of departments	Should possess the recognized postgraduate Medical qualification and other academic qualifications from a recognized institution with a minimum of five years' teaching experience as Senior Lecturer.
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Standards for Academic Staff of a Medical College/Institution

No	Position	Minimum Entry Requirements	Next Level	Condition for Promotion
1	Lecturer	Recognized undergraduate and postgraduate Medical qualification in the relevant field with a minimum of 3 years teaching experience in a recognized Medical College/Institution as a tutor Note: The required experience for equating a Consultant or Specialist (after possessing postgraduate medical degree in the relevant field) working in a concerned specialty in a minimum 500 bedded hospitals as Lecturer shall be at least 4 years. Such Consultant after joining a Medical College/institute shall be designated as Lecturer.	Senior Lecturer	At least 2 publications as the first Author in international refereed journals and 4 years work experience as a lecturer.
2	Senior Lecturer	Recognized undergraduate and postgraduate Medical qualification at PhD Level/Equivalent in the relevant field with at least 3 research publications as first Author in international refereed journals with a minimum of 6 years teaching experience in a recognized Medical College/Institution. Note: The required experience for equating a Consultant or Specialist	Associate Professor	At least 5 research publications as first Author in International refereed journals and 5 years work experience as Senior Lecturer.

	(after possessing postgraduate medical degree in the relevant field) working in a concerned specialty in a minimum 500 bedded hospitals as Senior Lecturer shall be at least 8 years with 2 research publications in international refereed journals as First or Corresponding Author. Such Consultant after joining a Medical College/institute shall be designated as Senior Lecturer.		
3	Associate Professor Recognized undergraduate and postgraduate Medical qualification at PhD Level/Equivalent in the relevant field with at least 6 research publications as first Author in international refereed journals with a minimum of 8 years teaching experience in a recognized Medical College/Institution. Note: The required experience for equating a Consultant or Specialist (after possessing postgraduate medical degree in the relevant field) working in a concerned specialty in a minimum 500 bedded hospital as Associate Professor shall be at least 13 years with 3 research publications in international refereed journals as First or Corresponding Author. Such Consultant after joining a Medical College/institute shall be termed "Designate Associate Professor" and on completion of two years'	Professor	At least 10 publications (8 of which the concerned individual should be the first Author) in international refereed journals and 6 years teaching experience as Associate Professor.

		experience in the capacity of Designate Associate Professor, such person shall be designated as Associate Professor.		
4	Professor	Recognized undergraduate and postgraduate Medical qualification at PhD Level/Equivalent in the relevant field with at least 15 (10 of which the concerned individual should be the first Author) research publications in international refereed journals with a minimum of 12 years teaching experience in a recognized Medical College/Institution. Note: The required experience for equating a Consultant or Specialist (after possessing postgraduate medical degree in the relevant field) working in a concerned specialty in a minimum 500 bedded hospital as Professor shall be more than 18 years with 6 research publications in international refereed journals as First or Corresponding Author. Such Consultant after joining a Medical College/institute shall be termed a “Designate Professor” and on completion of four years’ experience in the capacity of Designate Professor, such person shall be designated as Professor.		

ANNEX C: LIST OF REGISTERED AND ACCREDITED TERTIARY INSTITUTIONS AS AT DECEMBER 2017

No	CENTRE NAME	REGION
1	AFRICAN INFORMATION TECHNOLOGY HOLDINGS LTD	KMC
2	AMAANAH TRAINING INSTITUTION	KMC
3	AMAANAH TRAINING INSTITUTION (BRIKAMA ANNEX)	WCR
4	BANUTU BUSINESS STUDIES	WCR
5	BRUFUT LEARNING CENTER	WCR
6	CHAMEN TECHNICAL TRAINING CENTER	KMC
7	CHIGAMBAS SKILLS TRAINING CENTER	URR
8	CINCHIPS INSTITUTE	KMC
9	CLASSIK CONSULTING	WCR
10	COLLEGE OF PROFESSIONAL STUDIES	WCR
11	EDENIC LANGUAGES & PROFESSIONAL INSTITUTE	KMC
12	FAJARA SKILLS DEVELOPMENT CENTRE	KMC
13	FUTURE IN SALIKENNI COMPUTER TRAINING CENTER	NBR
14	FUTURE STARTS NOW GAMBIA	KMC
15	GAMBIA PRESS UNION SCHOOL OF JOURNALISM	KMC
16	GAMBIA PUBLIC PROCUREMENT INSTUTTE	KMC
17	GAMBIA TELECOMMUNCATIONS & MULTIMEDIA INSTITUTE (GTMI)	KMC
18	GAMBIA TELECOMMUNCATIONS & MULTIMEDIA INSTITUTE (GTMI-ANNEX)	URR
19	GAYE NJORO SKILLS HAIR PLUS	WCR
20	GAYE NJORO SKILLS TRAINING CENTRE	NBR
21	GLORY COMPUTING AND HAIR DESIGN TRAINING INSTITUTE	WCR
22	GOLDEN HANDS MASSAGE AND HAIRDRESSING CENTER	WCR
23	GRACE INSTITUTE OF PROFESSIONAL STUDIES	KMC
24	HUGS TRAINING CENTER	KMC
25	INSIGHT TRAINING CENTER SINCHU	WCR
26	INSIGHT TRAINING CENTER	KMC
27	INSTITUTE OF BANKERS OF THE GAMBIA	KMC
28	INSTITUTE OF PROFESSIONAL ADMINISTRATION & MANAGEMENT	KMC
29	JOHN PICKERING SKILLS TRAINING CENTRE	WCR
30	KHAMSY'S TECHNOLOGIES	WCR
31	LASTING SOLUTIONS LTD	KMC
32	MEC-SAC	KMC
33	MICROTECH INSTITUTE OF MULTIMEDIA STUDIES	KMC
34	NIFTY ICT SOLUTIONS	KMC
35	PRESENTATION GIRLS' VOCATIONAL SCHOOL	BCC
36	PRESIDENT'S INTERNATIONAL AWARD	KMC
37	REX SKILLS TRAINING CENTER	KMC
38	S & S INSTITUTE OF CREATIVE DESIGN	KMC

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No	CENTRE NAME	REGION
39	SBEC COLLEGE	WCR
40	SMART INSITUTE OF TECHNOLOGY	KMC
41	SOS REGIONAL MOTHER AND ADULT TRAINING CENTER	KMC
42	SOS TRAINING & PRODUCTION CENTER	WCR
43	ST MARTHA'S SKILLS CENTRE	KMC
44	STATE GUARD ICT CENTRE	BCC
45	SUCCESS PROFESSIONAL TUTORS	KMC
46	SUNRISE CENTER	KMC
47	TAKU LEGAYE SKILL TRAINING CENTRE	KMC
48	THE GAMBIA GIRL`S GUIDE ASSOCIATION SKILLS TRAINING CENTRE	KMC
49	THE GAMBIA HOME ECONOMICS ASSOCIATION SKILLS CENTER	KMC
50	TOURISM FOR ALL INSTITUTE OF PSCHOLOGY	KMC
51	VICKY HAIRDRESSING SALOON AND SCHOOL	KMC
52	VISION TECHNICAL EDUCATION CENTER	KMC
53	WEST AFRICAN CHARTERED COLLEGE	KMC
54	YMCA VOCATIONAL TRAINING CENTER	KMC
55	ZAINAB SALON AND SKILLS TRAINING CENTRE	WCR

ANNEX D: LIST OF HIGHER EDUCATION INSTITUTIONS AND THEIR STATUS AS AT DECEMBER 2017

NO	CENTRE NAME	REGION	ACCREDITATION STATUS
1	ALHIKMA ISLAMIC UNIVERSITY	KMC	ONGOING
2	AMERICAN INTERNATIONAL UNIVERSITY, WEST AFRICA	WCR	ONGOING
3	EUCLID UNIVERSITY	WCR	ONGOING
4	ISLAMIC ONLINE UNIVERSITY	KMC	PROVISIONAL
5	AL-IHSAN ISLAMIC UNIVERSITY	WCR	ONGOING
6	UNIVERSITY OF THE GAMBIA	WCR	NEEDS TO UNDERGO PROGRAMME ACCREDITATION