Elevating Teaching Excellence with the PROFFORMANCE Assessment Tool

PROFFORMANCE FROM
AN INSTITUTIONAL
PERSPECTIVE

Key Aims of PROFFORMANCE+: Excellence in Teaching and Learning

PROFFORMANCE+ (2022-2025):

+ Improving the performance of higher education teachers

+ Improving the quality of teaching-learning

+ Enhancing the competitiveness of higher education in the European Higher Education Area (EHEA).

Website reference: https://profformance.eu/en/home

Structure of the Assessment Tool

6 Thematic Areas:

+ Student-centred course design
+ Teaching performance and Student Learning Support
+ Student's learning assessment
+ Impact and mission with and for the society
+ Professional Development for the Quality of Teaching
+ Organizational and Administrative related to teaching

4 Horizontal Priorities:

+ Sustainability
+ Inclusion and diversity
+ Digitalisation
+ Internationalization

Who Benefits from PROFFORMANCE?

Students

- ❏ Direct contribution to the improvment of education quality
- ❏ Active participation in shaping educational experiences
- ❏ Leveraging the benefits of personalised, student-centred teaching

Teachers

- ❏ Structured feedback on your teaching practices to ensure continuous improvement
- ❏ Peer assessment – peer learning – creating a positive and constructive feedback culture – mutual learning

Institutions

- ❏ Access to data-driven insights for quality assurance
- ❏ Evidence-based strategic planning and accreditation
- ❏ Monitoring trends in teaching effectiveness

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PROFFORMANCE - Alignment with Strategy

ALIGNMENT WITH QUALITY ASSURANCE, INTERNATIONALIZATION, AND HR DEVELOPMENT GOALS

- ❑ **Quality Assurance:** supplements the data collected by the institution with focused, competence-based evaluation

- ❑ **Internationalization:** an internationally comparable evaluation system that helps ranking efforts

- ❑ **HR development:** supports the personal development, career planning, motivation, and recognition of instructors

CONNECTION TO THE INSTITUTIONAL EDUCATIONAL DEVELOPMENT STRATEGY

The PROFFORMANCE system provides key data for mapping the quality of education, thus directly supporting educational development aligned with strategic goals. It provides a basis for initiating the development process based on structured feedback

DATA ANALYSIS-BASED DECISION SUPPORT

PROFFORMANCE enables management to **decisions making based on data,** for example:

setting educational development priorities, rethinking training structures, adjusting incentive systems, preparing for accreditation, etc.

INTERNATIONAL BENCHMARKING OPPORTUNITIES

PROFFORMANCE operates according to the same framework in several countries, making results comparable on an international level. This gives the institution a strategic advantage in:

applications, accreditation procedures, establishing international partnerships, and supporting its position in rankings.

RECOGNITION AND DEVELOPMENT OF TEACHING EXCELLENCE

PROFFORMANCE identifies teachers' strengths, thereby supporting targeted recognition and development – strengthening the prestige and retention power of the teaching profession

Additions to existing Institutional Systems

PROFFORMANCE does not replace institutional evaluation systems, but **complements** them with a targeted, development-oriented approach that offers **new types of feedback and analysis options**.

+ Complements internal institutional systems

While e.g. Higher Education Graduate Tracking is primarily based on student feedback and career tracking, PROFFORMANCE focuses on structured self-assessment and professional reflection of teaching competencies. In contrast, Performance Assessment does not collect quantitative indicators on teacher performance, but provides qualitative feedback for professional development.

+ Can be integrated into the annual quality cycle (PDCA) with faculty-level feedback

PROFFORMANCE can be effectively integrated into the institutional PDCA cycle, as it supports setting goals, monitors implementation, and provides relevant data for evaluation. It is particularly useful at the faculty or departmental level, where targeted feedback directly supports local educational development.

+ Can be used for internal recognition, motivation and career development systems

The tool supports the internal reinforcement of teaching excellence, for example through incentives, professional development plans or promotion processes. In this way, it helps to maintain motivation and retention.

+ Methodological and administrative integration

As the questionnaire and the logic of the system are methodologically consistent with quality assurance practices, the system does not require a new approach. At the same time, it is user friendly and thus does not pose any additional administrative workload.

Challenges and Opportunities

CHALLENGES

Time and capacity requirements in evaluation and development processes

Differences in interpretation: competency-based vs. course-based logic

Integration difficulties with existing systems

Shortcomings in teacher involvement: time, motivation, understanding

Complexity of alignment with institutional timetables

OPPORTUNITIES

Customization of learning paths, development of instructor portfolios

Development based on real feedback, utilization of pilot results

Strengthening internal cooperation between managers, teachers, and students

Supporting cultural change: reflection, learning organization

Teacher motivation: "Teacher of the Year" award, activities beyond contact hours

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Q&A / Open Discussion

Optional Slide

+ Invite questions
+ Allow space for feedback or implementation ideas

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Contact & Resources

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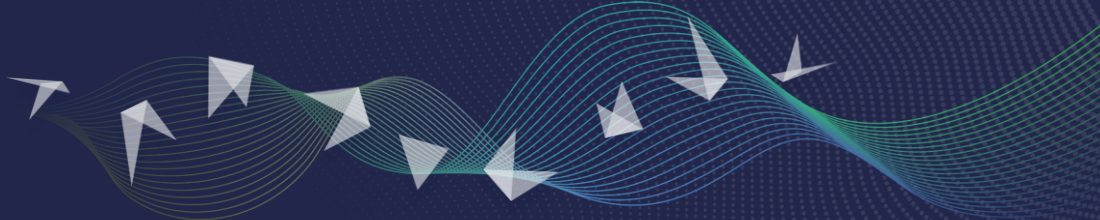PROFFORMANCE+

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Feedback

- ❑ Structured feedback on your teaching practices to ensure continuous improvement
- ❑ Peer assessment – peer learning – creating a positive and constructive feedback culture – mutual learning

Institutions

- ❑ Access to data-driven insights for quality assurance
- ❑ Evidence-based strategic planning and accreditation
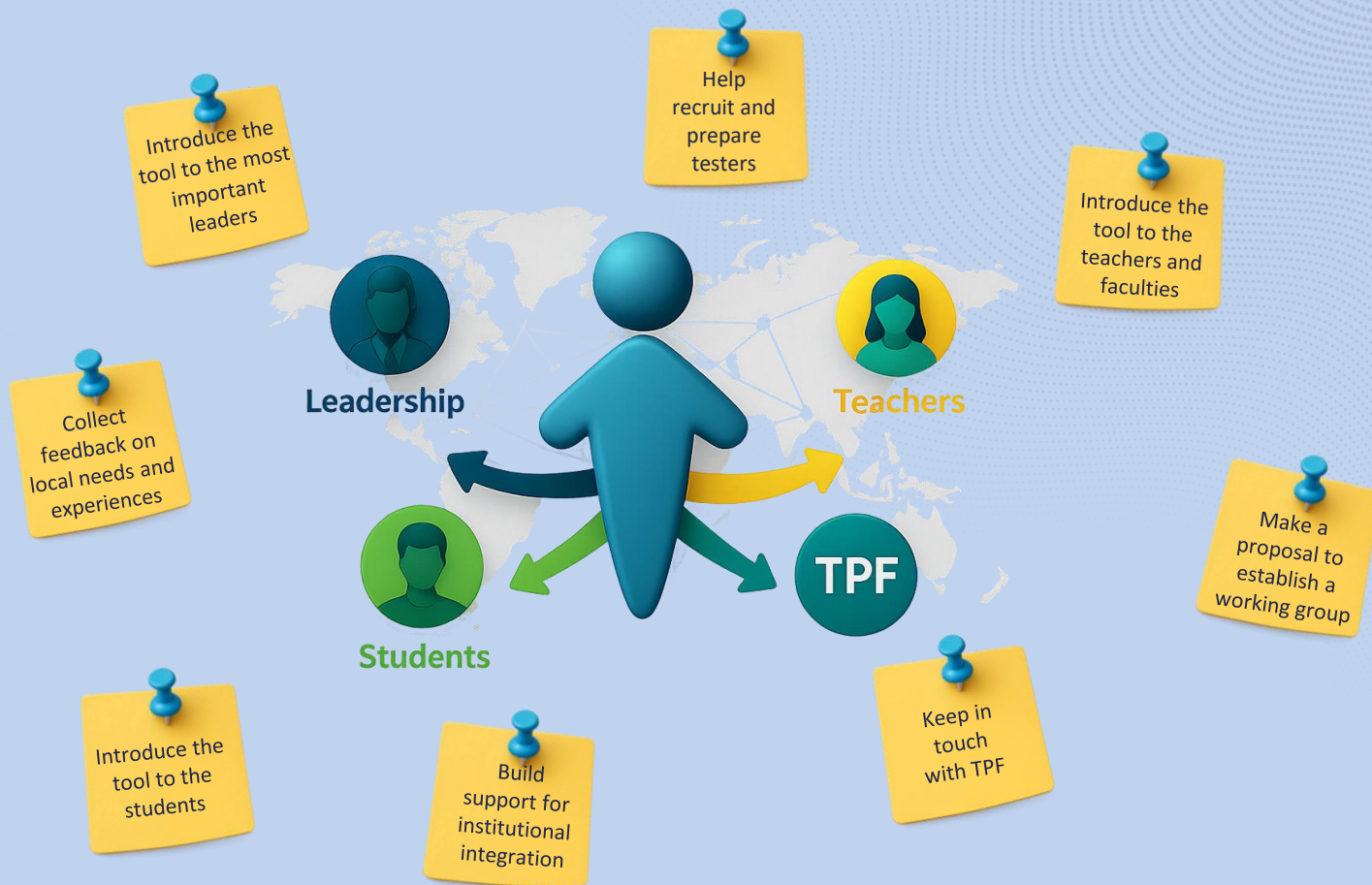- ❑ Monitoring trends in teaching effectiveness

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How do you get started?

1 — GET READY TO PRESENT THE PROFFORMANCE TOOL

Get to know the objectives, considerations, and available materials (e.g., user guides, presentations)

2 — INITIATE CONTACT

Get in touch with the relevant people (e.g.: the dean, QA leader, teachers, students, etc.)

3 — PROMOTE THE SYSTEM AT MANAGEMENT LEVEL

Briefly present the purpose and benefits of the system and emphasize that PROFFORMANCE complements existing assessment tools

4 — FORM A WORKING GROUP

Suggest members (e.g., QA, teaching methodology, IT, faculty representation) and define roles

5 — INVOLVE THE QA OFFICE

Coordinate alignment with internal evaluation and development processes

6 — RECRUIT TESTERS

Familiarize them with the system and its criteria in advance

7 — INVOLVE EXPERTS

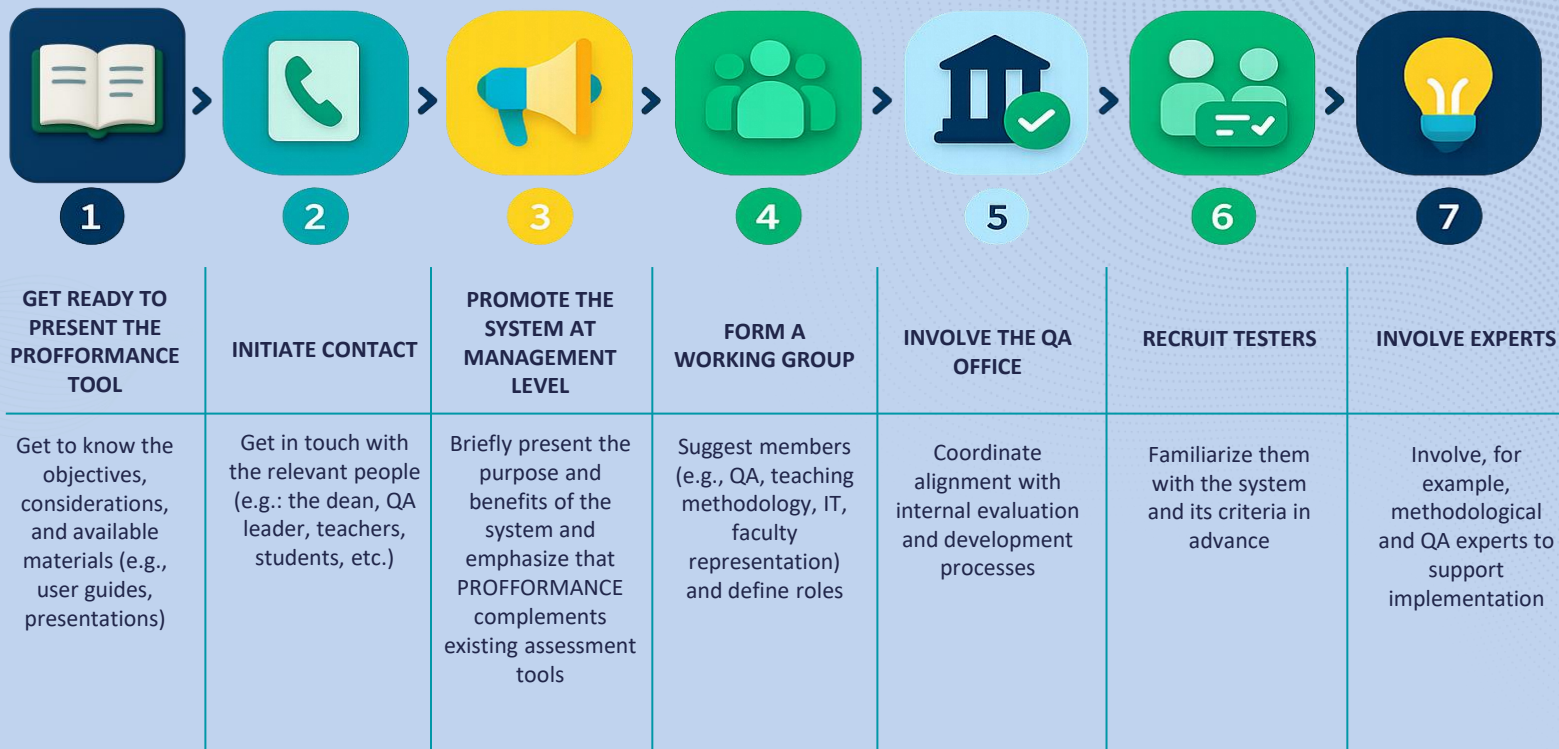Involve, for example, methodological and QA experts to support implementation

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Recommended method for selecting testers
(to be adapted by the institution)

Educational and non-educational testers

+ Consult with faculty and institutional leaders about proposed participants

+ Choose from target teachers who are open to innovation or already active in quality improvement

+ Involve at least 1–2 departments or smaller faculties in full – transparent test environment

+ Request recommendations for specific individuals from the working group members

+ Take into account different levels of experience (novice–experienced instructor)

Students:

+ Ask the student representatives (Student Council, student groups) for suggestions on who would be suitable for testing

+ Align the definition of student target groups with the selection of teachers

+ If possible, choose from different types of training (BA, MA, undivided, specialized further training, etc.)

+ Use university social media platforms for recruitment

Use Your Network!
Turn connections into collaboration.

1 → 2 → 3 → 4 → 5

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Involvement of testers - Communication and Motivation

Educational and non-educational testers

+ Have a short online or face-to-face briefing on the purpose and benefits of participation

+ Talk to the teachers in person – especially if they are active or well-known

+ Use the working group as a bridge to liaise with teachers

Students:

+ Ask teachers to inform students about the possibility of participating

+ Have a separate online or in-class presentation for students

+ Consult with the student representatives (Student Council, student groups) to help communicate the opportunity

+ Make it clear that participation is not mandatory, but a valuable opportunity for feedback

Training of testers

+ Send out the questionnaire in advance so testers can review the content and structure

+ Encourage them to ask questions if something is unclear or needs explanation

+ Provide a short written or video guide about the purpose and process of testing

+ Explain how the evaluation system works (e.g. scale, criteria, anonymity)

+ Send out the preparatory materials (Profformance presentation and user guide)

+ Clarify what kind of feedback is expected and how it will be used

+ Inform them about the timeline (when and how they will receive access, how long it takes)

+ Offer support channels (contact person, email, Teams, short Q&A meeting)

+ Emphasize that participation is voluntary and meant to support improvement

+ Inform testers of the deadlines

Ambassador in Action –Supporting the Testing

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TEST TOGETHER WITH THE TEACHER GROUP

- ❑ Have a short joint session to go through the platform
- ❑ Guide teachers through the live process
- ❑ Answer questions on the spot

RUN A SESSION WITH THE WORKING GROUP

- ❑ Collect feedback and adjust instructions
- ❑ Align expectations early

JOIN A CLASS FOR STUDENT TESTING

- ❑ Ask the teacher for 10–15 minutes at the end
- ❑ Guide students through the process live

OFFER FLEXIBLE TIME SLOTS

- ❑ Provide 1–2 alternative time windows or self-paced access with support
- ❑ Share contact or Q&A help in advance

STAY VISIBLE AND AVAILABLE

- ❑ Send reminders and follow up
- ❑ Be ready to support during the test

Ambassador in Action – Follow up and Sharing Results

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ALWAYS FOLLOW UP WITH THOSE WHO PARTICIPATED IN THE TESTING

Show appreciation for their contribution

IF THE INSTITUTION MODIFIES SOMETHING BASED ON THE TEST

Clearly link the change to the feedback received

BUILD TRUST AND INCREASE ENGAGEMENT!

People are more likely to contribute again if they see results!

USE THESE EXAMPLES WHEN INTRODUCING THE FINAL SYSTEM

Demonstrating real impact motivates future participation

HIGHLIGHT ANY ACTUAL CHANGES OR DECISIONS MADE BASED ON FEEDBACK

Even small adjustments show that opinions matter

SHARE KEY FINDINGS FROM THE TESTING PHASE

Let testers know their feedback was heard and analyzed

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Q&A / Open Discussion

Optional Slide

+ Invite questions
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Contact & Resources

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**LEADERSHIP BRIEFING ON
THE ASSESSMENT TOOL**

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The strategic importance of the PROFFORMANCE evaluation system

Can be integrated into strategic cycles

Supports institutional quality culture

Compliant with ESG principles and EQF

Customizable thematic focus
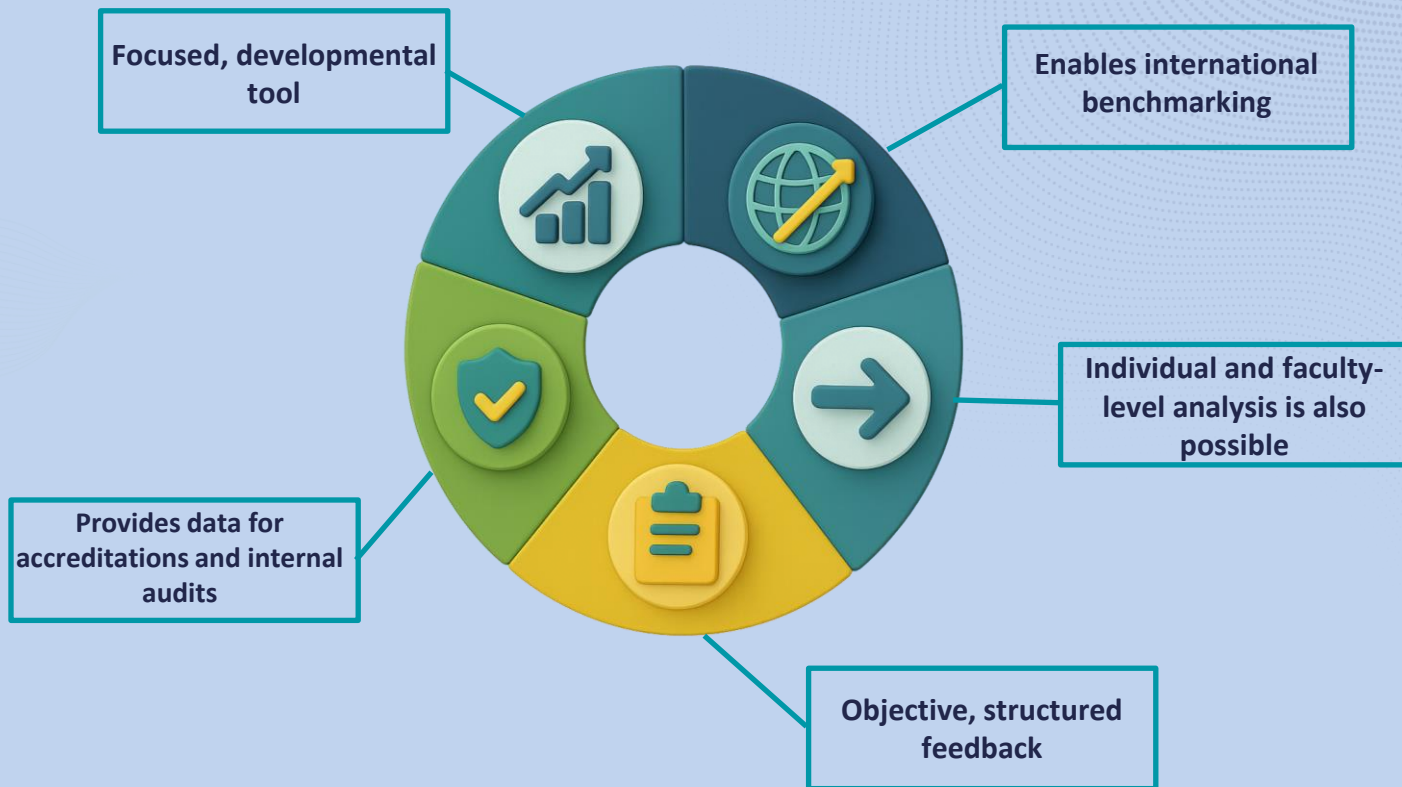
Excellent feedback and measurement tool

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Measurable, targeted development – support for data-driven management

Focused, developmental tool

Enables international benchmarking

Individual and faculty-level analysis is also possible

Provides data for accreditations and internal audits

Objective, structured feedback

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Institutional Integration and the Purpose of Testing

The PROFFORMANCE assessment system is not an isolated tool, but a **flexibly adaptable** instrument that fits into the institution's existing evaluation processes.

It works as a supplement and aims to help improve the quality of education with more detailed, targeted feedback – without reduntant parallel measurements.

INSTITUTIONAL CUSTOMIZATION

The institution can select which thematic areas it wishes to test based on its own priorities and decide on implementation based on the results

STRATEGIC ADVANTAGES

PROFFORMANCE **supports the achievement of institutional strategic goals** and provides data for well-founded long-term development decisions

FLEXIBILITY IN TIMING

PROFFORMANCE **can be used periodically** – for example, for semi-annual or annual reviews – to support continuous improvement and feedback

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Integration with existing quality assurance systems

FLEXIBLY ADAPTABLE TO EXISTING EVALUATION AND FEEDBACK PRACTICES

COMPLEMENTS THE INSTITUTIONAL QUALITY ASSURANCE SYSTEM WITH STRUCTURED FEEDBACK

PROVIDES DATA-DRIVEN SUPPORT FOR STRATEGIC DECISION-MAKING AND SETTING DEVELOPMENT DIRECTIONS

ENABLES MONITORING OF TEACHER PERFORMANCE AND DEVELOPMENT AT THE INSTITUTIONAL LEVEL

THE PURPOSE OF USE CAN BE REGULATED: IT CAN BE USED FOR DEVELOPMENT, FEEDBACK OR EVEN ACCREDITATION SUPPORT PURPOSES.

CAN BE COMBINED WITH METHODOLOGICAL OR COMPETENCY ASSESSMENT ELEMENTS

PROFFORMANCE provides a solid foundation and, in line with your institutional systems, ensures a comprehensive, well-founded assessment for development

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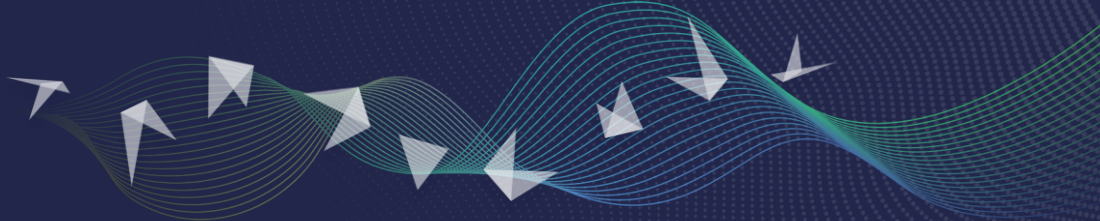# Thank You For Your Attention

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SELF ASSESSMENT AND PEER ASSESSMENT FOR ACADEMIC STAFF

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Why PROFFORMANCE Matters for Academic Staff

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The PROFFORMANCE tool helps teachers improve their teaching through structured self-reflection, feedback from colleagues, and international comparison.

It provides teachers with opportunities for professional development, sharing best practices, and contributing to quality education.

Objective Feedback
Instructors receive structured and transparent evaluations from students, colleagues, and their own self-assessments

Professional Development
Helps teachers improve their teaching methods and strengthens reflective practice

Quality Assurance
Contributes to raising the standard of education by providing data relevant to both institutions and teachers

International Comparison
Enables the evaluation of different aspects of education and the sharing of good practices with other institutions

Digital Support
Simple, easy-to-use interface for structured recording and analysis of feedback

The importance of Teacher Self-Assessment

Awareness and development

Helps teachers recognize their strengths and the areas for improvement

Integration of student feedback

Student and peer assessments contribute to the over of picture about the teacher

International comparison

Helps teachers understand and improve their own teaching practice

Structured reflection process

Facilitates a broader analysis and development of teaching methods

Tips for Effective Teacher Self-Assessment

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ALLOW SUFFICIENT TIME FOR TESTING AND PREPARE THOROUGHLY

Take your time to reflect on your own practices

READ THE QUESTIONS AND THE HELP CAREFULLY

Use the help feature: it will help you understand and clarify the questions

BE HONEST AND REFLECTIVE

Don't strive for the maximum, but for a realistic self-assessment – the goal is improvement

USE YOUR PREVIOUS EXPERIENCE AND FEEDBACK

Draw on previous courses, feedback, and professional conversations

TAKE EDUCATIONAL TRENDS AND INNOVATIONS INTO ACCOUNT

Consider how you use modern teaching methods and technologies, and in which areas you would like to improve

REVIEW DIGITAL, INCLUSIVE, AND SUSTAINABILITY CONSIDERATIONS

Consider how PROFFORMANCE's focus areas (digitalisation, inclusion and diversity, sustainability, internationalization) apply to your own educational practice

DO NOT MISS OUT ON REFLECTIVE THINKING

After self-assessment, formulate development goals and draw conclusions

IF YOU ARE UNSURE ABOUT A QUESTION, ASK FOR HELP

If you are unsure, ask for help – professional dialogue is part of development

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The importance of Teacher Peer Assessment

Supports the professional development and reflective practice of teachers

Strengthens cooperation and knowledge sharing among teachers

Contributes to the continuous improvement of the quality of education

Types of peer assessment for teachers:

+ **Direct observation:** Teachers observe each other's lessons and provide feedback

+ **Video-based assessment**: Teachers records their lesson and then receives feedback from their colleagues

+ **Combination of self-assessment and peer assessment:** Teachers reflects on their own performance before receiving feedback

+ **Roundtable discussions:** Teachers analyze their teaching methods and experiences together

+ **Online or anonymous assessment**: Structured feedback provided via a digital platform

Tips for Effective Teacher Peer Assessment

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CONSTRUCTIVE FEEDBACK

The assessment should be constructive, focus on areas for improvement, and avoid personal comments.

Recommend using the "sandwich technique": positive feedback → areas for improvement → positive summary.

OBJECTIVITY

The assessment should be based on predefined criteria, not on personal sympathy or individual opinion.

Use a scoring scale or evaluation template to ensure comparability.

ENSURING ANONYMITY

Anonymity encourages honest feedback and reduces bias.

It creates a safe space for reflection and open expression.

CLEAR EVALUATION CRITERIA

Before the assessment, it is worth reviewing the assessment criteria together so that everyone is clear about the expectations.

The assessment criteria should be clarified at the beginning of the assessment process (e.g., what evaluators should pay attention to when analyzing a presentation or a course).

Institutional Integration and the Purpose of Testing

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The institution can select the thematic areas to test and decide on implementation based on the results

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FLEXIBILITY IN TIMING

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The Teacher Self Assessment testing process

❑ **Reflect on your own teaching practices** before reviewing the criteria in detail

❑ **Start performing the self-assessment** in the system based on the selected criteria and personal reflection

❑ **Fill the self assessment** in the PROFFORMANCE system (according to the User Guide)

❑ **Submit the self assessment** in the system

Deadline for Self Assessment 06/30/2025

❑ **Fill the Tempus Public Foundation (TPF) feedback form**

❑ **Send the TPF feedback form**

❑ It is sufficient to complete the TPF feedback form once, as it contains questions for both self-assessment and peer assessment

Deadline for TPF feedback form 06/30/2025

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The Teacher Peer Assessment testing process

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- **Joint review of evaluation criteria** prior to the start of the evaluation

- **Clarify criteria at the beginning of the process** (e.g., what the evaluator should pay attention to)

- **Application of a consistent set of criteria** to ensure consistency in feedback

- **Start performing peer assessment** in the system according to the method and type agreed with colleagues

- **Fill the peer assessment** in the PROFFORMANCE system (according to the User Guide)

- **Submit the peer assessment** in the system

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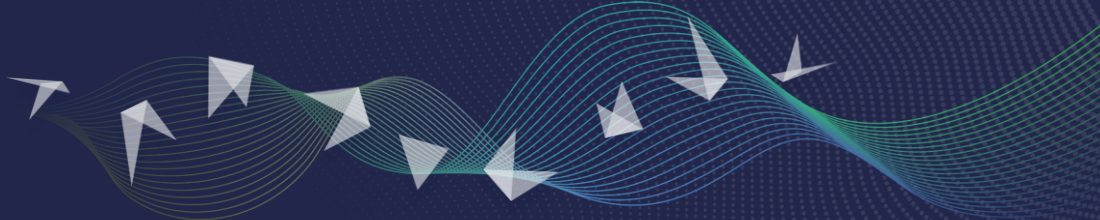 [https://demo.tool.profformance.eu/]

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Why profformance Matters for Students

TRANSPARENT EVALUATION SYSTEM

Transparent feedback promotes continuous improvement

YOUR OPINION MATTERS

Student feedback is key to improving the quality of education

BETTER LEARNING EXPERIENCE, PERSONALIZED EDUCATION

Your feedback helps shape teaching methods that better support your needs and learning style

INTERNATIONAL OPPORTUNITIES

The tool is in line with European trends in higher education evaluation and provides opportunities for comparison and improvement
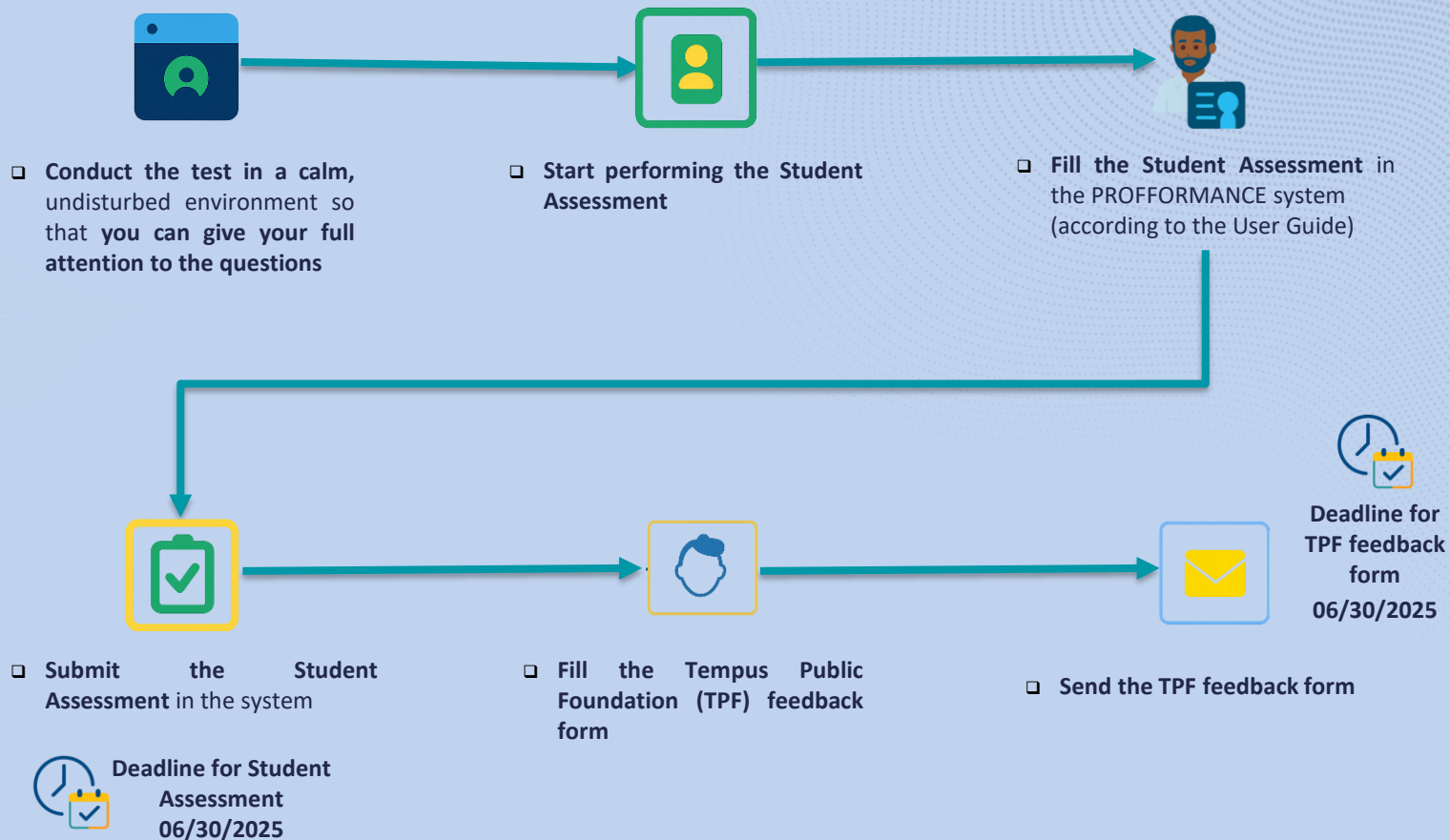
The Student Assessment of Teacher Performance testing process

- ❑ **Conduct the test in a calm,** undisturbed environment so that **you can give your full attention to the questions**

- ❑ **Start performing the Student Assessment**

- ❑ **Fill the Student Assessment** in the PROFFORMANCE system (according to the User Guide)

- ❑ **Submit the Student Assessment** in the system

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Deadline for TPF feedback form 06/30/2025

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