University of Guyana Library Quality Assurance Framework: A Proposal

Debra Lowe

University of Guyana Library, Turkeyen Campus, University of Guyana

Turkeyen, P.O. Box 101110, Georgetown, Guyana, South America

E-mail: debra.lowe@uog.edu.gy

Abstract

Quality Assurance (QA) in higher education is the process by which university academic programmes are assessed and evaluated against specific criteria. A Quality assurance mechanism adopted by the University of Guyana (UG) will ultimately affect the University of Guyana Library (UGL) which is an integral part of the academic culture. Academic libraries are pressured to align quality initiatives and practices with the parent institution's missions and goals. This research has developed a proposed QA Framework for the UGL with an emphasis on human resources and technology. Cultural-Historical Activity Theory (CHAT) Framework and the Institutional Theory was used to provide the theoretical foundation for the framework. The CHAT was used to design a framework that comprised six categories/nodes:- i) Tools/Instruments - Resources/Technology Availability; ii) Subject - Professional Staff Capability; iii) Rules/Control - Professional Library Standards; iv) Context - Loose/tight coupling with the University; v) Communication/Interaction - professionals, students, technology and; vi) Object/Quality of Knowledge produced/disseminated. The three major components of the Institutional Theory of isomorphic processes: coercive, mimetic, and normative were used to explain the six components/categories that form the six nodes of the framework. Using the interviewing schedules, information was acquired from former and current UGL library professionals, UG faculty and students on some aspects of the human and technological components of the UGL. The qualitative data was transformed into statistical data to derive the mean scores from the 15 respondents and to determine whether there were correlations between five nodes and the sixth node. Pearson's correlation was used to determine if a significant relationship exists between the groups. The results showed that the independent variables loose/tight coupling has a positive relationship with the dependent variable (generation and dissemination of knowledge). This implies that the ability of the UG Library professionals to generate and disseminate knowledge has a direct relation to

loose/tight coupling. Arising out of the quantitative analysis this QA Framework Proposal was developed as a guide to the UG Library.

Keywords: quality assurance, university of Guyana library, quality assurance, academic libraries

1. Introduction

Adebayo (as cited in Osinulu & Amusa, 2010), defines quality assurance as "a way of measuring, improving, and maintaining the quality of any human activity including academic learning, that has value as well as ensuring that the best practices are encouraged in a social system" (p. 2).

McGregor (as cited in Dube, 2010), defines:

"Quality Assurance as a planned and systematic process for evaluating structures, systems, services, processes and people to ensure that best practices are encouraged through continuous improvement, accountability, participative approach and delivery of quality products which are relevant and responsive to the needs of the customer". (p. 26)

The conceptualisation of Quality Assurance as proposed by McGregor (as cited in Dube, 2010) and Adebayo (as cited in Osinulu & Amusa, 2010) argues that it is a tool that enables a robust quality assessment of services offered. In addition, both writers noted that Quality Assurance is a process which involves a systematic approach to achieving increased improvement in the quality of service delivery to customers. In the case of this research, the customers are the students and Faculty who use the services offered by the University of Guyana Library.

It is within the context of striving to achieve a quality of excellence in service delivery that universities globally and more specifically those in South Africa and the University of the West Indies, are committed to ensuring that within their procedures and policies all systems of thought and action have an impact on quality improvement (Dube, 2010).

According to the University of the West Indies (2003), the Quality Assurance system of the UWI is a critical factor which serves to ensure that high standards are attained and maintained. The University of the West Indies (2014) further noted that the UWI Quality Assurance system represents a comprehensive approach to academic quality primarily, with increasing focus on administrative and service quality. In addition, Sallis (as cited in The University of the West Indies, 2014) pointed out that the UWI in its concept of quality embraced the British Standards Institution's definition of quality, "Fitness for Purpose", which is adopted by higher education institutions, globally. "Fitness for Purpose" suggests a relative concept of quality that requires the proof of consistency in a product or service. In keeping with Sallis's theorizing that the services offered must achieve the main purpose, which is, meeting students' expectations through predetermined standards, the University of Guyana Library professionals must ensure that this occurs at all levels. It is anticipated that each Division of the University of Guyana Library will share the responsibility for maintaining quality.

The University of Guyana (UG) has embarked on working towards achieving, attaining and maintaining standards of excellence in all of its operations that directly relate to the delivery of services to students. The formation of a Campus wide Quality Assurance Policy commenced in mid-2017. However, to date the process is moving at a slow pace.

For the University of West Indies, Quality Assurance is being proposed with the intention of adopting and implementing practices that would have a positive impact on users. The intention of the University of West Indies is to ensure that all programmes and services achieve a high standard of quality. Similar to the UWI, the University of Guyana anticipates that each area of operation at UG will share the responsibility for attaining quality standards. In light of this anticipation, the University of Guyana Administration therefore suggests that a quality assurance mechanism should be adopted by the University of Guyana that ultimately will influence the operational processes of the University of Guyana Library (UGL).

The UGL, because of its interrelationship with every aspect of academic life of the university community may be conceived as a hub of knowledge creation, storage, retrieval and dissemination. Partly because of the trend toward isomorphism among similar organisations there is the tendency for academic libraries to align ideas and practices that lead to conformity, particularly in relation to the similarity in goals. Therefore, this draft QA for the library is intended to make a contribution to an environment where quality is assured as a component of higher education, with particular reference to documentation and knowledge creation.

This draft QA framework has been developed in an environment where the parent organization, the University of Guyana is required to engage in a Campus-wide Quality Assurance process. The University of Guyana Quality Assurance Framework is anticipated to form a part of the institution's QA process. This proposed framework for UGL is undergirded by a conceptual framework that derives from two theoretical strands: Cultural Historical Activity Theory and Institutional theory. Each node in the framework is supported by the relevant aspect of each of the theories. Another important aspect of this draft QA framework is that it addresses one focused area of work in the library: the human and technology interaction in the production, storage, retrieval and dissemination of academic knowledge; therefore, it caters to administrative and financial decisions only to the extent that these decisions influence the human-technological interface.

2. The Objectives of the Study

The conceptualisation of the University of Guyana Library Quality Assurance Framework was derived through the use of the objectives from the study conducted by Lowe (2018, unpublished). The objectives also served to guide the establishment of the interviewing schedule that was used in the study.

The objectives of this research are as follows:

i. Prepare an outline on ways how the University of Guyana Library may identify with and contribute to a culture of Quality Assurance;

ii.   Align the University of Guyana Library's Quality Assurance procedures to that of its parent institution, the University of Guyana;

iii.   Make recommendations regarding what Quality Assurance Measurement the University of Guyana Library may adopt.

To effectively realise objective 3, a fourth objective was included to make recommendations for a Quality Assurance Framework as a measurement tool for identifying and assessing quality in human resource development using the technology. This objective was to:

iv.   Develop a Quality Assurance Framework for the University of Guyana Library, with an emphasis on human resources through the use of technology.

3. Procedural Approach to Establishing the University of Guyana Quality Assurance Framework

The nodes/categories in the draft University of Guyana Library Quality Assurance Framework were derived first of all from theoretical components of Cultural History Activity Theory and Institutional Theory. From a practical standpoint, items/questions that logically relate to each category formed the operational aspect of the development. The items the researcher developed were pilot tested with three groups of persons (library professionals, students and subject Faculty) who were considered part of the library community. Therefore, the justification for the basis of the six nodes used in the QA Framework is embedded in the Cultural History Activity Theory (CHAT) and Institutional Theory. Further, only those items that scored above a specific level (2 on a 5-point scale) in the pilot have been included. In other words, a score below 2 suggests that the item is not relevant to the measure of quality in the context of this draft QA. The accompanying research document provides the specific details.

4. Contributions of the Quality Assurance Framework to the University of Guyana Library

The establishment and implementation of a Quality Assurance Framework for the University of Guyana Library is a significant development:

a)   in guiding the specific aspects of the library's performance, such as its dissemination of information and provision of services through the use of the technology, assessment processes, policies and practice;

b)   that enables a robust quality assessment of the human and technological component of the University of Guyana Library's services to ascertain the generation and dissemination of knowledge;

c)   with built-in mechanisms for the provision of self-assessment that will enable library professionals to identify areas that need strengthening:-

 i.   information management and provision;

ii.   technologies used for the delivery of information;

iii.   enhancement of capabilities of library professionals.

5. Benefits of the Proposed University of Guyana Library Quality Assurance Framework

(a) Library Professionals

The University of Guyana Library Quality Assurance (QA) Framework:

-   Provides the basis to focus on, and improve the quality of aspects of library service of the university. This framework may be used to assess and review the quality of the library service and library professionals' performance and capabilities.

-   Specifically addresses the involvement of information technology in the generation and dissemination of knowledge.

-   Enables a robust high quality assessment of the interaction of the human and technological components of the library.

-   Provides guidance regarding the requisite professional development requirements for library professionals in a knowledge-based environment enhanced with applied information technology.

-   Enables Library Professionals (subject librarians and library quality managers) to facilitate continual service enhancement for students and faculty.

(b) Students and Faculty

The process of quality assessment of the University of Guyana Library's services through the technology is a catalyst for Library Professionals. The quality assessment process will create productive partnerships with faculty and the University's Administration for their delivery of services to students.

A quality assessment of the available technology at the Learning Resource Centre (LRC) that Faculty use to enhance the teaching/learning process is critical. A quality assessment of the LRC will ensure that all of the necessary equipment that Lecturers need to facilitate their teachings is accessible in a timely manner. In addition, the quality assessment will ensure that the appropriate platforms are compatible with Lecturers' tools such as the use of Moodle Learning Platform or Course Management System (CMS) for effective online teaching.

In addition, QA of the LRC will serve as a catalyst for the procurement of the relevant and appropriate tools/equipment for the development of videos and the provision of recorded lectures for students' access. This aspect of QA is essential particularly for the University's Distance Learning programmes such as those programmes offered by the:

-   Institute of Distance and Continuing Education (IDCE) a branch of the University; and

-   Online degrees offered to users in the hinterland areas of Guyana.

Quality Assurance of the Library Systems Department will allow for continual assessment of the relevance and accuracy of the information posted on the Library's Portal in terms of available resources and services. In addition, QA of this important section of the Library with inputs from the Library Technicians will guide the Library professionals in the procurement of new and relevant equipment as innovations occur regarding the medium used for the channeling of information to users. Keeping abreast with the changes of medium type to make information accessible through the use of the technology will enable Library Professionals to make information more readily available. Users will be able to retrieve information and resources in a timely manner with the relevant and up-to-date equipment.

6. Who should Use the University of Guyana Library Quality Assurance Framework?

The core elements in the generation and dissemination of knowledge in academic libraries are knowledge provider, information coordinator/disseminator and Library Specialists. The media used to make knowledge accessible, such as through the library space, the information technology in the office or in the community, is very important for the delivery purposes (The National Health Service, 2016).

Appropriate and suitable infrastructure will ensure accessibility in a timely manner, relevance and quality of materials and services which will support the needs and interests of the users. For the University of Guyana Library, the Library Professionals will be responsible for the generation and dissemination of knowledge within the Library's space. Knowledge will be disseminated through the Systems Department which is the technology unit of the Library. The mandate of the Systems Department will be marketing, advertising and promoting the available activities and resources of the library. The medium for the exhibiting and marketing the Library's resources will be the Library's portal.

The University of Guyana Library Framework may be applicable to a variety of information service providers. For example, all academic libraries including the National Library, the CARICOM Documentation Centre, The Bank of Guyana Library, The Guyana School of Agriculture Library, The Cyril Potter's College of Education Library and libraries within the private and government School Systems may find this QA relevant. More specifically, the Framework may be used by the various Divisions within the UG Turkeyen and Berbice Campus libraries. Satellite libraries such as the Health Sciences Resource Collection, that are all providers of services to the university community can also use the Framework. Therefore, this draft framework has the potential to provide leadership in the academic library system in Guyana. The discussion will now focus on the components of the Framework with the nodes/categories and statements.

7. The University of Guyana Library Quality Assurance Framework (Draft)

7.1 Framework Components

The University of Guyana Quality Assurance Framework comprises six nodes/categories, each of which has a number of statements.

Table 1. Nodes/Categories and Statements

University of Guyana Library Quality Assurance Framework (Proposal)

Category 1   Tools/Instruments (Resources/Technology) Availability

Description   The University of Guyana Library (UGL) supports the work of library professionals for the generation and dissemination of knowledge. The library is the agency that facilitates the requests of the faculties, students and administration to gain access to pertinent information through relevant technologies.

The Quality Assurance Framework intends to focus on library professionals working in an integrated way in a technological environment to provide relevant resources to people embarked on the quest for knowledge. The framework contributes to the maintenance of international professional standards of research in university libraries.

Quality Standards Statements

1   Requisite technological tools/resources that library professionals need to deliver efficient services to all Faculty, University Administrators, students and other prospective users in the following the departments are present:

1.1 a   Circulation

1.1 b   Acquisitions

1.1 c   Cataloguing

1.1 d   Readers' Services

1.1 e   Learning Resource Centre

1.2   Available technologies at the UGL for the effective delivery of various aspects of library services to faculty, students, administrators and all potential library users are relevant;

1.3   Existing technologies used by UGL for effective delivery of aspects of library services to faculty, students and administrators are adequate;

1.4   Existing technologies for access to the resources by users in a timely manner

are adequate;

1.5	Available equipment/resources in the UGL (reading materials/computers for users' access) to support the teaching and learning process are appropriate;
1.5a	*Did not meet research inclusion criterion*
1.5b	There are adequate number of computers for users' access
1.6	A systematic approach to determine the adequacy of the technology to support library work
1.7	Policy is available to inform the acquisition of the type of equipment necessary for use in an academic library;
1.8	A systematic approach to the procurement of equipment based on acceptable justification procedures exists and is used;
1.9	A Collection Development Policy for the acquisition of equipment based on justification procedures;
1.10	Established criteria for the review of the Collection Development Policy;
1.11	Prescriptive criteria for purchasing of resources for Library exist and are used;
1.12	Pertinent guidelines for the purchase of books and other library resource in keeping with the students' ratio exist and are used;

Category 2	**Professional Staff Capability**
Description	The University of Guyana Library (UGL) professionals require continual capability development if they are to generate and disseminate knowledge to faculty, students, university administrators and the wider community.
2.1	Requisite competencies for library professionals for the delivery of high quality library services in terms of knowledge created and/or dissemination developed;
2.2	Developmental skills/knowledge of all categories of library professionals identified and supported to meet the delivery of library services, according to Academic library standards;

2.3   Requisite available procedures are in place to ensure instituted systems for continual professional preparation for library professionals at all levels;

2.4   Standardised processes are established to identify inconsistencies in the operation of the library professionals in a timely manner;

2.5   Instruments/protocols to measure the status and progress of the on-the-job performance of library professionals designed and implemented;

2.6   Critical appraisal skills training are available for upgrading technological capability of library professional on a continual basis;

Category 3   **Rules/Control (Professional Library Standards)**

Description   There is the need for semi-autonomy to be granted for library professionals to be responsible for decision making regarding management of resources;

3.1   Adequate exposure to leadership activities provided to develop library professionals' capability for role-taking at various levels to ensure reliability of operations;

3.2   Library professionals' have opportunity for knowledge-creation and sharing of benefit to users;

3.3   Library services designed to facilitate avenues for users to interact effectively with library personnel to meet their demands;

3.4   Operations streamlined for Library professionals to develop a productive working relationship with Faculty and students;

3.5   Systemic collaboration among the library, academic and professional faculties and departments facilitated;

Category 4   **Context (Loose/tight Coupling) with University**

Description   The University of Guyana Library (UGL) may benefit from loose coupling with the wider University; loose coupling may enable the library to function to its optimum exploratory capacity for the generation and dissemination of

knowledge.

4.1   Strong alignment of library's operation with the parent organisation- wider University community exists;

4.2   Availability of opportunity present for faculties to channel their requests for learning resource materials and personal research to the library;

4.3   There is high consistency in meeting the demands of faculties for teaching/learning and research resources;

4.4   There is consistent adequacy in existing operational system to respond to requests/demands of the students;

4.5   Opportunity for collaboration with other libraries for professional development is available;

4.6   Provision exists for initiation of collaboration with other libraries/institutions to obtain/share resources;

4.7   Potential for collaboration with development partners to garner support for human resource development, and teaching/learning resource materials exits ;

4.8   There is provision for the library to build capacity in the following areas -

4.8 a   Publishing

4.8 b   Assisting researchers in matters of copyright

4.8 c   Assisting researchers/faculty in attaining standards for publication;

Category 5   **Communication/Interaction (Library Professional, student, Faculty, technology)**

Description   The University of Guyana Library (UGL) may benefit from continual communication/interaction with faculty and students for monitoring quality of service delivery to users. Library professionals must be prepared to provide timely and effective feedback.

5.1   Library delivery standards used to guarantee timely and efficient feedback that

includes setting, monitoring and revising practices to satisfy customer needs;

5.2   Library affords opportunity to provide effective feedback to users through available information technology;

5.3   Adequate documented processes/procedures exist to provide faculty and students with feedback on their queries and requests for teaching and research;

5.4   *Did not meet research inclusion criterion*

5.5   *Did not meet research inclusion criterion*

5.6   *Did not meet research inclusion criterion*

5.7   Frequent surveys of faculty and students done to assess the quality of service offered to all library users;

5.8   Procedures exist for determining the importance of programmatic (regular, planned) demand by all library users;

5.9   Principles/guiding tools to promote consistency in the application of rules and regulations to all library users are in place;

5.10   Guiding tools/principles are in keeping standard practice for academic libraries;

5.11   Updated documented guidelines/manuals for library professionals to consult to execute their duties effectively are available;

5.12   Library professionals ensure regularity of updating library's guidelines/manuals to be abreast with changing trends in academic libraries;

5.13   Library services ensure impartiality of access to document policy and/or guidelines for users;

5.14   *Did not meet research inclusion criterion*

5.15   Relevant technological competencies of library professionals is a focus of library administration;

5.16   Library professionals produce relevant new knowledge/activities using requisite information technologies;

Category 6	**Library as Producer/Mediator of Academic Knowledge**
Description	The University of Guyana Library (UGL) professionals ought to be able to generate and disseminate knowledge through the use of technology to address academic requirements of all library users.
6.1	Library professionals display ability to understand what counts as knowledge for the following categories of users:
6.1a	Students
6.1b	Lecturers
6.1c	Researchers in the various disciplines (e.g. archaeologists, historians)
6.2	Library professionals are resourceful in knowledge of subject content to assist the following users:
6.2 a	Students
6.2 b	Lecturers
6.2 c	Researchers in the various disciplines (e.g. archaeologists, historians)
6.3	Library administrators demonstrate capability to equip library professionals with skills/knowledge to provide assistance to the following users
6.3a	Students
6.3b	Lecturers
6.3c	Researchers in the various disciplines (e.g. archaeologists, historians)
6.4	Library service is equipped with requisite information/data to meet demands of the following categories of users
6.4a	Students
6.4b	Lecturers

6.4c   Researchers in the various disciplines (e.g. archaeologists, historians);

6.5   There is availability of regular media/channels for library professionals to provide relevant access to knowledge/information for the following groups:

6.5a   Students

6.5b   Lecturers

6.5c   Researchers in the various disciplines (e.g. archaeologists, historians)

6.6   Library service ensures that procedures are in place to measure level of satisfaction of users with volume and quality of knowledge/information produced/received;

6.7   Library administration ensures that library professionals are effective in dissemination of knowledge/information in format required by users;

6.8   Library administration ascertains library professional's capability to make technological knowledge/data understandable to students (e.g. databases; online articles, statistical programmes); [Library as mediator of knowledge]

6.9   The Library service makes provision for library-generated/translated knowledge to be accessible to specific situations/groups outside the library. It refers to knowledge that the library has generated (Small scale studies done by library staff; annotated bibliographies of a subject area to help young researchers develop a research programme**);**

6.10   Library is engaged in regular discussions at the university or in public fora;

6.11   Library promotes visibility of library-generated knowledge through university-wide and public involvement in knowledge creation and dissemination;

[Refers to the outreach activities where the library leads in order to upgrade the quality of knowledge in the community (reading workshops for students; collaborating with the creative arts for storytelling/visual arts/drama and dance activities; mounting writing workshops for children - teaching creative writing). These activities may form the basis for academic research.]

8. The QA Standards/Benchmarks Supporting the University of Guyana Quality Assurance Framework

The benchmarks for the University of Guyana Library Quality Assurance Framework are derived from the conceptual framework/design of the foundational research conducted.

Table 2. The Proposed Standards/Benchmarks for the University of Guyana Library Quality Assurance Framework (with Scoring Guide Summary)

Category/ Node	Standard	5	4	3	2	1	0
1 Availability of Tools, instruments resources/ Technology	Supports the work of library professionals for the generation and dissemination of knowledge; availability and adequacy of the relevant technological tools to support the operations;						
2 Professional Staff Capability	Availability of continual capability development for library professionals so that they are likely to generate and disseminate knowledge to relevant communities;						
3 Rules/Control (Professional Library Standards)	Semi-autonomy for library professionals responsible for decision-making regarding rule adherence to on-site operations to manage resources;						
4 Context (Loose/tight) Coupling with central University Administration	The Library benefits from loose coupling with the wider University, enabling the library to function to its optimum exploratory capacity for knowledge generation and dissemination;						
5 Communication/ Interaction (library professional, student, Faculty,	The Library benefits from continual communication/interaction with faculty and students by monitoring quality of service delivery; Library professionals prepared to provide timely and effective feedback;						

technology)

6 Library as Producer/Mediator of Academic Knowledge	Library professionals generate and disseminate knowledge through the use of technology to address academic demands of all library users.

Table 3. Scoring Code for Summary Standards

Scores	Rated Response
Score **5**	Exists at maximum level possible
Score **4**	Exists above optimal level
Score **3**	Exists at optimal degree
Score **2**	Exists below optimal level
Score **1**	Exists at minimal level (unsatisfactory)
Score 0	Not evident (no response)

The final score for the Standards in Table 2 will be derived from the scoring guidelines described below:

Scoring Guidelines

The following guidelines are to be used for calculating the score in the assessment for QA: In the case of a single QA Assessor conducting the QA exercise the following scoring formula applies:

Calculate an overall score by summing the rating for all items scored within a given category (Communication, for example); this overall score will be divided by the number of items in that category, and then rounded up or down to the nearest rating scale in Scoring Code. For example, a mean score between 2. 1 and 2.4 will be rated 2, while a mean score between 2.5 and 2.9 will be rated 3.

However, if more than one QA Assessor does the scoring there will be a need to create reliability among the scorers, so that they score consistently. The total score of the scorers will be summed and then divided by the number of scorers, then by the number of items in

the category. After these calculations the rounding process takes place.

It is important, however, that the substance of the actual components/indicators of each rating value (1 to 5) ought to be developed by a group of persons who are familiar with and knowledgeable of the categories. In other words, the qualitative difference between 5 and 4, or 4 and 3 for example, ought to be as clear as possible.

To support the numerical score, the Assessor will also do the following:

a) Provide qualitative statements on what was observed or gathered from observation and, interviews; the analysis of the worded responses to the items will provide the source of this qualitative component.

b) Prepare a report for the human resources/technology component of the library from the assessment done of the 6 categories.

9. The Assessment Process

The preceding section sets out the procedures of the QA process and the calculation of scores and ratings, and assumes that the assessor is external to the division/entire library. The chart that follows suggests likely persons and roles within the organisation (library) that may participate in the QA process. Since the theories underlying the development of the QA framework considers deal with the whole organisation/group, the likelihood of individuals perceived as being targeted for blame is reduced.

Table 4. The Assessment Process Detailing Participants and Roles

Who Should be Involved in the Library QA process?	Rationale	Suggested Methodology	To whom the recommendations should be addressed, with Reasons?	Distribution of Remedial Action, based on Results
Library Administrators	Library Administrators are responsible for handling all matters that require budgetary allocations. Access to finance will be required to realise the implementation of necessary changes as identified in the QA Framework	Accomplished through the cooperative development of Library's Annual Budget;	The University Librarian who will make representations and presentations to the University's Administration on behalf of the Library.	The Bursary will be responsible for the procurement of the tools and equipment needed for the execution of the plans as identified in the QA. Library Personnel will then make the necessary adjustments to current standards

	Ensure that funding is included in the Library's Budget to cater for staffing needs in relation to the provisions of the relevant technological infrastructure and tools to conduct duties			in order to ensure that quality of the standards is as specified in the QA Framework.
	To ensure that there is budgetary allocation which caters to the appropriate training needs of Library Professionals to on a continual basis			
Readers' Services Division	Readers' Services Division is the Public Relations arm of the Library. Professionals in this Division will conduct surveys to assess users' needs. Based on the findings they make judicious recommendations to the Library Management for action.	Interviews may be conducted with Faculty while Questionnaires may be used with the students to ascertain their perceptions of the library services. The instrument used can collect Faculty and students' recommendations on areas that require improvement.	The findings of the surveys may be shared in the form of presentation at the Library Professional Seminars where the University Community should be present. Critical comments and recommendations will help to enhance the quality of service.	Recommendation must be implemented in stages: - Short, medium and long term based on careful prioritising.
The Division of Technical Services	The Library Professionals in this division liaise with the Faculties for the	Elite Interviews may be conducted with the various Faculties in order to ascertain their	The findings of the surveys may be made public on the Library and the University's	This task requires the full participation of all Faculties.

	acquisitioning of resource materials.	specific resource needs.	portal for easy access by all users.	The needs of the Faculty may be realised using the Library's budgetary allocations for purchasing teaching resources in a more constructive and relevant manner.
	The Library Representatives at Faculty Boards since they are responsible for promoting the Library services	Mini-presentations may be done at Faculty Boards by the Library Professionals	The document may also be made available at the Library Service points for access by all users.	
Students	Students are the recipients of all Library Services. Therefore, they must have a voice in all quality assurance procedures given that their needs must be met.	Questionnaires may be developed and administered to students through the Administrative Officer of each Faculty, the Lecturers of the various classes, and by Library Professionals.	The Library Administrators who are responsible for the management of the Library resources.	The findings of the Library Surveys must be shared with the Students. This will allow for them to be a part of the solutions that will be implemented by the Library Professionals.
	They must be included in the administering of questionnaires by the Library Professionals.	The Student Society must be included as a Representative on the Library Team since this body may assist in mobilising the students to be committed to participating in the response to the Questionnaire.		
Faculty	The resources provided by the Library for the Lecturers are used as the tools for the teaching/learning process.	Informal interviews may be conducted with Lecturers to ascertain their specific needs. They may be asked to provide		

	Lecturers must have an input to ensure that adequate materials are purchased and in a timely manner for both Lecturers and student access.	the Library with avenues for acquiring materials more effectively and timely. Library Professionals may also conduct participatory observations based on the purchasing list supplied by the Faculty and obtain information from the Admissions Division on the number of students in a class or course and purchase materials accordingly.		
Library Professionals	Self-assessment is very important when evaluating services. The Library Professionals are able to identify their needs that will lead to improved services for the users. They can identify the areas of shortcomings and weaknesses which require strengthening, particularly in capability building areas.	The information that is recorded in the instruments is used to assess Areas of shortcomings of Library Professionals may be retrieved from an instrument designed to conduct regular assessment of staff members' progress. Based on the information provided, areas of training needs may be derived for library professionals across the various levels.	Library Administrators and the Deputy Vice-Chancellor, Depending on the nature and magnitude of the training needs the immediate Supervisor may undertake training with Library Professionals. This process may be done on a one and one basis or as a collective effort which could be refresher training for all. For those training needs that require tutors from external sources, a	Quarterly assessment may be conducted with the Library Professional who demonstrated signs of low proficiency. Continual in-house training may be undertaken at the various levels in the different Divisions. This process will allow for training in specific areas to provide avenues for the sharing of information and ideas.

	request may be sent to the Personnel Division that also organizes training sessions at the junior levels.	For those areas that require the input of the Personnel Division, a note may be made in the annual assessment form which will initiate plans for future training activities.
	The University Librarian also may recommend Library Professionals for specific professional training	The Library may also form partnerships with other libraries for hold training sessions.
		The Library needs to include in its budget adequate funding for training in specific library subject areas.
		The library administrators may organize "think tanks" where in all participants will have a chance to make a contribution. Some valuable suggestions may be worthy of pursuing and implementing to enhance the library.

10. Review and Revision of Standards

The University of Guyana Library periodically has to explore ways to improve the quality of knowledge produced and disseminated. As technology changes so will the choice of users. Therefore, Library Professionals should be on the alert to recognize these changes and explore ways to create, capture and share tacit and explicit knowledge that will benefit

students and Faculty. To accomplish these changes effectively, Library Professionals may have to:

a)   restructure their functions to ensure continued relevance within the University of Guyana;

b)   expand their roles and responsibilities to contribute effectively to the tastes of a growing and diverse university community;

c)   review Operating Systems to estimate relevance in service delivery;

d)   conduct continual reviews of standards and quality of the existing service delivery;

e)   become more visible in the university community by consistently marketing the Library's services and resources to students and Faculty in a timely manner;

f)   identify pertinent innovative interventions to maintain high professional morale. One such venture may be to identify or mount relevant courses in knowledge creation and dissemination.

The implementation of these suggested changes as outlined above operating synchronously will tend to assist in refinement of the QA framework and related standards over time. The revision of the QA framework and standards and continual implementation are iterative processes. The goal, however, ought to be on a spiral continuum; every instance the QA is applied and then refined should lead to an improved scheme that signals more efficient goal attainment.

Some of the modalities that may be used consensually among library personnel to help in the re-alignment of the framework to respond to innovations and demands include:

a)   Focus-group discussions among divisions within the library;

b)   Library presentations at university-wide seminars with the intention of garnering support interventions that involve multiple stakeholders;

c)   Self-assessment of the quality of library professionals' competence in service delivery at an acceptable standard.

The frequency of revision and review will depend on the frequency of the application of the framework. This research does not deal specifically with frequency; however, the researcher suggests that the framework be applied in an exploratory way to a wider cross-section of relevant stakeholders. The process of refinement should commence as soon as possible afterwards.

11. Conclusion

In concluding it is important to underscore the point that in the context of the University of Guyana the library must contribute significantly to all spheres of the operations, particularly in the areas of accreditation, student learning and achievement among others. Quality and effectiveness in the University of Guyana Library is therefore critical. As such, the University

of Guyana library must establish a culture of quality assurance characterized by strong internal systems that include reviews and assessments, performance indicators, accountability to propel it to a place where it is easier to link closely to the University of Guyana's academic processes. It is envisioned that this Quality Assurance Framework can serve as a base for the first step towards the University of Guyana Library realising its goal of achieving effective quality and standards in its operations. The University of Guyana Library can therefore identify with and contribute to a culture of quality assurance.

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