

Institutional PROFFORMANCE Ambassadors Q&A on the Profformance Assessment Tool

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As a smaller unit or institute, how do you involve colleagues in the process?

How do you organise peer assessment, and what are the main benefits for your group?

„The time period when I planned to try out the Proformance Assessment Tool was one exceptionally busy, as it was around that time the term-time ended and the exams started in earnest. That meant that there were no regular courses and lectures, and that the instructors and students met on the occasions of the exams.

In this context, recruiting colleagues to test the Assessment Tool needed planning ahead. So, as early as the beginning of June I sent around a letter in which I let colleagues know that there would be this opportunity to fill in a self-assessment and peer assessment survey and invited them to join the forming group. When the group of instructors started to take shape, we invited some second- and third-year students to assess our teaching performance. The process of recruiting offered several lessons to learn, from which the most important are that we, the teaching staff, became more aware of the dynamics of our groups and that feedback from students may be sometimes unreliable.”

Laura Sinóros-Szabó
Project expert, consultant



University of Sopron
Hungary

Why and how University of Sopron plans to use the PAT?

„First we tested the PAT with the involvement of one instructor from each faculty of the University of Sopron and their students. The first pilot has got a positive reception from the Education Development Committee.

Since our institutional performance evaluation system is course based, we plan to do the next test of the tool on a course. This way we can compare the two systems and draw conclusions on their complementarity.”

Dorina Kissné Fajcsák
Senior Digitalisation Expert



Hungarian University of Sports Science
Budapest, Hungary

How can you engage and prepare university stakeholders for the PAT implementation?

„At the Hungarian University of Sports Science (HUSS), we engaged and prepared our university stakeholders for the implementation of the PROFFORMANCE Assessment Tool through a structured and collaborative approach.

First, we established a dedicated working group involving key institutional units — such as the Quality Assurance Office, HR Department, the Directorate of Educational Affairs, and the Educational Methodology Group — together with teachers, students, and external experts.

We organised management consultations and leadership briefings to align the PAT with our institutional strategic and quality assurance goals, and to ensure leadership commitment.

Throughout the process, we provided clear communication, user guides, and continuous technical and methodological support. Our aim was to create a positive, user-friendly experience that fits naturally into our existing QA and PDCA cycles.

Finally, we kept close contact with all participants and encouraged feedback and reflection, building a culture of engagement and continuous improvement.”

Sopio Idadze

Director of People Development
and Chancellery Department



How do you plan to ensure student engagement, preparation, and follow-up in the use of PAT?

„To ensure strong student engagement with the PAT, I plan to involve both teachers and student ambassadors as key drivers of the process. Student ambassadors will act as peer motivators helping their classmates understand how to use the tool effectively and sharing their own good practices. This peer-to-peer approach builds enthusiasm and ownership.

At the same time, teachers will play an active role by embedding PAT tasks into their lessons, discussing reflections in class, and following up on progress. This joint effort between teachers and student ambassadors will help make PAT a shared learning culture not just a digital tool, but a collaborative space where preparation, engagement, and follow-up naturally reinforce each other.”

Khatuna Chapichadze

Associate Professor; Supervisor of the Bachelor's
Educational Program in European Studies



Georgian Technical University (GTU)
Tbilisi, Georgia

How can you engage university stakeholders, and how will you organise the follow-up after the assessment?

„First of all, when thinking about the involvement of the university stakeholders, I strongly believe that make them participate as much as possible on every possible stage, would be a good idea. I envision that for example, organizing some joint sessions/ workshops for communicating expectations and addressing concerns first of all, then conducting trainings, and maybe also initiating kind of a working group (with representatives from teachers, students, and QA) to test the toolkit on the initial stage would be of help. Creating effective engagement channels, i.e. email communication or setting up some platform seems like a good idea. Short video guides or presentations would be helpful to explain the process. Of course using the existing governance structures - academic and faculty councils, as well as student unions will be crucial for formal communication.

For organising effective follow-up after the assessment, perhaps summarizing findings from the target groups, teachers, students, and self-assessments, and focusing on the reflection and analysis, emphasizing strengths, challenges, and issuing recommendations would be of use.”

Ibtissam Touhami

PhD English language teacher and senior lecturer



As a university outside Europe, what is the added value of using the PAT in your context?

„Implementing a digital Performance Assessment Tool modernizes the current manual, document-based peer review system. It enhances quality assurance through systematic and comprehensive evaluations based on clear criteria. The tool promotes standardization across departments, ensuring consistency and fairness in assessment.

By automating data collection, reporting, and feedback, PAT saves time and reduces administrative workload. It also helps create a database of best practices, supporting professional development and continuous improvement.

Moreover, it strengthens objectivity, transparency, and accountability by providing evidence-based scoring and direct access to results and feedback. Overall, PAT streamlines procedures, minimizes paperwork, and supports the university's commitment to quality and efficiency in teaching evaluation.”

PROFFORMANCE



ASSESSMENT TOOL