



Proformance – A National Agency View

Dr. R Neavyn, HEA, Ireland

Why would we be interested in Profformance?

- Focus of Higher Education is on the dissemination and creation of knowledge through T&L, Research and Engagement (3rd mission)
- Key to success of HE system is the academic community
- Their knowledge, approach and development underpin the value, quality and relevance of the any HE system
- Profformance aims to help develop the academic community across the EHEA in EU priority areas– hence our interest
- Our contribution is advisory in nature based on experience

What is the significance and uniqueness of the PROFFORMANCE assessment tool?

- Multiple assessment platforms exist for the assessment of the: student experience, quality of academic institutions, contract performance of staff
- Few assessment tools have been developed which facilitate the development of the academic community, and specifically individual academics:
 - in the delivery of their core activities: T&L, RDI and Engagement, and
 - in the context of the EU priority areas: Inclusion, Digital, Sustainability, and
 - in collaboration with other countries across the EHEA
- This is what makes Proformance unique and significant – potential to be a game changer in the context of enhancing value, quality and relevance of HE systems both nationally and across the EU

Why do you recommend the usage of the **PROFFORMANCE** assesment tool?

- I believe used the right way it will help the professional development of the individual academic staff member and by association the overall academic community
- Based on a realistic set of assessment criteria/areas
- Created through international collaboration which has taken on board best practice approaches
- Facilitates self, peer and student assessment
- Takes into account existing and emerging EU priority areas

How do you think institutions may use it?

- Should be deployed in the context of professional development as opposed to contractual assessment
- Would deploy on a voluntary basis initially and link its use to staff development programs and specific training initiatives – could be utilized to identify staff training needs
- Would avoid compulsory use - clear benefits can be demonstrated from a significant voluntary pilot programme
- Care needs to be taken in terms of use/dissemination of the peer and student assessment elements of the tool
- If managed properly potential benefits far outweigh the risks

The Future and Profformance+

- We will continue with our advisory role
- Areas for consideration:
 - Development of associated staff development programs relevant to the assessment output of the tool
 - Expansion of assessment approach to include external stakeholders
 - Development of the tool to assist European Universities in the creation of pan European joint programs and academic communities

Thank you to Tempus and all Profformance Partners