

# **Piloting PROFFORMANCE as a strategic quality development tool – engaging both teachers and student**

13/06/2025

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# Institutional Motivation for Testing PROFFORMANCE





# Building the Foundation for PROFFORMANCE testing



Held briefings and personal discussions with leadership to **present PROFFORMANCE benefits** and explore **integration opportunities**



Established a **dedicated PROFFORMANCE Working Group**



Involved **key institutional units** (e.g. Quality Assurance (QA) Office, HR Department, Directorate of Educational Affairs, Educational Methodology Group etc.) **teachers, students, and external experts** to interpret strategic topics and provide professional support



We have developed an **effective testing strategy**



Provided **tailored user guides and clear communication** for both teachers and students



# How we prepared and aligned institutional processes with the testing phase

1

Aligned testing strategy with the new **Institutional Development Strategy (2025–2030)** to guide thematic focus and explore the use of *PROFFORMANCE* for strategic feedback and benchmarking

2

**Integrated Student Evaluation** elements: shared the new Student Evaluation questionnaire with students alongside PROFFORMANCE to compare approaches and gather alignment feedback

3

**Harmonised PROFFORMANCE** with existing evaluation systems to avoid redundancy and enhance the overall quality assurance process





# Introduction to Hungarian University of Sports Science evaluation systems

		Measurement Focus	Evaluators	Goal Setting	Methods	Frequency of Assessment	Types	Follow Up	Purpose of Follow Up
Hungarian University of Sports Science evaluation systems	Student Evaluation of Teaching Work (OMHV – the abbreviation is based on the Hungarian original phrase) <sup>*1</sup>	Course-level assessment of teaching performance	Students	Collecting student experiences related to the work of teachers, with particular emphasis on teaching methodology, teacher availability, and accessibility of teaching materials	Analysis of digital questionnaires and open texts	Semester	Student evaluation	The overall feedback is analyzed and monitored by the institute's management together with the instructors	Collecting feedback on student experiences to improve teaching
	Performance Evaluation System <sup>*2</sup>	Achievement of individual, predefined objectives of teachers and researchers	Teachers	Evaluating and improving the individual performance of instructors and providing incentives aligned with strategic goals	Digital questionnaires	Academic year	Management assessment	The individual performance of instructors is monitored based on predefined goals, self-assessment, and management evaluation	Collecting feedback on the achievement of individual performance targets to support professional development and motivation
	Graduate Career Tracking System (DPR)	Institutional-level examination of the labor market situation and satisfaction with training among students and graduates	Students	1. Active student research: Provides the University with information on the labor market situation of active students, their learning activities alongside work, and their satisfaction with their education. 2. Survey of recent graduates: The University collects data annually on the status and labor market situation of graduates. 3. Administrative Database Integration : Anonymously links data from the Higher Education Information System - FIR (the abbreviation is based on the Hungarian original phrase) and other state databases, providing valuable feedback to universities and information to applicants.	Digital questionnaires	Academic year	Student evaluation	The career paths of recent graduates and the labor market situation of active students are monitored using questionnaires and information obtained from administrative databases	Collecting feedback on the labour market relevance of training courses in order to support institutional developments
	PhD Student Questionnaire	Collecting satisfaction and feedback regarding student information	Students	The aim is to enable doctoral students to provide anonymous feedback on their satisfaction with the student information brochure, which the Doctoral School will use to improve future brochures	Digital questionnaires	Semester	Student evaluation	The responses received will be compiled and analyzed by the Doctoral School	Collecting feedback on satisfaction with the student information booklet in order to improve its content
	PROFFORMANCE (In testing phase)	Comprehensive, multi-faceted assessment of teaching competencies	Students/Teacher	Comprehensive, multi-dimensional assessment of teaching competencies that supports individual development and institutional excellence	Digital questionnaires	-	Self-Assessment/Peer-Assessment/Student evaluation	-	-

The result of the OMHV may directly influence the Performance Evaluation of Teachers

\*1 The OMHV system is currently being updated at the institution

\*2 Since the PROFFORMANCE system is instructor-focused, we presented the Performance Evaluation System assessment as it applies to the teacher segment



# How We Organised the Testing Process

## 1. Management consultations

Consultations with institutional and student union leaders on the purpose of the system, its process, and testing support.

## 2. Establishment of a PROFFORMANCE working group

Appointment of a coordinating working group to prepare and conduct the testing.

## 3. Determining the group of participants

Based on the decision of the working group: which educational levels (BA/BSc, MA/MSc) and which faculties should participate in the testing.

## 4. Request for testing, contact

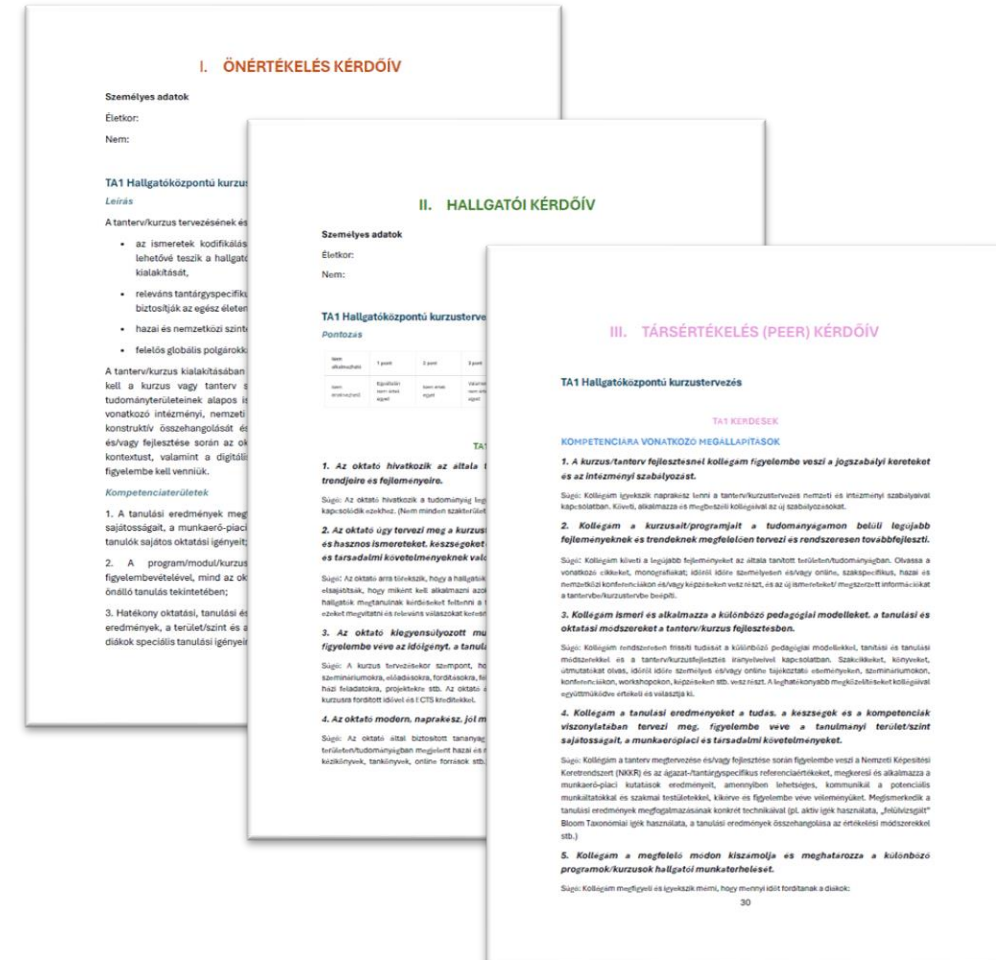
Inviting selected participants to participate in testing; explaining the purpose and process of the system and testing during contact.

## 5. Sending out materials and deadlines

Sending out the questionnaires, feedback form, and technical details; setting and communicating deadlines.

## 6. Communication and support

Continuous contact with participants; reminders, technical support, answering questions throughout the testing period.



The image shows three overlapping questionnaire forms. The first form, 'I. ÖNÉRTÉKELÉS KÉRDŐÍV', contains personal data fields and a section for TA1 Hallgatóközponti kurzus. The second form, 'II. HALLGATÓI KÉRDŐÍV', includes a personal data section and a table for TA1 Hallgatóközponti kurzus. The third form, 'III. TÁRSÉRTÉKELÉS (PEER) KÉRDŐÍV', contains a section for TA1 Hallgatóközponti kurzus and a table for TA1 KÉRDŐÍV. The forms are titled 'I. ÖNÉRTÉKELÉS KÉRDŐÍV', 'II. HALLGATÓI KÉRDŐÍV', and 'III. TÁRSÉRTÉKELÉS (PEER) KÉRDŐÍV' respectively.



# Key Success Factors





# Turning Challenges into Opportunities

## CHALLENGES

-  Time and capacity demands of evaluation and development processes
-  Sport university specifics: balancing teaching and practice sessions
-  Interpretation challenges: competency-based vs. course-based approaches
-  Integration with existing systems and processes

## OPPORTUNITIES

-  Combining OMHV and PROFFORMANCE for targeted development
-  Developing teacher portfolios and personalized learning pathways
-  Incentive systems for teachers – beyond classroom activities (“Teacher of the Year” award)
-  Supporting international benchmarking and a culture of quality

## TEACHING SUPPORT



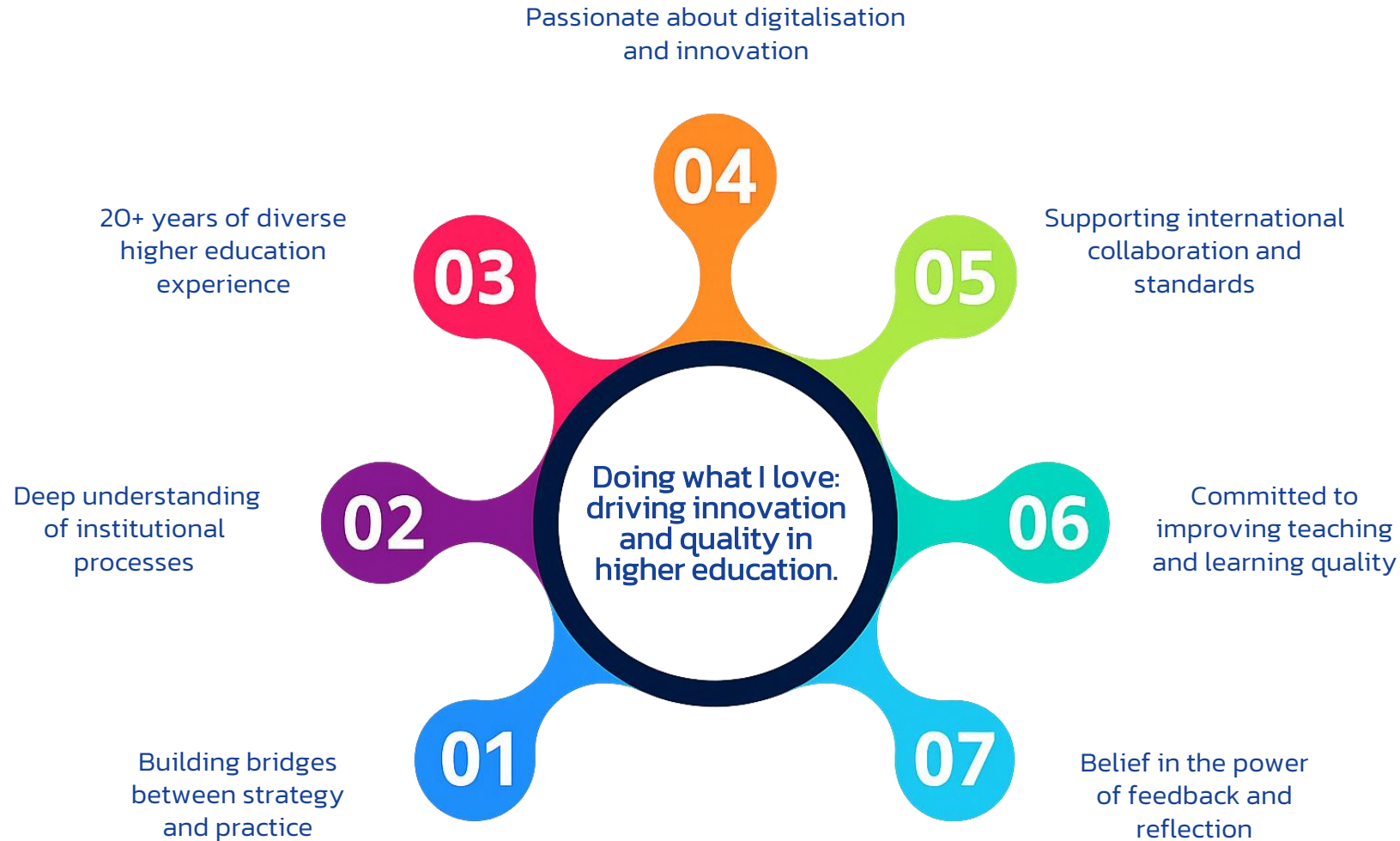
In June 2025, we will launch a Moodle-based continuing education course entitled **Introduction to the Basics of Quality Assurance in Higher Education** – for Educators.



Performance evaluation, with the introduction of PROFFORMANCE, does not penalize but encourages: extra points can be awarded



# My Motivation







# Thank You For Your Attention

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Empower Learning. Foster Collaboration.  
Drive Quality.

