

## TEMPLATE FOR THE GOOD PRACTICE

### What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by \*

Element	Description
<b>Title*</b>	<i>Digital Quality Assurance System for Constructive Alignment and Assessment Integrity</i>
<b>Name of the VET Provider</b>	<i>Smart University College for Modern Education (SUME), Palestine</i>
<b>Thematic domain</b>	<p>What is the thematic domain covered by this good practice? More than one domain can be indicated</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Innovation</li> <li>• <input checked="" type="checkbox"/> Digital</li> <li>• <input checked="" type="checkbox"/> Green</li> <li>• <input type="checkbox"/> Inclusion</li> <li>• <input type="checkbox"/> Entrepreneurial</li> <li>• <input type="checkbox"/> Career guidance</li> <li>• <input checked="" type="checkbox"/> Lifelong learning</li> <li>• <input type="checkbox"/> Creating partnerships/skills ecosystems</li> </ul>
<b>Introduction*</b>	<p><i>What is the context (initial situation) and challenge being addressed? Provide a short description of the problem/challenge being addressed and specify the period during which the practice has been carried out.</i></p> <p><i>The Smart University College for Modern Education (SUME), Palestine, prioritizes competency-based, digitally oriented education aligned with socio-economic development goals .</i></p> <p><i>As SUME expanded its VET and digital programs, the institution faced a systemic challenge:</i></p>

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- *Ensuring rigorous alignment between:*
    - *Program Learning Outcomes (PLOs)*
    - *Course Intended Learning Outcomes (ILOs)*
    - *Assessment instruments (midterms, finals, assignments)*
  - *Guaranteeing examination quality control prior to delivery*
  - *Embedding transparent governance and measurable academic integrity*

*The practice was implemented as part of SUME's strategic digital transformation agenda (ongoing implementation across academic cycles)*

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## **Stakeholders and Partners**

*Who are the beneficiaries or the target group of the good practice? Who are the users of the good practice? Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement?*

### **Beneficiaries:**

- Students enrolled in VET and higher education programs
- Academic staff (faculty members)
- Quality assurance units
- External stakeholders (employers, accreditation bodies)

### **Implementing Actors:**

- SUME Academic Administration
- Internal Quality Assurance Unit
- Faculty members (mandatory use of ToS system)

### **Nature of Involvement:**

- Faculty prepare digital Exam Blueprints (ToS).
- QA unit reviews and validates exam alignment.
- Administration ensures institutional approval of study plans.

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## **Impact\***

*What has been the impact (positive or negative) of this good practice on the beneficiaries? Has there been social impact? Has the CoVE impact environmentally, financially, and/or economically the region where it is based (and if applicable, become more resilient), and if yes how? What evidence does show this impact?*

### **Institutional Impact:**

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- Formalized constructive alignment across academic levels.
  - Systematized internal quality control workflows
  - Increased transparency in assessment design.
  - Verifiable documentation linking assessment items to learning outcomes.

**Academic Impact:**

- Improved reliability of student achievement measurement.
- Enhanced integrity and validity of examinations.

**Social and Economic Impact:**

- Strengthened trust among stakeholders.
- Contributed to workforce-ready graduates aligned with market competencies.
- Increased institutional resilience in a challenging regional context.

**Evidence of Impact:**

The system produces:

- Digital records of alignment (ToS mapping).
- Documented QC workflow compliance.
- Standardized institutional templates.

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**Innovation and Success Factors \***

*In what way has the good practice contributed to innovation? What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?*

**Innovation Elements:**

1. Mandatory digital Table of Specifications (ToS).
2. Automated internal workflows for exam proofreading.
3. Multi-layer constructive alignment (PLO → ILO → Assessment).
4. Governance integration of QA mechanisms.

This moves QA from reactive review to embedded digital enforcement.

**Conditions for Replication:**

Institutional:

- Clearly defined PLOs and ILOs.
  - Strong QA governance structure.
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**Economic:**

- Basic digital infrastructure.
- Staff training investment.

**Social:**

- Faculty acceptance of structured accountability.

**Environmental:**

- Stable digital platform and administrative continuity.

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**Constraints\***

*What are the challenges encountered in applying the good practice? How have they been addressed?*

**Challenges:**

- Faculty resistance to structured digital compliance.
- Increased preparation time for instructors.
- Need for training in outcome-based education.
- Digital system adaptation and maintenance.

**Mitigation Measures:**

- Standardized templates.
- Institutional mandate.
- Integration into routine workflow.
- Training and capacity-building.

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**Lessons learned \***

*What are the key messages and lessons learned from the good practice experience?*

- Digital tools are effective only if built on clear academic standards.
- Constructive alignment must be enforced systematically.
- Transparency strengthens institutional culture.
- Digital QA enhances institutional resilience.
- Governance and pedagogy must be interconnected.

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**Replicability and/or up-scaling**

*What are the possibilities of extending the good practice more widely? What are the conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context?*

*The aim is to go further than the section "Innovations / critical success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).*

**Replicability and/or Up-scaling**

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The practice can be replicated:

- Nationally in other Palestinian VET institutions.
- Regionally in MENA institutions undergoing digital transformation.
- Internationally in competency-based systems.

**Conditions for Scaling:**

- Institutional commitment to outcome-based education.
- QA unit with authority.
- Digital system customization.
- Faculty training programs.

**For national scaling:**

- Alignment with accreditation frameworks.
- Ministry-level endorsement

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**Contact details**

*What is the address of the people or the project to contact if more information on the good practice are needed?*

Dr. Tasnim Swaitti , email: [t.sowaity@sume.edu.ps](mailto:t.sowaity@sume.edu.ps) ,

Ms. Kholud Abdelqader: [k.abedalqader@sume.edu.ps](mailto:k.abedalqader@sume.edu.ps)

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**URL of the practice**

*Can the good practice be found on the Internet? No*

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**Related resources that have been developed**

*What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the good practice? How can them be accessed?*

**Related Resources Developed**

- Standardized Course Description Templates
- Digital Exam Blueprint / Table of Specifications (ToS)
- Internal QA workflow documentation
- Institutional quality assurance guidelines

Access: Internal institutional system (expandable for public sharing if required).

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