



**ADVANCE**

# User Handbook of Quality Management System

Postgraduate Diploma Programme  
in Social Innovation and  
Entrepreneurship

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## 1. Introduction

The User Handbook describes the procedures, tools, responsibilities, and quality assurance mechanisms required to implement the Quality Management System for the ADVANCE Post-Graduate Diploma (PGD) in Social Innovation and Entrepreneurship (SIE) consistently and effectively across the four partner institutions: Busitema University (BU), Lira University (LU), Mzumbe University (MU), and Mkwawa University College of Education (MUCE). The Quality Management System (QMS) provides a comprehensive internal framework that ensures the quality, effectiveness, relevance, and sustainability of the Postgraduate Diploma in Social Innovation and Entrepreneurship. The QMS establishes standards, procedures, roles, and processes aligned with:

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015): [https://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)
- National Quality Assurance requirements in Uganda and Tanzania:
  - Quality Assurance Framework for Universities, 2014 (Uganda): <https://iuea.ac.ug/sitepad-data/uploads/2021/03/Quality-Assurance-Framework-for-Universities-2014.pdf>
  - Tanzania Commission for Universities (TCU) Programme Accreditation requirements: <https://www.tcu.go.tz/services/accreditation-of-universities-and-programmes/programme-accreditation>
- African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA): [https://haqaa.aau.org/wp-content/uploads/2018/12/ASG-QA\\_Manual\\_en\\_09.FINALE-with-License.pdf](https://haqaa.aau.org/wp-content/uploads/2018/12/ASG-QA_Manual_en_09.FINALE-with-License.pdf)

It harmonizes delivery across partner institutions and covers curriculum design, teaching and learning, assessment, certification, mentorship schemes, stakeholder engagement, virtual mobility, and continuous improvement.

The User Handbook is also fully applicable to European partner institutions involved in the ADVANCE project. It aligns with ESG quality assurance standards and follows established European practices for joint programme management, ensuring clarity, comparability, and consistency in implementation across all participating institutions.

## 2. Quality principles

The QMS is grounded in internationally recognized principles of quality assurance that guide all aspects of programme design, delivery, assessment, support, and continuous improvement. These principles align with European standards (ESG 2015), the Inter-University Council for East Africa (IUCEA) frameworks, African regional frameworks (ASG-QA), and national requirements in Uganda and Tanzania. Together, they ensure that the PGD in SIE maintains high academic integrity, relevance, and parity across all delivery formats — face-to-face, blended, and online.

The QMS also places strong emphasis on experiential learning, service-learning, and entrepreneurship-oriented pedagogies that prepare graduates to lead social innovation initiatives in diverse contexts. At the core of the QMS are Quality principles listed in the Table 1.

**Table 1. Quality principles**

No	Quality principles	Descriptions
1	Transparency	All processes (curriculum design, assessment, progression, review) are clearly documented, accessible, and communicated to all stakeholders.
2	Accountability	Each partner institution and programme unit takes responsibility for maintaining quality, meeting standards, and upholding integrity.
3	Student-Centred Learning	Teaching supports flexible pathways, diverse pedagogies, student engagement, autonomy, and reflection.
4	Equity and Fairness	Students are treated impartially and granted equal opportunities through fair assessment and inclusive environments.
5	Fitness for Purpose	Curriculum, outcomes, delivery, and assessment align with the programme's purpose: developing social innovation and entrepreneurship competencies.
6	Relevance and Stakeholder Engagement	Programme design and review are informed by employers, mentors, communities, industry actors, alumni, and professional bodies.
7	Continuous Improvement	Evidence, feedback, and performance data drive ongoing enhancement of programme quality.
8	Evidence-Based Decision-Making	Decisions rely on data such as assessments, completion rates, student feedback, and labour-market insights.
9	Integrity and Ethical Conduct	Teaching, assessment, mentorship, research, and governance uphold academic integrity and ethical principles.
10	Consistency and Comparability of Standards	Standards for learning outcomes, assessment, grading, and qualifications remain equivalent across four institutions and two countries.
11	Quality of Teaching Staff	Teaching is delivered by qualified staff who receive continuous professional development and performance feedback.
12	Learner Support and Well-Being	Students have access to academic advising, psychosocial support, mentoring, and adequate learning resources.
13	Robust Assessment Practices	Assessment is valid, reliable, transparent, aligned with learning outcomes, and includes internal/external moderation.
14	Adequacy of Learning Resources	Adequate physical, digital, and human resources support teaching, learning, and mentorship.

15	Collaborative Quality Culture	A shared, cross-institutional quality culture promotes cooperation, communication, and mutual responsibility.
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### 3. Governance structure

The governance of the PGD in SIE relies on coordinated bodies with clearly defined responsibilities.

#### 1. Institutional Quality Committees (IQCs)

- Ensure alignment with internal QA systems at each partner university.
- Located at each participating HEI: BU, LU, MU, MUCE.

The IQCs are responsible for ensuring that the PGD in SIE complies with each university's internal quality assurance frameworks, policies, and procedures. They provide quality oversight at the institutional level and ensure alignment with national QA requirements (NCHE in Uganda and TCU in Tanzania).

#### Key responsibilities:

- Review and approve programme documentation before submission for accreditation institutional submission.
- Monitor the delivery of teaching, learning, and assessment within their institution.
- Ensure lecturers meet institutional qualifications and performance criteria.
- Oversee implementation of internal QA tools (course evaluations, peer reviews, programme reviews).
- Ensure that recommendations from national QA bodies are implemented.
- Facilitate corrective actions where quality gaps are identified.
- Report on institutional findings to the Joint Programme Steering Committee (IPSC).

#### Value added to the programme:

IQCs act as the first level of quality assurance, ensuring each institution's compliance before issues are escalated to the joint level.

#### 2. Interinstitutional Programme Steering Committee (IPSC)

- Coordinates programme-level decisions such as mobility (incl. virtual exchanges), credit recognition, and harmonisation of assessment standards.
- *Central body ensuring harmonisation across all four universities.*

The IPSC is the primary coordinating mechanism for the programme. It ensures that the PGD is implemented consistently and efficiently, and in line with agreed standards, across institutions and countries.

### Composition of the IPSC

During the ADVANCE project, the IPSC is composed of:

- One academic representative from each partner university;
- One quality assurance representative from each partner university;
- The Chair or representative of Working Group 3 (WG3);
- A project coordination representative;
- Student and external advisory representatives (where applicable).

After the ADVANCE Project, the IPSC is composed of:

- One academic programme representative from each participating university.
- One institutional quality assurance representative from each university.
- The Programme Coordinator.
- Student and external stakeholder representatives (optional, advisory role).

### Key responsibilities:

- Coordinate all programme-wide decisions across the four HEIs.
- Harmonise curriculum structure, learning outcomes, and assessment standards.
- Oversee student mobility, including virtual mobility, credit transfer, and recognition.
- Approve annual programme reports and quality improvement plans.
- Facilitate communication between institutions and ensure shared understanding of programme requirements.
- Support the preparation of accreditation and re-accreditation documentation for NCHE and TCU.
- Address challenges related to staffing, scheduling, student support, and resource allocation.

<b>Value added to the programme:</b>
The IPSC ensures <b>coherence, consistency, and comparability</b> of academic standards across the four universities participating in the PGD.

### 3. Working Group 3 (WG3)

- Leads development, implementation, and review of the QMS.
- *Technical team responsible for quality system development.*

WG3 is the specialised quality assurance working group within the broader ADVANCE project structure. It focuses on designing, implementing, reviewing, and improving the PGD's internal QMS in SIE.

### Composition of WG3

During the implementation of the ADVANCE project, Working Group 3 (WG3) comprises members recognised as experts in quality assurance, curriculum development and programme management.

- One quality assurance expert from each partner university (typically representing the institutional QA unit or quality committee).
- Academic staff members with experience in curriculum design and assessment related to social innovation and entrepreneurship.
- A representative from the project coordination team to ensure alignment with ADVANCE objectives and timelines.
- European partner institution representatives (where applicable) who contribute expertise in ESG-aligned QA practices and joint programme implementation.
- WG3 appoints a chair or coordinator who is responsible for organising meetings, coordinating tasks and liaising with the IPSC.

After the project lifetime, WG3 continues as a permanent technical quality assurance group, supporting the sustainability of the PGD in SIE. Its composition includes:

- Designated quality assurance representatives from each participating university
- The Programme Coordinator or a delegated academic representative
- Additional QA or academic experts, as needed, to support specific reviews or revisions

WG3 remains responsible for maintaining and updating the QMS, supporting programme reviews, and advising the IPSC on quality-related matters.

#### **Key responsibilities:**

- Develop the full Common Internal QMS for the programme.
- Adapt ESG, ASG-QA, NCHE, and TCU standards to programme-specific procedures.
- Draft, revise, and manage QMS documentation (manuals, SOPs, tools, templates).
- Guide institutions during the piloting of the QMS and collect feedback.
- Conduct cross-institutional quality reviews and evaluations.
- Prepare the Annual Quality Report and present recommendations to the IPSC.
- Lead capacity-building activities related to quality assurance for academic and administrative staff.

<b>Value added to the programme:</b>
WG3 provides technical expertise and ensures the QMS is robust, standardised, and aligned with regional and international quality frameworks.

#### **4. Stakeholder Advisory Network**

- Mentors, NGOs, industry representatives, and social innovation actors contribute ongoing feedback to ensure programme relevance.
- *External partners contributing relevance and societal impact.*

The Stakeholder Advisory Network brings together mentors, community partners, NGOs, civil-society organizations, private-sector actors, industry innovators, and representatives from the social enterprise ecosystem. Their involvement ensures the PGD remains relevant, practical, and aligned with real-world needs. They are appointed by the IQCs of the partner HEI.

**Key responsibilities:**

- Provide feedback on curriculum relevance, skills gaps, and emerging trends in social innovation.
- Serve as mentors for students' experiential and community-based learning projects.
- Participate in programme review panels, evaluation workshops, and stakeholder consultations.
- Support co-creation of case studies, innovation challenges, and practice-based learning activities.
- Offer placement opportunities for internships, fieldwork, and applied social innovation projects.
- Advise on employability, labour-market connections, and entrepreneurial pathways.

**Value added to the programme:**

Their contribution ensures the programme stays industry-relevant, community-rooted, and responsive to societal challenges.

## 4. Curriculum design and review framework

Curriculum design for the PGD in SIE follows an outcome-based approach, ensuring that every component of the programme is intentionally designed to build specific competencies required of social entrepreneurs. This aligns with ESG Standard 1.2 [Inter-University Council for East Africa \(IUCEA\) Quality Assurance Handbook: Guidelines for Self-Assessment at Program Level](#), which requires programmes to have clear aims, learning outcomes, teaching methods, assessment strategies, and qualifications that reflect the needs of students, society, and the labour market.

The curriculum is also benchmarked against the Competence Profile of a Social Entrepreneur in East Africa, which was developed by the project, ensuring that graduates acquire the knowledge, skills, and values needed to design, implement, and sustain innovative solutions for social challenges.

*The key features of this curriculum design and review are:*

- Clear mapping of learning outcomes, teaching activities, and assessment tasks;
- Input from internal and external stakeholders;
- Approval by Curriculum Committees and University Councils;
- Cross-institutional harmonisation to ensure consistent academic standards;
- Annual curriculum review cycles incorporating student performance data, stakeholder input, and labour-market trends in Uganda and Tanzania.

### 1. Clear Mapping of Learning Outcomes, Teaching Activities, and Assessment Tasks

Each course in the PGD is designed using a constructive alignment approach:

- Learning outcomes define what the student will know, understand, or be able to do by the end of the course.
- Teaching and learning activities (lectures, case studies, service-learning projects, mentorship-based tasks, simulations) are chosen to support the achievement of those outcomes.
- Assessment tasks (portfolios, project reports, community-based research, presentations, reflective journals) measure whether those outcomes have been achieved.

This ensures:

- Coherence between curriculum components
- Transparent expectations for students
- Fair and meaningful assessment
- Competency-focused learning experiences
- Alignment with ESG 1.3 on student-centred learning

## **2. Input from Internal and External Stakeholders**

Curriculum development is participatory and inclusive, following ASG-QA, ESG, and IUCEA guidance requiring stakeholder involvement.

Stakeholders involved:

- Internal: academic staff, quality assurance officers, programme coordinators, teaching departments.
- External: employers, social entrepreneurs, NGOs, community partners, alumni, prospective mentors, accreditation bodies, industry experts.

Stakeholder contributions include:

- Identifying skills gaps in the social innovation ecosystem
- Ensuring relevance of content to Uganda and Tanzania's priorities
- Advising on labour-market trends
- Co-creating case studies and experiential-learning opportunities

*This approach strengthens the programme's practical relevance and ensures responsiveness to national and regional development needs.*

## **3. Approval by Curriculum Committees and University Councils**

All courses and programme structures go through a formal approval process at each partner institution, as required by the institutional regulations, and the national regulations set by NCHE and TCU.

The process includes:

- Review by the department and/or faculty board
- Submission to the Institutional Curriculum Committee

- Verification of compliance with internal and national standards
- Final approval by the University Senate/Council

Why this matters:

- Ensures legal and academic conformity
- Aligns the programme with institutional policies
- Provides legitimacy and recognition before accreditation submissions
- Guarantees that programme content meets national qualification frameworks

#### **4. Cross-Institutional Harmonization to Ensure Consistent Academic Standards**

Because the PGD is jointly developed and includes elements of joint delivery through virtual mobility (virtual exchanges) across four universities and two national higher education systems, harmonization is essential.

Harmonization includes:

- Shared learning outcomes and course descriptors
- Unified credit allocations and workload estimates
- Common assessment criteria and rubrics
- Comparable learning materials and digital content
- Standardization of academic calendars where feasible

This ensures that:

- Students receive equivalent learning experiences
- Academic standards remain consistent across institutions
- Credit transfer and recognition during mobility are seamless
- Joint delivery is coherent, transparent, and equitable

#### **5. Accreditation by national regulatory authorities**

The harmonized programme is then submitted to, and accredited by, NCHE for the case of UG and TCU for Tanzania for accreditation

#### **6. Annual Curriculum Review Cycles**

In line with ESG 1.9 (On-going Monitoring and Periodic Review), the curriculum undergoes annual review cycles guided by data and feedback.

Review inputs include:

- Student performance data (completion rates, assessment results, progression)
- Student feedback (course evaluations, focus groups, surveys)
- Mentor and stakeholder feedback
- Graduate employability insights
- Labour-market trends in Uganda and Tanzania
- External examiner reports
- Teaching team reflections

Review outcomes include:

- Adjustments to course content
- Updates to teaching methods (e.g., more case-based learning)
- Revision of assessment strategies
- Identification of resource needs
- Curriculum reforms to maintain relevance

*This makes the programme dynamic, responsive, and continuously evolving in line with real-world needs.*

## 5. Teaching and learning quality framework

Teaching and learning within the PGD in SIE are grounded in modern pedagogical approaches that promote active engagement, practical problem-solving, and deep learning. These approaches are fully aligned with ESG Standard 1.3 (Student-Centred Learning, Teaching and Assessment), ASG-QA Part A, and principles of experiential and competency-based learning essential for social entrepreneurship education.

The programme adopts a student-centred, practice-oriented approach that allows learners to develop the knowledge, skills, and values needed to lead social innovation initiatives in Uganda, Tanzania, and beyond.

### 1. Student-Centred Learning

The PGD emphasises learning that is active, participatory, flexible, and responsive to learners' needs. Student-centred learning ensures that learners take responsibility for their own development and become active contributors to the learning process.

### 2. Applied and Experiential Methodologies

Social innovation and entrepreneurship cannot be learned solely through theory. Therefore, the PGD integrates applied, real-world learning methodologies, including:

- Project-based learning, in which students tackle authentic social challenges.
- Experiential learning cycles, where learners reflect on practical activities to understand theory.
- Simulations and role-playing, enabling students to explore complex social issues.
- Community-based learning, where students work with NGOs, social enterprises, or government initiatives.

*Such approaches ensure that learners develop practical competencies in design thinking, innovation management, and community engagement.*

### 3. Case-Based Learning

Case studies — local, regional, and international — are central to the programme. They:

- Demonstrate how social innovation and entrepreneurship works in real practice.
- Provide students with concrete examples of successful and failed initiatives.

- Allow students to analyse decision-making processes, ethical dilemmas, and contextual challenges.
- Support problem-based learning and critical analysis.

*This method strengthens students' ability to translate theory into action.*

#### 4. Entrepreneurial Problem-Solving

Students are trained to think and act like social entrepreneurs by:

- Identifying unmet social needs.
- Generating innovative solutions using entrepreneurial tools and frameworks.
- Applying design-thinking processes to complex social challenges.
- Engaging in innovation labs, ideation workshops, and business model development.

*This approach builds the competency profile required of graduates.*

#### 5. Service-Learning

Service-learning ensures that community engagement is integrated into academic learning. It involves:

- Working directly with communities or social organizations to address real issues.
- Reflecting on the social impact of interventions.
- Linking practical experiences to academic content.

*This creates socially aware graduates committed to sustainable development.*

To maintain high teaching standards across all four partner universities, multiple QA mechanisms/instruments are systematically applied. They are provided in the Table 2.

**Table 2. Quality Assurance Instruments Supporting Teaching Excellence**

<b>Quality Assurance Instruments</b>	<b>How these instruments are applied?</b>	<b>Benefits</b>
Structured Professional Development for Lecturers	Lecturers receive ongoing training to strengthen their teaching capacity, including: <ul style="list-style-type: none"> <li>• Innovative teaching methodologies</li> <li>• Competence-based and experiential learning approaches</li> <li>• Digital pedagogy and e-learning tools</li> <li>• Fair and transparent assessment strategies</li> <li>• Use of case studies, mentorship integration, and simulation techniques</li> </ul>	This ensures consistent teaching quality across institutions.
Peer Observation	Institutional peer observation systems strengthen teaching quality by enabling lecturers to: <ul style="list-style-type: none"> <li>• Receive structured feedback from colleagues</li> </ul>	Peer observation fosters a culture of continuous enhancement and collaboration.

	<ul style="list-style-type: none"> <li>• Reflect on their teaching practices</li> <li>• Share good practices across institutions</li> <li>• Identify areas for improvement</li> </ul>	
Student Evaluations	Students provide feedback on teaching and learning through: <ul style="list-style-type: none"> <li>• End-of-course evaluations</li> <li>• Mid-course feedback mechanisms</li> <li>• Focus groups and reflective discussions</li> </ul>	This data is analysed and integrated into programme reviews, ensuring that teaching remains responsive to learners' needs.
Reflective Teaching Portfolios	Lecturers maintain reflective portfolios that document: <ul style="list-style-type: none"> <li>• Teaching strategies used</li> <li>• Reflections on successes and challenges</li> <li>• Professional development activities</li> <li>• Plans for improvement</li> </ul>	Portfolios support self-regulation and long-term professional growth.
Mentorship for New Academic Staff	Early-career lecturers are paired with experienced colleagues who provide guidance on: <ul style="list-style-type: none"> <li>• Teaching practices</li> <li>• Assessment techniques</li> <li>• Classroom management</li> <li>• Student engagement strategies</li> <li>• Academic integrity and ethical responsibilities</li> </ul>	This ensures consistency and quality among teaching staff.
Use of Accessible, Well-Designed Digital Learning Materials	Digital resources play an essential role in teaching and virtual mobility. These include: <ul style="list-style-type: none"> <li>• Video lectures</li> <li>• Case studies</li> <li>• Online readings and simulations</li> <li>• Learning management system (LMS) resources</li> <li>• Accessible formats for diverse learners</li> </ul> All materials follow standards for Pedagogical clarity, Multimedia accessibility, Online engagement, Cross-institutional consistency.	This ensures that all students — whether learning in person or online — receive a high-quality experience.

## 6. Assessment and examination quality standards

Assessment in the PGD in SIE is designed and implemented in alignment with ESG Standards 1.3 and 1.4 that emphasize fairness, transparency, consistency, and clear alignment with intended learning outcomes. The assessment system ensures that students demonstrate the

competencies outlined in the Competence Profile for Social Entrepreneurs while enabling comparability and recognition across all four partner universities.

The assessment framework integrates a combination of formative and summative approaches, emphasizing authentic evaluation, reflective learning, practical application, and integrity. It ensures that learners are assessed not only on theoretical knowledge but also on their ability to apply ideas in real-world social innovation contexts. All of this is explained and developed in more detail below.

The programme uses a diverse set of assessment instruments to capture the multidimensional nature of social innovation competencies. This approach supports student-centred learning, allows learners to demonstrate their strengths, and provides multiple opportunities for success. Each instrument is explicitly aligned with course learning outcomes and designed to assess knowledge, skills, attitudes, and values. The examples of Assessment Instruments are listed in Table 3.

**Table 3. Assessment Instruments**

<b>No.</b>	<b>Assessment Instruments</b>	<b>Functioning/Available of Assessment Instruments</b>
1	Written Assignments	These assignments test learners' understanding of theoretical concepts, ability to articulate arguments, use evidence, and reflect critically on social innovation frameworks. They include essays, analytical briefs, policy analyses, and reflective papers.
2	Innovation Project Portfolios	Students compile portfolios documenting their engagement in social innovation projects. These may include problem definitions, community research, prototypes, stakeholder mapping, intervention strategies, and impact assessments. Portfolios demonstrate growth over time and integration of learning across course.
3	Community-Based Project Evaluations	Learners complete fieldwork reports or community-engagement evaluations based on real collaborations with NGOs, community groups, or social enterprises. These assessments measure practical competence, ethical engagement, and the ability to translate academic learning into societal impact.
3	Case Analyses	Students analyse local, regional, or global social innovation cases to show their ability to interpret data, evaluate decisions, identify success/failure factors, and recommend context-sensitive solutions. Case analysis strengthens decision-making and problem-solving skills.
5	Presentations	Oral presentations assess communication skills, clarity of thought, teamwork, and the ability to defend ideas before peers, mentors, and external stakeholders. Presentations may accompany project work, case analyses, or innovation pitches.

6	Examinations	Written or digital examinations check conceptual understanding and applied reasoning. They ensure academic rigor and consistency across institutions, supporting comparability of learning outcomes.
7	Entrepreneurship Challenges	Students engage in innovation or “hackathon-style” challenges where they propose solutions to real social issues. These high-engagement assessments evaluate creativity, teamwork, entrepreneurial thinking, and rapid problem-solving.

Moderation ensures that assessment is reliable, fair, transparent, and consistent across all four universities offering the PGD. This is essential in a programme delivered across two national QA systems. Possible types of Moderation are presented in Table 4.

**Table 4. Types of Moderation**

Type of Moderation	Functioning	Assurance	Who carries out?
Internal Moderation	Each HEI reviews assessments internally before and after marking.	Assessment tasks are aligned with outcomes. Marking criteria are applied consistently. Feedback provided to students is constructive and fair. Grade distributions are appropriate and justified.	This is carried out by course teams, academic coordinators, or institutional quality assurance officers.
Cross-Institutional Moderation	This involves: Exchanging sample scripts. Comparing marking standards and interpretations. Harmonising grading expectations. Ensuring parity of academic standards irrespective of institution or country.	This process ensures consistency and supports credit recognition and virtual mobility.	Representatives from all four HEIs participate in cross-moderation.
External Examiner Review	Periodic external examiner input strengthens credibility and fairness.	Examiners review assessment materials, sample scripts, grading patterns, and compliance with QA standards. They provide recommendations for	Examiners may be drawn from: National accreditation bodies, Partner universities outside the consortium,

		improvement and confirm that standards are appropriate for postgraduate qualifications.	Recognized social innovation or entrepreneurship experts.
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To ensure equity and comparability, assessment rubrics are standardized across the four HEIs (an example is provided in Annex 1). These rubrics provide:

- Clear criteria for performance at different grade levels
- Transparent expectations for content quality, analysis, creativity, and communication
- Consistency in evaluator judgement
- Alignment with learning outcomes and the Competence Profile for Social Entrepreneurs

It is important to mention the need for *internal regulatory systems at four HEIs*. These include:

- Clear definitions of academic misconduct and procedures for managing plagiarism, cheating, and unethical behaviour
- Appeal procedures for students who challenge assessment outcomes
- Guidelines for supplementary assessments, re-submission policies, and progression requirements
- Criteria for awarding the diploma, including credit accumulation, mandatory components, and exit requirements

*These regulations ensure fairness, accountability, and academic integrity across the entire consortium.*

Documents outlining the above procedures (for managing plagiarism, cheating and unethical behaviour; guidelines for supplementary assessments, etc.) are available on the university's website.

- Busitema University (BU): [Quality Standards at Busitema University](#)
- Lira University (LU): [Lira University Quality Assurance Policy 2021](#)
- Mzumbe University (MU): [Mzumbe University Postgraduate Examinations and Students' Assessment Criteria By-Laws, 2023](#)
- Mkwawa University College of Education (MUCE): [Quality Assurance Policy and Operational Procedures, 2021](#)

The PGS in SIE assessment process is aligned with ESG 1.3 and ESG 1.4:

### 1. ESG 1.3 – Student-Centred Learning, Teaching and Assessment.

Assessment must:

- Respect the diversity of learners
- Provide opportunities for self-assessment and reflection
- Use varied formats supporting different learning styles
- Support student responsibility for their own learning

The PGD meets these requirements through varied assessment types, practical tasks, reflective assignments, and innovation challenges.

## 2. ESG 1.4 –, Progression, Recognition and Certification.

Assessment must support transparent and fair:

- Progression decisions
- Recognition of learning (including virtual mobility credits)
- Certification for the award of Diploma

The PGD achieves this through clear grading regulations, structured moderation, comparable standards across HEIs, and coherent certification requirements.

## 7. Mentorship schemes and experiential learning

Mentorship is a central and distinguishing feature of the PGD in SIE, ensuring that students receive continuous professional guidance, exposure to real-world practice, and personalised support throughout their learning journey. The mentorship model connects academic learning with the realities of social innovation ecosystems in Uganda, Tanzania, and the wider region.

The mentorship schemes are structured, quality-assured, and implemented consistently across all four partner universities. This includes:

### 1. Mentor Recruitment and Vetting

Each HEI is responsible for establishing and maintaining a vetted mentor database that includes experienced practitioners from diverse sectors, such as:

- Social innovation and entrepreneurship
- Non-governmental organisations (NGOs)
- Community-based organisations (CBOs)
- Government agencies
- Private-sector enterprises
- Universities and research institutes
- Development partners and innovation hubs

Vetting ensures that mentors:

Possess relevant expertise in social entrepreneurship or community innovation

- Have adequate experience in leadership, management, or project implementation
- Demonstrate ethical behaviour, professionalism, and willingness to support learners
- Understand the purpose and expectations of the mentorship scheme

*This process guarantees that students work with mentors who can model the competencies required of future social innovators and entrepreneurs.*

### 2. Mentor Training and Orientation

Before interacting with students, mentors receive structured training provided by each HEI. Training ensures alignment with programme values, consistency in guidance, and ethical engagement.

Training covers:

- Programme objectives and learning outcomes
- Roles and responsibilities of mentors
- Boundaries of mentorship, confidentiality, and professional conduct
- Ethical guidelines for community and organisational engagement
- Expectations for documentation, feedback, and student support
- Procedures for reporting concerns or challenges
- Use of reflective practice and coaching strategies

*This ensures that mentors are confident, prepared, and able to support students effectively and safely.*

### **3. Mentor–Student Matching**

Matching is conducted based on:

- Student professional background and aspirations
- Mentor expertise
- Thematic areas of interest (e.g., health innovation, youth entrepreneurship, community development, climate action)
- Geographical proximity (where applicable)
- Availability and preferred mode of interaction (online/physical)

*This personalized matching process enhances the quality of the mentorship relationship.*

### **4. Structured Mentor–Student Interactions**

Mentorship interactions are guided, purposeful, and documented to ensure quality and accountability.

Students engage with mentors through:

- Regular meetings (online or face-to-face)
- Fieldwork or project consultations
- Innovation challenge guidance
- Professional coaching sessions

Documentation tools include:

- Mentorship logs capturing frequency and content of meetings
- Reflective journals where students analyse insights, challenges, and progress
- Progress review forms used during mid-term and final evaluations
- Action plans developed jointly by students and mentors

*These tools ensure consistency across institutions and provide evidence for assessment and programme monitoring.*

### **5. Integration of Mentorship into Experiential Learning**

Mentorship strengthens experiential and service-learning by connecting students with real-world practice. This helps students to:

- Apply theoretical learning to real community challenges
- Understand organisational dynamics
- Gain insights into leadership, ethics, and innovation processes
- Develop practical skills in problem-solving, project design, and stakeholder engagement

*Mentorship therefore becomes an essential driver of competency development in the PGD.*

### **6. Monitoring and Supporting Mentors**

Each HEI has a designated Mentorship Coordinator responsible for:

- Tracking mentor performance
- Ensuring timely documentation
- Providing support and troubleshooting
- Organizing mentor forums or reflection sessions
- Ensuring that mentorship activities align with academic requirements

*Periodic meetings with mentors allow universities to identify challenges early and reinforce effective practices.*

### **7. Feedback and Continuous Improvement**

Feedback from mentors and students is systematically collected and analysed through:

- End-of-semester mentor evaluation forms
- Student satisfaction surveys (an example is provided in Annex 2)
- Reflection workshops
- Mentorship review meetings
- Feedback from project supervisors

This feedback directly informs improvements to the mentorship framework, such as:

- Updating mentor orientation materials
- Revising documentation tools
- Adjusting matching processes
- Strengthening student preparedness

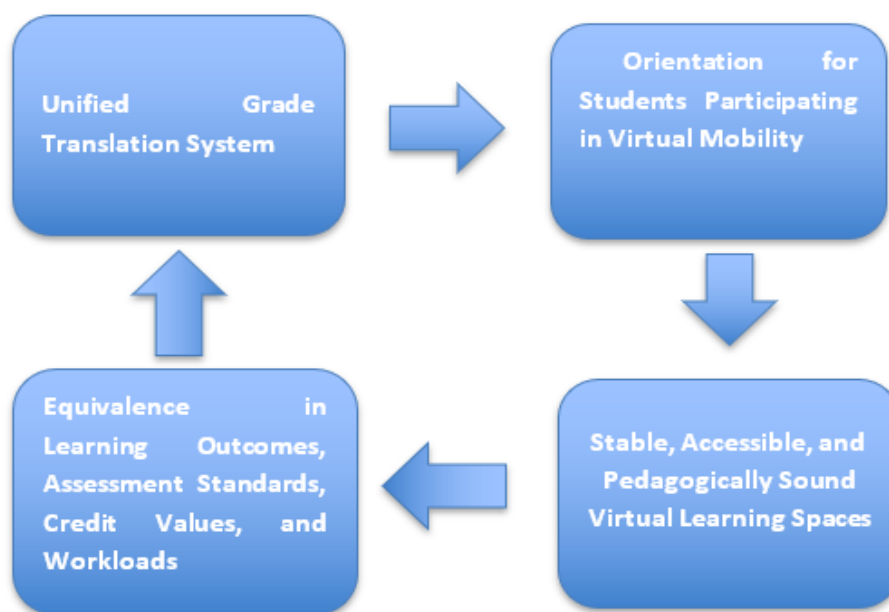
*Mentorship therefore operates within a continuous improvement loop and contributes significantly to programme quality and relevance.*

## 8. Virtual mobility and recognition procedures

Virtual mobility is an essential element of the PGD in SIE. It allows students from the four HEIs to access courses taught at partner institutions without being physically present. Through digital platforms, students participate in lectures, discussions, assessments, and collaborative activities offered by any HEI in the consortium.

Virtual mobility ensures that all learners — regardless of location — receive equitable access to learning opportunities, expertise, and academic resources shared across the four universities. To maintain academic integrity and quality, the QMS incorporates four interrelated mechanisms described below that ensure consistent academic standards, fairness, and a positive student experience.

These four mechanisms — equivalence of academic standards, unified grade translation, student orientation, and high-quality virtual learning environments — operate as an integrated quality assurance system that ensures fairness, consistency and comparability across all forms of virtual mobility within the PGD in SIE (Figure 1).



**Figure 1. Virtual mobility and recognition procedures**

### 1. Equivalence in Learning Outcomes, Assessment Standards, Credit Values, and Workloads

Virtual mobility only works effectively if the courses offered across institutions maintain comparable academic standards.

The QMS ensures equivalence by requiring that:

- Learning outcomes for comparable courses across HEIs are jointly agreed, clearly stated, and aligned with the programme's overall competence framework.
- Assessment criteria and rubrics are standardized across institutions to ensure fairness and comparability.
- Credit values follow a unified credit system (based on workload and national qualification frameworks).
- Workloads (contact hours, online activities, readings, assignments) are aligned to ensure that a 5-credit course at one HEI has the same student effort as a 5-credit course at another.

#### Why this matters:

- Students experience the same academic expectations regardless of their home institution.
- Credits earned at the host institution can be recognized seamlessly by the home institution.
- Teaching and assessment remain fair, transparent, and uniform across borders.

*This equivalence aligns with ESG 1.2 (programme design), ESG 1.3 (student-centred learning), and ASG-QA standards on assessment fairness and consistency.*

## **2. Unified Grade Translation System**

Because the PGD is delivered across two countries and four institutions, grading practices may differ. A unified grade translation framework ensures that students receive grades that are:

- Recognized across all partner HEIs
- Fair and comparable, regardless of where a course was taken
- Consistent, whether the student studies in Uganda or Tanzania

The grade translation system includes:

- Defined equivalences between HEI grading scales (e.g., letter grades, percentages, grade points).
- Agreed minimum pass marks for postgraduate study.
- Common rules for re-assessment and supplementary exams.
- A harmonized approach for borderline cases (e.g., "compensation" rules).

#### Result:

- A student who completes a course virtually at MU or MUCE will have their grade recognized at BU or LU without loss of credit, value, or academic standing.

*This aligns with ESG 1.4 (recognition and certification) and ASG-QA requirements for fairness in student progression.*

## **3. Orientation for Students Participating in Virtual Mobility**

Before participating in virtual mobility, students must receive clear orientation and preparation to ensure they understand expectations, technologies, and support systems.

Orientation covers:

- Technical training on using the Learning Management System (LMS), video-conferencing tools, and digital submission platforms.
- Academic expectations, including attendance requirements, timelines, assessment formats, and submission rules.
- Communication protocols, including tutor availability, discussion rules, and guidelines for digital participation.
- Support services, such as who to contact for IT issues, academic questions, or student support needs.
- Cross-cultural readiness, especially when students learn with peers from different institutions, regions, or learning cultures.

*Clear orientation enables students to fully benefit from virtual mobility, reduces confusion, and provides a positive learning experience in compliance with ESG 1.6 (student support).*

#### **4. Stable, Accessible, and Pedagogically Sound Virtual Learning Spaces**

High-quality virtual mobility requires digital environments that are robust, user-friendly, and well-designed for learning.

The QMS ensures that virtual learning environments must be or have:

- Technically stable
- Reliable connections, minimal downtime
- Clear uploading and submission procedures
- Accessible
- Materials available in downloadable formats
- Compatibility with low-bandwidth settings
- Accessibility features for students with disabilities (e.g., captions, readable PDFs)
- Pedagogically sound
- Courses structured logically in the LMS
- Learning materials aligned with learning outcomes
- Interactive components such as discussion forums, breakout sessions, group tasks
- Use of clear instructions, guidance, and timelines
- Supported by staff
- Tutors available to respond to student questions
- Technical support available when needed

Result:

- Students receive a high-quality digital learning experience equivalent to face-to-face instruction at their home university.

*This aligns with ESG 1.3 and 1.6, which emphasize digital accessibility, inclusive learning design, and the quality of student support.*

## 9. Learning resources, infrastructure, and student support

High-quality learning resources and support services are essential for the successful delivery of the PGD in SIE. The Institutional SIE Learning Centres and support systems must ensure equitable access, technology-enhanced learning, and comprehensive student support across all participating HEIs.

The QMS guarantees that each institution provides an enabling environment where students can engage in innovation, collaboration, and real-world learning.

### 1. SIE Learning Centres as Technology-Enhanced Innovation Spaces

Each institution has established a dedicated SIE Learning Centre, designed to support collaborative work, digital learning, and experiential activities linked to social innovation. Key features of the Learning Centres are provided in Table 5.

**Table 5. Key features of the Learning Centres**

<b>Key features of the Learning Centres</b>	<b>Technology-Enhanced Infrastructure</b>	<b>Collaborative Workspaces</b>	<b>Innovation Support Resources</b>
Detailed explanation of the features	High-speed internet access. Digital projectors and smart screens. Video-conferencing facilities for virtual mobility. Computers or workstations for individual and group use. Access to online research databases and digital libraries.	Flexible seating arrangements for group discussions. Design-thinking or innovation lab zones. Whiteboards and brainstorming surfaces. Spaces for community engagement sessions, workshops, and mentorship meetings.	Prototype development tools. Access to entrepreneurship and innovation materials. Case study repositories. Templates for project planning, design thinking, and monitoring.

*These physical and digital resources support the programme’s emphasis on experiential and project-based learning.*

### 2. Digital Learning Content Delivered Through Institutional LMS Platforms

The PGD uses a blended and digitally enriched approach, requiring each HEI to deliver high-quality online learning materials through their Learning Management Systems (LMS). This ensures accessibility for both in-person and virtual mobility students.

Digital content includes:

- Pre-recorded video lectures
- Case studies (local and global examples of social innovation and social enterprises)
- Course outlines and reading lists
- Assignment briefs and rubrics
- Online quizzes and self-assessment tools
- Discussion forums and collaborative workspaces
- Reflective journals and e-portfolios

Quality standards for digital content:

- Clear structure and instructions
- Alignment with learning outcomes
- Accessibility for low-bandwidth environments and mobile devices
- Compliance with assistive technology needs (captioning, alt-text, readable PDFs)
- Regular updates to ensure relevance

*This ensures consistency and high-quality online learning across all four HEIs.*

### 3. Comprehensive Student Support Services

Students in the PGD have access to a range of structured support services designed to enhance academic performance, well-being, and professional development. Support services must be comparable across institutions to ensure equity and fairness. Student Support Services are presented in Table 6.

**Table 6. Student Support Services**

<b>Student Support Services</b>	<b>Detailed explanation</b>
Academic Advising	Students receive guidance from academic advisors who support them in: <ul style="list-style-type: none"> <li>• Understanding programme requirements</li> <li>• Selecting courses and managing workload</li> <li>• Developing learning plans</li> <li>• Navigating academic challenges</li> <li>• Preparing for assessments</li> <li>• Academic advising helps students stay on track and succeed within the programme</li> </ul>
Counselling Services	Professional counselling services are available to address: <ul style="list-style-type: none"> <li>• Academic stress</li> <li>• Personal and emotional challenges</li> </ul>

	<ul style="list-style-type: none"> <li>• Adjustment to higher education or online learning</li> <li>• Issues affecting academic performance</li> <li>• Counselling contributes to student well-being and progression</li> </ul>
Disability Support	<p>The programme ensures inclusive access for students with disabilities. Support measures include:</p> <ul style="list-style-type: none"> <li>• Assistive technologies</li> <li>• Alternative assessment arrangements</li> <li>• Accessible materials and classrooms</li> <li>• Learning accommodations (e.g., extra time, ergonomic equipment)</li> </ul>
Entrepreneurship Incubation Linkages	<p>Given the applied nature of the SIE programme, students benefit from:</p> <ul style="list-style-type: none"> <li>• Referral to university-based innovation hubs</li> <li>• Access to incubation programmes and competitions</li> <li>• Networking opportunities with industry, NGOs, and funders</li> <li>• Support in developing and pitching social innovation ideas</li> </ul>

*Comprehensive student support services align with ESG and ASG-QA standards requiring equitable learning environments. This strengthens the connection between academic learning and entrepreneurial practice.*

#### **4. Monitoring Resource Adequacy and Equity Across HEIs**

To ensure fairness across the joint programme, the QMS requires regular monitoring and benchmarking of learning resources at all four institutions.

##### Monitoring includes:

- Annual audits of physical and digital resources
- Student feedback surveys on resource satisfaction
- Staff evaluations of teaching infrastructure
- Cross-institutional comparison of LMS functionality
- Identification of resource gaps requiring investment

##### Purpose:

- Guarantee that all students, regardless of institution, receive comparable learning opportunities
- Ensure that technology, learning spaces, and support services remain up to date
- Provide a basis for improvement planning and investment decisions
- Maintain alignment with ASG-QA and ESG requirements for resource adequacy
- Regular monitoring ensures that resource disparities do not undermine programme quality or student progression.

## 10. Monitoring, evaluation, and continuous improvement

The quality monitoring process for the PGD in SIE is continuous, systematic, and evidence-driven. It ensures that the programme maintains high standards, remains relevant, and supports student success across all four partner universities. Monitoring mechanisms collect both quantitative and qualitative data to identify strengths, diagnose challenges, and inform decision-making at institutional and programme levels. Together, the five interdependent monitoring components form a coherent, evidence-based cycle for ongoing quality monitoring and improvement.

The process is led by Working Group 3 (WG3) in collaboration with the Interinstitutional Programme Steering Committee (IPSC), Institutional Quality Committees (IQCs), mentors, and academic teams. The process consists of the following parts:

### 1. Data Sources for Continuous Quality Monitoring

The QMS defines several core data streams that together create a comprehensive picture of programme performance and student experience.

- **Student Satisfaction.** Feedback is collected through course evaluations, mid-semester check-ins, programme-level satisfaction surveys, focus group discussions. *This data shows how students perceive teaching quality, workload, support services, and learning resources.*
- **Completion and Progression Rates.** Data is gathered on course pass rates, programme retention and withdrawal rates, time taken to complete the qualification, patterns across specific student groups (e.g., gender, HEI location, part-time/full-time). *Tracking these metrics ensures the programme supports equitable student success.*
- **Assessment Outcomes.** Monitoring includes distribution of grades, consistency across institutions, trends in student performance, results from examinations, portfolios (an example is provided in Annex 3), and innovation projects, moderation reports. *This ensures assessments are fair, valid, reliable, and aligned with learning outcomes.*
- **Mentor and Stakeholder Feedback.** Feedback is collected from mentors, community partners, NGOs and social enterprises, employers, advisory network members. *Their insights help determine whether the programme remains practically relevant, aligned with labour-market needs, and effective in preparing students for real-world impact.*
- **Teaching Evaluations.** Sources include peer observation reports (an example is provided in Annex 4), student evaluations of teaching, reflective teaching portfolios, academic coordinator reviews. *These ensure teaching quality remains high and support professional development for staff.*
- **Programme Efficiency Metrics.** This includes institutional data on timeliness of course delivery, adequacy of resources, staff–student ratios, LMS functionality, responsiveness of support services, utilisation of mentorship structures. *Efficiency metrics help maintain smooth operations across all four HEIs.*

### 2. Annual Quality Report (AQR)

WG3 compiles all monitoring data into an Annual Quality Report, which is submitted to the IPSC and IQCs.

The AQR includes:

- Summary of data collected across all HEIs
- Analysis of student learning outcomes
- Trends in programme delivery and quality
- External examiner and moderation findings
- Stakeholder and mentor feedback
- Review of resource adequacy
- Identified strengths and areas needing improvement
- Recommendations for institutional and cross-institutional action
- Timelines and responsibilities for follow-up

*The AQR ensures transparent communication and shared understanding across all partner institutions.*

### **3. Annual Review Cycle**

Each year, the programme undergoes a structured review process based on the AQR findings.

Annual review focuses on:

- Curriculum adjustments
- Teaching and learning improvements
- Assessment updates
- Resource enhancement needs
- Mentor training or matching improvements
- Support-service actions
- Addressing equity and student-success patterns
- Operational efficiency issues (LMS, scheduling, staffing)

*This review ensures that small or mid-level improvements are implemented promptly and within the programme cycle.*

### **4. Major Programme Review Every Five Years**

Every five years, the programme undergoes a comprehensive periodic review, aligned with ESG 1.9 and national accreditation expectations (NCHE and TCU). The major review examines:

- Programme structure and alignment with labour-market needs
- Competence profile relevance
- Curriculum relevance and completeness
- Major redesign needs
- Resource adequacy and infrastructure updates
- Effectiveness of mentorship schemes
- Alignment with national qualification frameworks
- Feedback from professional and community stakeholders
- Technology and digital learning improvements

*The three-year review may lead to substantial revisions requiring Curriculum Committee and University Council approval.*

## **5. Documented Quality Improvement Procedures**

To ensure transparency, accountability, and traceability, all improvements follow documented QMS procedures. These include:

- Standard templates for collecting feedback (an example is provided in Annex 5)
- Procedures for recording decisions and assigning responsibilities (an example is provided in Annex 6)
- Timelines for implementing improvements
- Mechanisms for monitoring progress
- Archiving and reporting requirements
- Risk mitigation steps (if issues persist) (an example of the risk reduction plan is provided in Annex 7)

*Documentation ensures that improvements are not dependent on individuals but institutionalized across the four HEIs.*

The monitoring system reinforces a shared quality culture across four HEIs by:

- Ensuring consistent expectations
- Building trust in shared standards
- Supporting transparent communication
- Encouraging collaboration among academic teams
- Promoting accountability across all institutions

*This strengthens the long-term sustainability and excellence of the PGD programme.*

## **Final provisions**

This document is revised by:

- Working Group 3 (WG3). Initiates revisions and drafts amendments based on monitoring and feedback.
- Interinstitutional Programme Steering Committee (IPSC). Reviews, validates, and approves all amendments to ensure harmonisation across the four universities.
- Institutional Quality Committees (IQCs). May propose improvements and ensure implementation of approved changes within their institutions.
- University Senates/Academic Boards. Approve major structural changes (e.g., programme structure, credits, learning outcomes).

The document is revised:

- Annually. Minor updates or clarifications may be made each year, based on the Annual Quality Report.
- Every three years. A full, comprehensive revision aligned with ESG 1.9, ASG-QA, and national QA frameworks.
- As needed. Can occur at any time due to regulatory changes, urgent quality issues, or new institutional requirements.

All changes must be documented, version-controlled, and stored in the shared programme repository. Updated versions are communicated to academic staff, IQCs, programme coordinators, mentors/stakeholders (where relevant), students (via handbook or LMS).

## Annexes

### Annex 1. An example of Standardized Assessment Rubric (Innovation Project Portfolio)

Criterion	A – Excellent (70–100%; 4,4-5.0)	B+ – Very Good (60–69%; 4.0-4.3)	B – Good / Pass (50–59%; 3.0-3.9)	C (40-49%, 2.0-2.9 - Marginal Fail) D (35-39%, 1.0-1.9 - Fail) E (0-34%, 0-0.9 - Absolute Fail)
Problem Definition & Context Analysis (20%)	Sophisticated, evidence-based analysis; deep contextual insight and clear justification.	Clear description with reasonable contextual understanding.	Basic description; limited analysis and weak supporting evidence.	Problem unclear; lacks evidence or misinterprets context.
Application of Social Innovation Tools & Methods (20%)	Advanced, critical application of tools and frameworks.	Competent application with minor gaps.	Limited or inconsistent use of tools.	Tools not applied or used incorrectly.
Creativity & Feasibility of Proposed Solution (20%)	Highly innovative, feasible, and addresses root causes.	Original and feasible with minor limitations.	Basic or partially feasible solution.	Unrealistic, incoherent, or unrelated to the problem.
Community/Stakeholder Engagement (15%)	Meaningful, ethical, and well-documented engagement.	Documented engagement with some integration of feedback.	Minimal engagement with unclear relevance.	No evidence of meaningful or ethical engagement.
Critical Reflection & Learning (15%)	Deep reflective analysis showing strong learning integration.	Good reflection with some analytical depth.	Basic descriptive reflection with limited insight.	No meaningful reflection or missing.
Quality of Communication & Presentation (10%)	Highly professional, well-structured, and error-free.	Well-written with minor issues.	Understandable but contains clarity or structural issues.	Poorly written, unclear, or disorganised.

## Annex 2. An example of Student Satisfaction Survey (PGD in SIE)

*Purpose:* This survey collects feedback on teaching, mentorship, assessment, resources, and overall learning experience. Responses are confidential and will be used for quality improvement.

### ***Section 1: Programme Delivery and Teaching***

Item	1	2	3	4	5
1. Learning outcomes were clear and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teaching methods supported my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Lecturers were prepared and knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teaching activities encouraged participation and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Case studies enhanced my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ***Section 2: Mentorship Experience***

Item	1	2	3	4	5
6. My mentor was accessible and supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Mentorship meetings contributed to my growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Mentorship linked theory to practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Mentorship documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

tools were useful.					
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**Section 3: Assessment and Feedback**

Item	1	2	3	4	5
10. Assessment instructions were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assessment tasks reflected learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Feedback on assignments was timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Feedback helped me improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 4: Learning Resources and Digital Platforms**

Item	1	2	3	4	5
14. Learning materials were accessible and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The LMS was easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. SIE Learning Centres were effective learning spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Virtual mobility sessions were well-organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 5: Programme Organisation and Support**

Item	1	2	3	4	5
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18. Programme communication was clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Administrative support was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Student support services met my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 6: Overall Satisfaction

Item	1	2	3	4	5
21. I am satisfied with the PGD in SIE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I would recommend this programme to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 7: Open-Ended Questions

What aspects of the programme contributed most to your learning?

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Which areas of the programme require improvement?

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How can mentorship be improved?

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Additional comments or suggestions:

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## Annex 3. An Example of Student Innovation Project Portfolio

### 1. Project Title and Student Information

Student Name: Sarah N. Akena

HEI: Lira University

Course: Community Service-Learning Project

Mentor: Mr. David Odong (CBO Director)

Project Title: Expanding Access to Affordable Menstrual Hygiene Solutions in Rural Oyam District

### 2. Executive Summary

This project addresses the challenge of limited access to affordable menstrual hygiene products affecting adolescent girls in rural Oyam District. Many girls rely on unsafe improvised materials or miss school during their menstrual cycle, contributing to poor educational outcomes. The innovation initiative involved working with a local women's cooperative to co-design low-cost reusable sanitary pads made from locally available fabrics. The project included prototyping, testing, training workshops, and community consultations. Results show improved awareness of menstrual health and early interest from schools in integrating the initiative into their guidance programmes.

### 3. Problem Definition and Context Analysis

- Lack of affordable menstrual hygiene products in rural communities
- 64% of surveyed girls miss 3–5 school days per month
- Cultural taboos and stigma around menstruation
- Limited market supply and high prices for commercial pads
- Stakeholders: students, teachers, health workers, mothers' groups, local tailors, district education officers
- Existing initiatives are donor-driven and not locally sustainable

*Key Insight:* Sustainable community-based production offers a viable alternative.

### 4. Methods and Innovation Tools Used

Design Thinking Steps:

- Empathise: Interviews with 32 girls, 6 teachers, 4 health workers.
- Define: Problem-tree analysis.
- Ideate: Community brainstorming session.
- Prototype: 3 pad prototypes co-designed with tailors.
- Test: Feedback from 15 girls.

Other Tools:

- Stakeholder analysis
- Systems mapping
- Rapid prototyping
- Cost-benefit estimation
- Feasibility assessment

## 5. The Proposed Solution

Low-cost, reusable sanitary pads produced by a women-led cooperative.

Components:

- Training 10 women
- Local fabric supply chain
- School-based awareness sessions
- Pricing model: 2,500 UGX per pad
- Engagement with district health officials

## 6. Implementation Activities

- 4 co-design workshops
- 3 prototyping cycles
- Training sessions
- Awareness sessions
- Meetings with district officials
- Branding and packaging prototype

Timeline: 12 weeks

## 7. Mentor Engagement

- Biweekly check-ins documented in logs
- Assistance connecting to community partners
- Feedback on pricing and scalability

## 8. Evidence of Student Learning

Reflection Highlights:

- Improved facilitation skills
- Insight into co-design methods
- Stronger innovation testing abilities

Reflective Journal Excerpt:

“Working with the girls showed me that innovation must start from listening. The community’s insights shaped the product more than my original ideas.”

## 9. Outputs and Artifacts Included

- Photos of sessions
- Prototype images
- Costing sheet
- Participant lists
- Feedback summaries
- Mentor log extracts
- Prototype testing checklist

## 10. Results and Impact

- Awareness raised among 200+ girls
- Cooperative ready for small-scale production
- School partnership interest
- Increased confidence among women
- Strong expansion potential

### 11. Future Recommendations

- Improve pad durability
- Explore microfinance options
- Add digital awareness tools
- Track long-term attendance outcomes

### 12. Conclusion

This project demonstrates the value of community co-design in addressing menstrual hygiene challenges. Through design thinking and engagement, the student translated theory into real-world impact, strengthening key competencies in innovation, leadership, and community partnership.

## Annex 4. An example of a Peer Observation of Teaching Report template

Peer observation of teaching is a formative quality assurance and professional development tool that enhances teaching effectiveness, promotes reflective practice and supports continuous improvement in teaching and learning. It is developmental, not evaluative, and complements student evaluations, reflective teaching portfolios and reviews by academic coordinators.

This template is used for peer observations of teaching on the Postgraduate Diploma (PGD) in Social Innovation and Entrepreneurship (SIE). Peer observation is a form of quality assurance and professional development.

### 1. General Information

Lecturer observed

Observer

Institution

Module / Course

Date of observation

Mode of delivery (Face-to-face / Online / Blended)

Number of students

### 2. Teaching Context

Intended learning outcomes of the session:

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Position of the session within the module (introductory / mid-course / final):

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### 3. Observation Criteria

Alignment and Structure (learning outcomes, structure, alignment)

Comments:

---

Teaching Methods and Student Engagement

Comments:

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Communication and Facilitation

Comments:

---

Use of Learning Resources and Digital Tools

Comments:

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Assessment and Feedback (if applicable)

Comments:

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### 4. Observed Strengths

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### 5. Areas for Enhancement

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### 6. Reflective Comments from the Lecturer (optional)

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### 7. Agreed Follow-up Actions

Action	Responsible	Timeline

### 8. Signatures

Name	Signature	Date
Observer / Lecturer		

## Annex 5. An example of Standard Feedback Collection Templates

These templates are used to systematically collect feedback from students, staff, mentors, and stakeholders. They support evidence-based quality improvement while avoiding unnecessary duplication of procedures.

### Template 1: Student Feedback – Module Level

Institution / Programme / Module / Semester / Mode of delivery

---

1. Learning outcomes were clear (1–5)

---

2. Teaching methods supported my learning (1–5)

---

3. Assessment criteria were clear and fair (1–5)

---

4. Workload was appropriate (1–5)

---

5. Learning resources were useful (1–5)

---

What worked well?

---

What could be improved?

---

### Template 2: Teaching Evaluation (Peer / Coordinator)

Lecturer / Observer / Module / Date

---

Observed strengths

---

Areas for enhancement

---

Suggested follow-up actions

---

### Template 3: Mentorship Feedback

Respondent type (Student / Mentor)

---

1. Mentorship meetings were meaningful (1–5)

---

2. Mentorship supported learning (1–5)

---

Challenges encountered

---

Suggestions for improvement

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#### **Template 4: Stakeholder Feedback**

Stakeholder type

---

Relevance of learning outcomes

---

Student preparedness

---

Competencies to strengthen

---

Additional recommendations

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## **Annex 6. An example of Procedures for Recording Decisions and Assigning Responsibilities**

This annex defines the standard procedure and templates used to record decisions and assign responsibilities within the PGD in Social Innovation and Entrepreneurship (SIE). The procedure ensures transparency, accountability, and traceability across all partner institutions.

### **1. Scope and Purpose**

The procedure applies to all programme-level decisions taken by the IPSC, WG3, IQCs, and other authorised programme bodies. It covers academic, quality assurance, operational, and resource-related decisions.

### **2. Decision Recording Procedure**

Decisions are taken during formal meetings or through documented written procedures.

Each decision is recorded using the Decision Recording Form.

The decision record includes the rationale, evidence, responsible persons, timelines, and monitoring method.

### **3. Assignment of Responsibilities**

Each recorded decision must clearly assign responsibilities to ensure effective implementation.

Role	Responsibility	Timeline	Monitoring Method

Decision Owner

Supporting Unit(s)

Quality Assurance  
Committee (IQC)

Reporting Authority

#### **4. Decision Recording Form (Template)**

Decision Title:

---

Decision-Making Body:

---

Date of Decision:

---

Description of Decision:

---

Rationale and Evidence Used:

---

Responsible Person (Owner):

---

Supporting Units / Institutions:

---

Implementation Timeline:

---

Monitoring and Follow-up Mechanism:

---

Status (Pending / In progress / Completed):

---

Approval (Name and Signature):

---

Date of Approval:

---

#### **5. Monitoring, Reporting, and Archiving**

Implementation progress is monitored according to the defined timeline and reported to the relevant programme bodies. All decision records are archived electronically and retained in accordance with institutional record-keeping policies.

## Annex 7. An example of a Risk Reduction Plan Template

This template is used to identify, assess, mitigate, and monitor risks related to the quality, delivery, and sustainability of the PGD in Social Innovation and Entrepreneurship (SIE).

### 1. Risk Identification

Source of risk identification (e.g. AQR, student feedback, audit):

---

Brief description of identified risk:

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### 2. Risk Assessment

Likelihood (Low / Medium / High)

Impact on programme quality (Low / Medium / High)

Overall risk level (Low / Medium / High)

### 3. Risk Reduction Plan

Risk Area	Identified Risk	Likelihood	Impact	Mitigation Measures	Responsible Body	Timeline	Monitoring Method

### 4. Implementation

Decision reference (Decision Recording Form ID):

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Implementation status (Planned / In progress / Completed):

---

### 5. Monitoring and Review

Monitoring activities and findings:

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Date of review:

---

Reviewed by (WG3 / IPSC / IQCs):

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### 6. Follow-up and Continuous Improvement

Further actions required (if any):

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## Glossary of concepts

The concepts in the glossary were obtained from the ESG 2015, the ASG-QA Manual, the national quality assurance frameworks of the NCHE and TCU, and the ADVANCE project proposal. The glossary contains standard QA concepts and definitions that are widely used in universities and joint programmes around the world. These definitions are drawn from authoritative sources, including the European Association for Quality Assurance in Higher Education (ENQA), the UK Quality Assurance Agency (QAA) Glossary of Terms, the European Qualifications Framework (EQF), the Erasmus+ Joint Programme Guidelines, the Organisation for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The definitions also draw on higher education terminology that has been recognised internationally and established through ENQA, the UK Quality Code, the European Qualifications Framework, the higher education glossaries of UNESCO and the OECD, and the Erasmus+ guidelines for joint postgraduate programmes.

**Academic Advisor** - A staff member who supports students in understanding programme requirements, selecting courses, planning their workload, and navigating academic challenges.

**Academic Integrity** - Commitment to honesty, fairness, and responsibility in teaching, learning, and assessment. Includes avoidance of plagiarism, cheating, and data fabrication.

**African Standards and Guidelines for Quality Assurance (ASG-QA)** - A continental reference framework mandating standards for programme design, delivery, governance, and internal QA in African higher education.

**Annual Quality Report (AQR)** - A consolidated report prepared by WG3 summarising programme performance, monitoring data, feedback, and recommendations for improvement.

**Appeals Procedure** - A formal process that allows students to request a review of an academic decision (grades, progression, assessment outcomes).

**Assessment Moderation** - The process of checking that assessment tasks and grading are fair, consistent, and aligned with learning outcomes. Includes internal, cross-institutional, and external moderation.

**Assessment Rubric** - A standardised scoring tool that outlines criteria and performance levels for evaluating student work.

**Assessment Schedule** - A document or timeline showing deadlines for all assessments, submission dates, exams, and moderation periods.

**Assignment Brief** - A document that explains the requirements, criteria, instructions, and assessment rubric for a specific assignment.

**Case-Based Learning Cycle** - A structured teaching approach using real or simulated cases to stimulate analysis, reflection, decision-making, and application of theory to practice.

**Community-Based Project** - A practical project where students work with community partners to address real social challenges through experiential learning.

**Competence Profile of a Social Entrepreneur** - A structured description of the knowledge, skills, and professional attributes expected of graduates of the PGD SIE.

**Constructive Alignment** - An outcomes-based design principle ensuring that learning outcomes, teaching activities, and assessments reinforce each other.

**Credit** - A unit representing the student workload required to achieve defined learning outcomes in a course. Used to measure progress and qualification completion.

**Credit Recognition** - A formal process where a student's credits earned at one partner HEI (physically or virtually) are fully accepted and counted toward the PGD at their home institution.

**Cross-Institutional Governance** - Shared leadership and decision-making structures (e.g., IPSC, WG3) that coordinate programme delivery and ensure coherence across all partner institutions.

**Cross-Institutional Moderation** - Harmonised marking and assessment review conducted across the four partner universities to ensure comparable academic standards.

**Design Thinking** - A human-centred methodology used to identify needs, generate ideas, test prototypes, and develop innovative solutions.

**Digital Learning Environment** - The online platform (LMS or virtual classroom) through which students participate in courses delivered by partner HEIs.

**Digital Learning Materials** - Online content such as video lectures, case studies, readings, quizzes, and tools provided through Learning Management Systems.

**Disability Support Services** - Institutional services providing accommodations, assistive tools, and modified assessment arrangements for learners with disabilities.

**E-Learning Environment** - The digital space (typically the LMS) where online learning activities, resources, assessments, and communication occur.

**ESG (European Standards and Guidelines for Quality Assurance)** - International quality standards that guide programme design, delivery, assessment, and review.

**Evaluation Instruments** - Tools used to gather data on programme quality, such as surveys, questionnaires, rubrics, peer review forms, and focus group protocols.

**Experiential Learning** - Learning through direct engagement in real-world activities, such as community projects, fieldwork, and practical innovation tasks.

**External Examiner** - An independent expert who reviews assessment quality, marking standards, and programme performance.

**Feedback Analytics** - Analysis of qualitative and quantitative feedback (from students, mentors, stakeholders) to identify trends, strengths, and areas for improvement.

**Formative Assessment** - Assessment for learning that provides feedback during the learning process to help students improve before final evaluation.

**Grade Translation System** - A unified framework for converting grades between different institutional or national grading scales, ensuring fairness and comparability during joint delivery and mobility.

**Harmonisation** - Alignment of curriculum, assessment, grading, and delivery standards across all HEIs participating in the joint PGD SIE.

**Institutional Quality Committee (IQC)** - A university-level body responsible for monitoring quality assurance processes and ensuring alignment with institutional regulations.

**Joint Delivery** - A coordinated arrangement in which the PGD SIE is delivered collaboratively by all four partner universities, sharing teaching, assessment, resources, and academic standards.

**Interinstitutional Programme Steering Committee (IPSC)** - The joint governance body responsible for overseeing programme-wide coordination, quality decisions, mobility processes, and harmonised implementation.

**Learning Management System (LMS)** - A digital platform (e.g., Moodle, Blackboard) where courses, resources, submissions, and online learning activities are hosted.

**Learning Outcomes (LOs)** - Statements describing what a student should know, understand, or be able to do after completing a course or programme.

**Learning Pathways** - Structured routes through the programme that reflect how students progress across courses, learning activities, and practical components.

**Mentorship Coordinator** - A designated staff member who manages mentor recruitment, training, matching, monitoring, and quality assurance of the mentorship scheme.

**Mentorship Logs** - Structured records documenting meetings, activities, and feedback exchanged between mentors and students, used for monitoring and evaluation.

**Mentorship Scheme** - A structured support system where trained mentors guide students' practical and professional development during the PGD.

**Moderation (Internal)** - Review of assessment tasks and grading within a single institution to ensure accuracy and fairness.

**Course Descriptor** - A detailed document for each course that specifies the learning outcomes, content, teaching methods, assessment tasks, credit value, workload, and required resources.

**Monitoring Indicators** - Measurable data points (e.g., completion rates, student satisfaction, grade distributions) used to track programme performance over time.

**National Council for Higher Education (NCHE)** - Uganda's national higher education regulator responsible for accreditation, programme approval, and quality standards.

**National Qualifications Framework (NQF)** - A national framework that defines qualification levels, learning outcomes, and credit requirements to ensure comparability and standardisation.

**Periodic Review** - A major programme evaluation conducted every three years examining relevance, performance, compliance, and effectiveness.

**Programme** - In this QMS, "programme" refers specifically to the Postgraduate Diploma in Social Innovation and Entrepreneurship (PGD SIE).

**Programme Coordinator** - An academic staff member responsible for overseeing programme implementation, coordinating teaching teams, and ensuring alignment with QMS procedures.

**Programme Handbook** - A student-facing document that summarises programme requirements, learning outcomes, course descriptions, assessment rules, schedules, and key policies.

**Programme Harmonisation** - The process of aligning curriculum, learning outcomes, assessment standards, grading, schedules, and learning resources across all participating HEIs to ensure consistency and comparability.

**Programme Review Cycle** - The systematic process of reviewing, evaluating, and improving the programme annually and every three years.

**Quality Assurance (QA)** - All planned and systematic activities ensuring that academic standards and learning experiences are maintained, improved, and aligned with national and international requirements.

**Quality Culture** - A shared institutional commitment to continuous improvement, transparency, accountability, and collaboration in maintaining academic standards.

**Quality Improvement Plan (QIP)** - A structured action plan that outlines identified issues, corrective actions, responsible persons, resources, and timelines to enhance programme quality.

**Quality Management System (QMS)** - The administrative and academic framework defining processes, responsibilities, and standards to ensure high-quality programme delivery.

**Reflective Journal** - A tool used by students to document their learning process, insights, challenges, and professional development, especially during experiential or community-based learning.

**Service-Learning** - A form of experiential learning where students engage in community-based activities linked to academic content.

**SIE Learning Centres** - Dedicated innovation and collaboration spaces at each HEI supporting digital learning, teamwork, and practical project development.

**Stakeholder Advisory Network** - A group of mentors, community partners, industry representatives, NGOs, and innovation actors providing guidance and feedback on programme relevance and quality.

**Stakeholder Consultation** - A process of engaging industry partners, NGOs, community actors, mentors, and alumni to gather insights that inform curriculum development and programme improvement.

**Student Support Services** - Institutional services including academic advising, counselling, disability support, and entrepreneurship incubation linkages.

**Student-Centred Learning** - A teaching approach that emphasises active participation, autonomy, flexibility, and engagement in the learning process.

**Summative Assessment** - End-of-course or end-of-programme evaluation used to determine whether students have achieved the intended learning outcomes.

**Synchronous vs. Asynchronous Learning** - Synchronous: Real-time online learning (live lectures, discussions); Asynchronous: Self-paced learning (recorded lectures, readings, online tasks).

**Tanzania Commission for Universities (TCU)** - Tanzania's national higher education regulator overseeing accreditation, programme quality, and university governance.

**Teaching & Learning Innovation Challenge** - A structured activity (e.g., hackathon) in which students develop creative solutions to real-world social problems within a defined timeframe.

**Teaching Portfolio** - A collection of materials compiled by lecturers to demonstrate teaching approaches, reflections, development activities, and evidence of effectiveness.

**Virtual Mobility** - Participation in courses offered by partner HEIs through digital platforms, supported by harmonised outcomes, grading, and online learning environments.

**Working Group 3 (WG3)** - The technical QA unit responsible for developing, implementing, and reviewing the QMS and preparing the Annual Quality Report.



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