



Annual Report  
of the  
Staff and Educational  
Development  
Association  
2016

## **Annual Report of the Staff and Educational Development Association 2016**

In 2016 SEDA continued to offer its members and the post-compulsory education sector in general, relevant and valued activities, professional recognition opportunities and publications. Membership of most types saw modest growth. Committee membership has seen some members reach the end of their terms or move on to new challenges and SEDA wishes to thank them for their valuable time and contributions. SEDA has also welcomed many incredible new members to our committees and we look forward to the input, direction and ideas that they will bring to the whole SEDA organisation. We were also privileged to be able to recognise the exceptional, impacting and lasting contributions of: Julie Hall, Liz Shrives and Ray Land, who were all added to the Roll of Honour in 2016.

There will continue to be much change in the sector, from a government enduring a period of substantial change to new sector bodies (following the Bell Review). SEDA has responded (where appropriate) to proposed changes and has reflected on what such changes could mean for SEDA within this shifting environment. We have always been agile to respond to changing educational contexts, keeping the improvement of student learning, through the use of educational development knowledge, activities, processes and principles, at our core. The range of activities undertaken this year can be seen in the individual committee reports and demonstrate the commitment of all to enhancing education.

### **SEDA Executive Committee**

Throughout 2016 the SEDA Executive Committee continued to review its activities

and administrative costs to ensure the best value and service for its members. The Executive Committee and SEDA sub-committees have worked hard to ensure that SEDA continues to be seen as a key voice in the sector. SEDA is continuing to look for opportunities to further enhance its influence and remains committed to working both independently and collegially to promote staff and educational development nationally and internationally. In the light of this, at the February Executive Committee meeting, SEDA discussed developing collaborations with other like-minded organisations in order to extend its influence and reach. During the year, meetings were held with the Higher Education Academy (HEA), the Association of University Administrators (AUA) and the Heads of Educational Development Group (HEDG) and the Co and Vice-Chairs attended meetings of the International Consortium for Educational Development (ICED), Universities UK and GuildHE, amongst others. SEDA has also been approached by Sean Mackney, Chair of the Academic Professional Apprenticeship Trailblazer group about the inclusion of SEDA in the Standard. At present, SEDA will not be included, but the role that a SEDA-PDF award or Fellowship could play will be reviewed once the Standard has been finalised.

In addition to SEDA's detailed response to the consultation document on the Teaching Excellence Framework (TEF) the Co-Chairs wrote directly to Chris Husbands, Chair of TEF, and Justine Greening, Secretary of State for Education, outlining our areas of expertise and raising awareness of our position in the sector. Through the regular reviewing of the SEDA strategic targets and risk register, we are able to ensure that we remain aligned with the needs of the sector.

SEDA has been active in international collaborations through its project work, including two Erasmus+ funded projects: the Lebanon-based Professional Standards Framework for Excellence in Teaching and Learning (E-TALEB) and the Slovakia-based Extending and Reinforcing Good Practice in Teacher Development as well as the Partnerships for Enhanced and Blended Learning (PEBL) project. Lebanon is very interested in developing its own educational development association as a result of the work with SEDA on the E-TALEB project. (There are further details of these projects on page 16).

Jo Peat joined Yassein El Hakim as Co-Chair, and Pam Parker became out-going Vice-Chair in May 2016.

### **SEDA Communications**

The SEDA JISCmail list in 2016 was as busy as ever. It has 1473 subscribers and during the year there were 1035 messages across a range of subjects. The commonest messages were advertising courses, conferences or other events; calling for contributions to conferences or publications and advertising educational development jobs and external examiner roles. There were also discussions and sharing of information and advice. Some of the most popular subjects this year included: apprenticeships, assessment and word-counts, assessment turnaround times, essay mills, take-away exams, job titles for educational/academic developers, principles around the use of digital technologies, reading lists for PG Certs in HE, the student journey, unconscious bias training and the origins of student-centred learning. The email list is open to all those in the sector and is an excellent resource and networking platform.

SEDA continued to be active on Twitter during 2016, and now has 4349 followers,

who are very active, especially around conference time using the #sedaconf hashtag. The SEDA LinkedIn page, created in the previous year, now has 312 followers and continues to grow. A Slideshare page was added during 2016 for sharing conference presentations and it is hoped to grow this during 2017.

*Yassein El Hakim AFSEDA and Jo Peat FSEDA, SEDA Co-Chairs and Pam Parker SFSEDA, SEDA Vice-Chair*

### **Conference and Events Committee**

In line with the terms of reference, the Conference and Events Committee exists as a vehicle to share practice that is scholarly, professional and ethical by facilitating networking opportunities through conferences and other events. Through our activities we aim to enhance the professional identity of the educational development community within and beyond our professional networks. Our events provide a forum for sharing, questioning and challenging practice and for looking for ways to develop further.

### **2016 in Review**

#### *Committee Membership*

Membership of the Conference and Events Committee remained stable throughout 2016. Following a period of illness, the committee was delighted to welcome the return of Sandy Cope. Peter Hartley has assumed the role of Co-Chair alongside David Walker. To provide greater focus and support for the planning of one day events David Baume and Clara Davies have assumed lead roles in this area. We thank members past and present (listed at the end of this report) for the enormous contribution they have made to SEDA and in particular to the success of our conferences over the last 12 months.

### *Residential Conferences*

The established pattern of two residential conferences per annum was maintained with increased attendance overall compared to previous years.

### SEDA Spring Teaching, Learning and Assessment Conference 2016 “Innovations in Assessment Practice” 12<sup>th</sup> – 13<sup>th</sup> May 2015, The Carlton Hotel, Edinburgh

The 2016 Spring conference in Edinburgh proved incredibly popular with 143 delegates (many attending their first ever SEDA conference) joining an event focussing on the ever popular theme – and perennial challenge area for the HE Sector - of assessment and feedback. Against the backdrop of unexpected refurbishment of The Carlton Hotel which resulted in an element of disruption for delegates, feedback highlighted how useful the event had been for participants; out of the 66 responses, 64 found the conference useful or very useful while the quality of presentations was deemed to be high with no negative feedback received. The keynote presentations from Ian Pirie, Margaret Price and Tansy Jessop were consistently singled out for particular praise. The conference attracted a large number of first time attendees. Of the responses received to the conference evaluation, 33 delegates indicated that they were attending their first ever SEDA conference and encouragingly all reported that they found the event to be welcoming with multiple comments made about the supportive and friendly atmosphere. Despite the challenges presented by the ongoing refurbishment, delegates acknowledged that this had been outside of SEDA’s control. Evaluation responses showed that 45 delegates rated the conference facilities as excellent or good out of a total 66 responses.

### 21<sup>st</sup> Annual SEDA Conference “Surviving and Thriving - Effective Innovation and Collaboration in the New Higher Education” 3<sup>rd</sup> - 4<sup>th</sup> November 2016, Hilton Hotel Metropole, Brighton

The 21<sup>st</sup> Annual Conference in November 2016 attracted another healthy number of delegates with 118 attendees overcoming significant train disruption to come together in Brighton to engage in discussion and development activities around the timely theme (given the raft of change across the sector) of Surviving and Thriving. The feedback from the November conference again highlighted that attendees found the event useful: out of 44 responses 40 reported that they found the event useful or very useful. Ideas to promote and nurture collaborative working within, between and across institutions emerged as a recurrent take home message in the qualitative feedback. The presentations at the conference were again identified as being of a high standard with only two respondents out of 44 indicating they felt the quality of presentations to be low. Issues relating to time management of sessions which figured strongly in feedback gathered at the 2015 conference appears to have been resolved with the introduction of session chairs with members of the Conference and Events and Executive Committees filling these roles. The friendly atmosphere and value of the networking opportunities within the programme were again widely praised by attendees.

### *One-day events*

The committee was unable to organise any one-day events during the year which reflects the increasing pressures on academics and educational developers across the HE and FE sectors. This is an area that the committee wishes to revise/re-invigorate in 2017.

## **Aims/Actions for 2016/17**

As well as maintaining the established pattern of two residential conferences and aiming to increase the number of new delegates, the committee has identified a number of important objectives and priorities for 2017, including:

- re-establishing a programme of one-day events, and considering the potential for webinars and online presentations
- piloting a procedure for student engagement in the conferences
- reviewing the fee structure for conferences and developing recommendations to increase the number of delegates and offering them more flexibility in terms of attendance and accommodation
- reviewing the possible venues for future conferences to see if there are any ways of offering more economical facilities
- reviewing and revising the formats for conference presentations to encourage more participation (e.g. revising the procedures for panel presentations)

*David Walker and Peter Hartley, Co-Chairs, Conference and Events Committee*

## **Educational Developments Magazine**

2016 was the 17th year of the publication of *Educational Developments*, SEDA's quarterly magazine. The Editorial Committee published four issues, three of 28 pages and one of 32, comprising 33 articles, six book reviews and many items of SEDA's news and information.

A year after publication, each issue is posted on the SEDA web site, giving free and open access to all. Further public benefit is provided by our contribution to the professional development of the SEDA

community, in line with our aim of improving student learning in HE through the staff and educational development of those who support it.

2016 was an important year for consultations. We were able to publish SEDA's response to the 2015 Green Paper "Fulfilling our Potential" and to the technical consultation around the Teaching Excellence Framework. Ellie Russell at the National Union of Students offered us an associated article questioning the TEF's impact on student engagement.

The 2016 Spring Conference, on innovations in assessment and feedback, brought us the opportunity to publish on this crucial subject, and in the year we ran an overview of the TESTA (Transforming the Experience of Students through Assessment) project by Tansy Jessop, a detailed application of its use in Dundee by Lynn Boyle and Neil Taylor, Deena Ingham's work on students setting their own assessments and John Dermo's work (a SEDA grant project) on assessment literacy. W. Alan Wright gave us a Canadian perspective on his experience of that conference and of his relationship with SEDA, and Jo Peat offered a contrasting experience of a conference in Kerala. Finally, Fiona Campbell and Fiona Smart reported on their session based on the experience of walking through the host city, Edinburgh.

SEDA's interest in supporting HE educational development in further education led to two important articles – an account of The Scholarship Project being run by John Lea and the Association of Colleges, and the outcomes of the first pilot of the new SEDA course Supporting Higher Education in College Settings, by Rebecca Turner and a participant, Claudia Barnes.

Our interest in the UK Professional Standards Framework and postgraduate certificates in teaching and learning in HE led to three articles – an evaluation of an institutional recognition scheme (Hendrik van der Sluis, Penny Burden and Isabel Huet); Mike Laycock, Georges Yahchouchi, Liz Shrives and Jo Peat writing about SEDA and the Lebanese Professional Standards Framework; and thoughts from Peter Gossman on the “what, why and how” of PG Certs.

We try to publish extensively on improving the practice of educational development. This year John Peters offered us principles for the pedagogy of partnership and Catherine McConnell discussed the role of students in educational development. Claire Taylor and Jane Chambers offered us an interesting way to develop an academic strategy, and Steve Outram considered “lean” educational development. Jo Peat considered issues around academics asking for help, and Julie Hall and Chris Rowell offered Marxist perspectives on our work.

We published three articles relating to new technology and social media – by Sylvia Lomer and Elizabeth Palmer on blended approaches to academic writing, an intriguing mock trial of social media by Denise Turner’s students and the values of blogging from Amy Barlow and Tansy Jessop. We also had an account from Ian Murray on the experience of being caught up in a media and social media storm.

Claire Gordon and Anna Mountford-Zimdars reported work at the LSE and elsewhere on diversity and inclusion, to which Lorraine Stefani replied with a challenge to university leadership.

Finally, we published six articles on the enhancement of teaching and learning processes. Two were discussing curriculum

development (by Gunter Saunders, Peter Hartley, and Peter Chatterton, and by Patti Dyjur and Jennifer Lock); two were on active learning – through peer instruction and self-assessment (by Fabio Arico) and through a hands-on making project incorporating new technology (by Caroline Keep and Mark Feltham); Kim Croasdale wrote on developing real-world dissertations; and Sharon Boyd, Yvonne Black, Sally Couch, Athinodoros Athinodorou and Jessie Paterson showed us the developmental potential of a distance-learning, peer-tutoring scheme for postgraduates.

Two members of the Editorial Committee stepped down during the year, both because of the pressure of other commitments. Karen Strickland started contributing articles in 2012 and joined the committee in 2013 – she has been assiduous in ensuring there is a Scottish voice in the magazine. Chrissi Nerantzi’s enthusiasm for new approaches through technology brought her first Educational Developments article in 2011, and she joined the committee in 2014. We are grateful to both of them for their work. We welcomed Carole Davis onto the committee, just at the point she made the transition from Middlesex University to Queen Mary University of London.

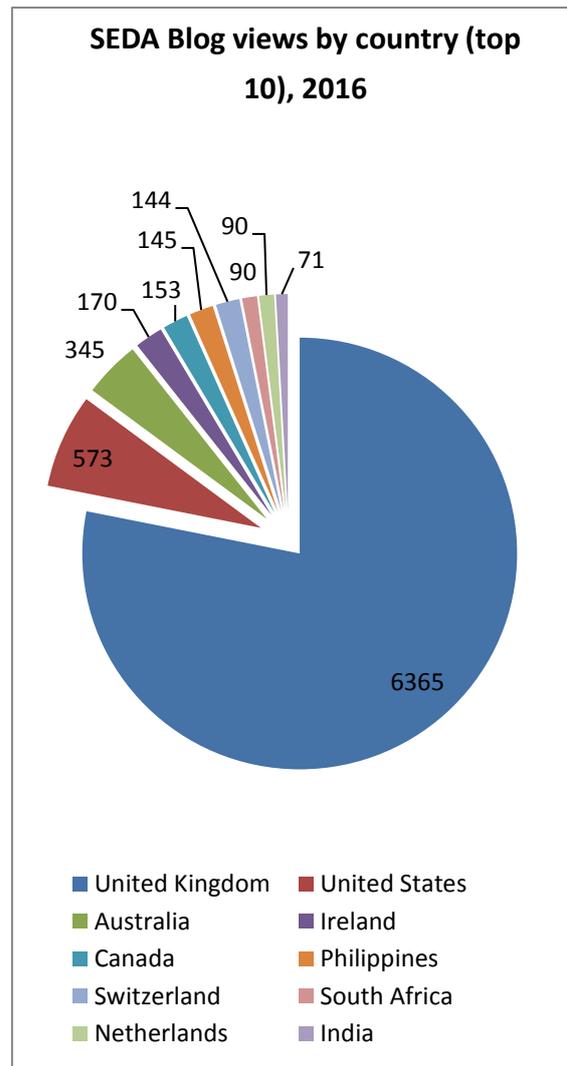
*James Wisdom, Chair, Educational Developments Editorial Developments Committee*

## **Papers Committee**

The Papers Committee exists to support, promote and commission high-quality publications focusing on pedagogic development and research in higher education. We aim to produce timely publications that enable all those involved in teaching and supporting learning in higher

education to have ready access to an evidence-base that supports their practice. We do this in a number of ways: by considering proposals received directly; by supporting and encouraging those who present interesting work in other venues that would be of relevance to the SEDA audience; and by the occasional commissioning of pieces where a need has been identified by committee members.

In recent years, our focus has been on the educational development community as the key audience for SEDA publications. We are committed to widening this focus to address the whole of the learning and teaching community, by working towards publications accessible to frontline teachers. We also continue to explore various publication formats in what is an increasingly challenging environment. Publication sales remain low as open access publications are plentiful, and budgets remain squeezed. We have supported the use of the SEDA blog via Graham Gibbs' "53 ideas" initiative, now being followed by a sequence of posts by Adam Longcroft. Other social media, notably Twitter, help with promoting new publications and blog posts.



In 2015, we began work to explore any potential benefits of selling via Amazon, and have recently concluded that lack of clarity around costs means this would not be a productive avenue to pursue. We will further investigate a move to electronic-only publications to keep costs to a minimum.

Our newest SEDA Special, *Student Behaviour and Positive Learning Cultures* by Gillian Janes, Diane Nutt & Paul Taylor (eds) has recently been published, and a long-delayed SEDA Special on gaining recognition for commitment to teaching for more experienced staff will arrive shortly. A SEDA Special focusing on diversity and inclusion is under development and a team of authors is also working on updating Liz Beauty's classic reflective practice publication. Our thanks go to all bloggers, authors and editors for their excellent work, and my thanks to committee members for their contributions and stewardship.

Committee members are listed at the end of this report. All are available to discuss potential publication ideas, and we encourage the SEDA community to engage with us in shaping the publications they would like to see.

*Jan Smith, Co-Chair, Papers Committee*

## **Professional Development Framework (PDF) Committee**

### **The role of the PDF Committee**

The PDF Committee is responsible for the administration of the mentoring and recognition process for institutions interested in gaining accreditation for their professional development programmes against the awards of the SEDA Professional Development Framework (PDF). This committee is also responsible for the development of new awards to meet the professional needs of staff working in the further and higher education sectors. The

committee meets three times a year.

### **Aims during 2016**

The aims of the PDF committee are well encapsulated in our terms of reference which we aim to fulfil every year. The SEDA values are embedded in all the awards and in the work of the committee.

- Promote the suite of SEDA-PDF awards to prospective applicants and others
- Provide background information on the award framework, specific guidance material on individual awards and contributions to SEDA publications
- Provide a range of support for programme leaders and others in developing/reviewing their programmes
- Undertake ratification of accreditation, recognition and review recommendations
- Establish and monitor appropriate quality assurance procedures for accreditations of awards, institutional recognitions, reviews, appeals and terminations.

In addition in 2016:

- Enhance the training provided for accreditors and mentors, including providing online support
- Explore ways to promote SEDA-PDF by drawing upon the expertise within other SEDA committees and the Executive Committee particularly
- Continue to explore partnerships and/or engagement with both UK based and overseas institutions
- Review the relationship with the Centre for Recording Achievement (CRA)
- Establish a working policy and processes document that reflects

- and informs our practices
- Provide consistency across the website and documentation
- Review the fees structure

### **The student learning experience**

SEDA's PDF work is designed to improve the quality of learning, teaching and assessment in the post compulsory education sector. Through encouraging self-reflection and an adherence to the SEDA values, not only do we impact on the quality of staff delivering the learning experience for the students, but these students are then in a position to pass on the skills, values and attitudes in their employment.

Increasingly our awards, and newly developed ones in particular, reflect a growing interest from students who are involved in supporting learning and developing their teaching skills.

### **Key activities and achievements of 2016**

2016 saw SEDA-PDF introduce a requirement for all accreditors, mentors and named award coordinators to participate in annual training to remain up to date and ensure consistency in our practices. We provided the usual face-to-face training after the February committee meeting and to enable our overseas accreditors to participate we delivered two webinars (July and September) for the first time. The use of these training webinars has proved very popular and has enabled us to provide the training to accreditors and mentors without necessitating lengthy travel. We have carried these out at different times of the day to better suit the competing time pressures of our colleagues.

To address one of SEDA's strategic objectives to promote and increase the use of SEDA-PDF, we agreed with the Conference and Events Committee to have a regular parallel slot and stand at both the

May and November conferences. This new initiative will be built upon in 2017 as we review our awards and take a more focussed approach to promoting them.

The University of Oxford gained successful institutional recognition and two accredited PDF awards. The Association of Commonwealth Universities achieved institutional recognition and the accreditation of one PDF award. The Universities of Birmingham, Wolverhampton and Manitoba (Canada) started engaging in the mentoring process towards institutional recognition and programme accreditation for 2017. Two institutions sought additional awards and three reviews were undertaken of existing institutions and PDF awards.

Several enquiries from interested organisations and HEIs new to SEDA were received through the year. This included: Aston University, University of Cambridge, University of Derby, DeMontfort University, University of Manchester, Nottingham Trent University, Sheffield Hallam University, Trinity Laban Conservatoire of Music and Dance, DIME - Detroit Institute of Music Education (USA), The Aga Khan University Network of Teaching and Learning, Princess Nora Bint Abdul Rahman University (Saudi Arabia) and Universidad del Norte (Colombia).

The memorandum of understanding with the CRA ran through 2016 and is being reviewed in the early part of 2017 to explore establishing a closer collaborative working relationship.

Working with the SEDA office, a policy and processes document was created and agreed. This document captures the outcomes from committee discussions and agreement to changes relating to our mentoring and accreditation processes. The document provides a robust record that

underpins the training of mentors and accreditors. At the same time, the documentation and website were reviewed to ensure they aligned to the agreed policies and processes. Following this exercise a review of the fees structure took place in discussion with the SEDA Treasurer and Executive Committee. This will be introduced in 2017.

### Further information

See below for facts and figures relating to recognition and certificates.

Participants continue to appreciate and praise the work of the mentors and accreditors in the PDF processes:

Comments from participating institutions:

Oxford University

*“The mentor was supportive and encouraging and offered helpful comments that enabled us to make a decision quickly and meet the various interim deadlines. I see our mentoring as having begun at that point, even before we had made an institutional commitment. Shifting our educational development accreditation to SEDA (away from HEA) was a significant and important strategic decision for us. The mentor’s responses to our questions were influential to us in making the decision to shift to SEDA.”*

*“We had a positive experience of the accreditation process overall. As noted above, the mentoring was supportive, timely and constructive. Working with the two accreditors was also rewarding.... On more substantive matters, we very much appreciated the careful attention and level of engagement the accreditors showed with our programmes. Their visit – and having an opportunity to clarify their questions, provide additional materials and actually discuss their observations and concerns face-to-face – was very valuable. We felt respected and supported as colleagues in the process and it*

*allowed us to be sure that we understood fully the conditions and recommendations they offered. There were a few places where our provision was non-standard (as is the Oxford context overall), so it was particularly valuable to be able to clarify and explain.”*

Association of Commonwealth Universities

*“This was the first time that ACU has applied for accreditation of this nature. For this reason, both the formal mentoring described above and the informal advice that we have obtained through the accreditation process has been invaluable. Not least amongst the benefits has been the need to bring together much of our internal documentation and support in a coherent manner. This will be of use in several other areas of our operation!”*

University of the Arts London

*“We found the accreditation process very refreshing in the sense that our assessor seemed to be genuinely interested in supporting our development rather than ticking boxes.”*

### Plans for the coming year

- Organise a one-day event for award programme leaders
- Review, update and rationalise the PDF awards available and explore more targeted ways of promoting them
- Review the paperwork and processes of mentoring and accreditation taking on board feedback from institutions/providers and make any necessary updates to the policy document and training events
- Provide more webinar training events
- Continue promoting SEDA-PDF through SEDA avenues, e.g. conferences, *Educational Developments* magazine, the JISCmail list and so on

### **Committee members, mentors and accreditors and named award coordinators**

We would like to thank all the accreditors, mentors, named award coordinators, and committee members, who have contributed to the achievements of the PDF Committee this year. They are listed at the end of this report. And an equally huge thank-you to Roz Grimmitt, the SEDA Administrator, for keeping us all on track.

## Facts and figures

Number of institutions recognised and programmes accredited:

	2007	2008	2009	2010	2012	2013	2014	2015	2016
PDF recognised institutions	19	19	22	24	28	32	33	30	28
PDF accredited programmes	38	44	54	61	82	86	81	77	67

PDF certificates awarded to individuals:

<b>SEDA-PDF named award</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>
Supporting Learning	357	225	166	161	136	177	218	314	295	562	392	<b>2975</b>
Exploring Learning Technologies	23	92	55	46								<b>216</b>
Enhancing Research Practice		2	29	17	7	9	5	14	12	6	21	<b>101</b>
Embedding Learning Technologies	45	31	23	16	38	31	44	20	35	23	4	<b>368</b>
Supervising Postgraduate Research	32	41	32	44	77	14	6	7	27	95	14	<b>457</b>
Staff and Educational Development		16	10	1	3	1		22	14	13	13	<b>80</b>
Developing Professional Practice	36	4	12	8	6	53	32	48	26	26	27	<b>296</b>
Developing Leaders	13	12	8		4	16	6	1		11	7	<b>71</b>
Learning Teaching and Assessing	122	195	179	227	156	159	204	234	255	333	261	<b>2224</b>
External Examining		3			8	9						<b>20</b>
Leading Staff and Educational Development			3	4	4	5						<b>16</b>
Student Support and Guidance		20	25	31	10	13				6		<b>105</b>
Responding to Change in HE				7						10		<b>17</b>
Supporting Learning with Technology				13	68	57	62	76	42	36	40	<b>354</b>
Enhancing Academic Practice in the Disciplines						14	43	48	31	40	57	<b>176</b>
Action Research					8	9	17					<b>34</b>
Supporting and Leading Educational Change (FSEDA)							17	8	13	11	17	<b>49</b>
Leading and Developing Academic Practice							12	1	10	4	11	<b>27</b>
Mentoring and Coaching							4	9	10	12	17	<b>35</b>
Leading Programmes										8	14	<b>22</b>
College Based Higher Education											6	<b>6</b>
Personal and Academic Tutoring (not advertised on website due to MoU with CRA)											0	<b>0</b>
<b>Total no. of certificates awarded</b>	<b>628</b>	<b>641</b>	<b>542</b>	<b>575</b>	<b>525</b>	<b>567</b>	<b>670</b>	<b>802</b>	<b>770</b>	<b>1188</b>	<b>895</b>	<b>7621</b>

*Rachael Carkett SFSEDA and Vicky Davies, Co-Chairs, PDF Committee*

## Scholarship and Research Committee (SRC)

### Remit of the Committee

The committee aims to lead and support research and scholarship for SEDA through:

1. Providing opportunities for research and scholarship activities in educational development
2. Developing SEDA and its members in their research and scholarship capabilities
3. Raising the standard of research and scholarship in educational development

To accomplish these aims the committee works on a portfolio basis with each member of the committee leading and/or contributing to one area of SRC's work.

The areas of work are:

1. *Innovations in Educational and Teaching International (IETI)*
2. Small grants (or similar funding awards)
3. Support for scholarship (e.g. writing retreat & mentorship)
4. Publications
5. E-learning special interest group
6. Conferences
7. Bids and research proposals
8. Liaison outside SEDA

The committee met on three occasions during 2016. The aims for 2016 were to develop and enable SEDA colleagues - and HE staff and students - as researchers and writers for publication in relation to educational development. The committee encourages scholarly reflective practice, including theorisation and robust evaluation of educational and academic development practices. The committee encourages and enables the dissemination of this work for the benefit of the wider HE community and, through this community, the public, by

enhancing understanding of teaching, learning and assessment, for the enhancement of human knowledge and the public good. These aims are in line with SEDA's values and mission.

### Writing and publication

The SEDA Writing Retreat is becoming an annual event at a settled home at Woodbrooke Quaker Study Centre in Birmingham. In 2016 the retreat was run again by Frances Deepwell and Anna Jones and attracted nine delegates to work on various learning and teaching oriented academic writing projects including writing for publication and towards UKPSF fellowships. Participants are therefore engaging in professional development which in turn develops their practice, professional standing and encourages the dissemination of scholarly practice.

*Innovations in Education and Teaching International (IETI)* is the SEDA peer reviewed journal, edited by Gina Wisker, deputy editor Celia Popovic and co-editors Alice Lau and Susannah Quinsee. Liz Thompson continues to make a major contribution in a funded role as assistant editor, running the submission and review process, with Andre van der Westhuizen as book review editor. Additional co-editors have been sought, given the growth in the number and variety of papers received. The publishers have requested an increase in the number of editions to seven per year but a decision has been taken to remain with six but to possibly increase the number of papers in each issue. IETI continues to publish first online. The out of date 2015 impact factor is 0.585, H index 35 which is up significantly from the last reported impact factor, but we eagerly await the 2016 impact factor.

The publication opportunities offered by IETI are presented at SEDA conference and

the journal editors and reviewers seek to provide a supportive and developmental editorial approach towards guiding authors through peer review towards successful publication. For the coming year two special editions are proposed. One has been developed from papers at the 2015 SEDA Annual Conference and this establishes a positive link from conference through to international publication, which it would be good to continue. This edition is edited by Celia Popovic and is available online as 'SEDA Conference November 2015: The importance of using an evidence base for teaching and learning' 54.1

<http://www.tandfonline.com/toc/riie20/current>. The second special continues a focus on doctoral education and is being edited by Gina Wisker and Alistair McCullough and features some papers from the Quality Postgraduate Research conference in Australia in 2016 and other invited papers.

### Research and Evaluation Grants

The Scholarship and Research Committee advertises, reviews and awards SEDA's Research and Evaluation Small Grant applications on an annual basis. These grants are intended to support research and evaluation in staff and educational development with the goal of continued improvement in the quality and understanding of educational development practices. The process is intended to be supportive and all applicants are provided with developmental feedback as well as all successful applicants being provided with mentors. This year saw another increase in the number of applications received, to 30 applications, and a general rise in the quality of applications. Both these developments should be seen positively both in terms of the increased standing in which the grants are held and as an indication of growing scholarly and research activity in the profession. However it did, of course, entail an increase in the workload and challenge

of reviewing the applications and providing appropriate feedback to all the applicants. Five grants of £1000 each were awarded as follows:

- *Developing a shared situational judgement/case-based training resource for supporting the development of Graduate Teaching Assistants in Higher Education* - Dr Anna Mountford-Zimdars, Dr Claire Gordon, Alex Standen, Paul Seldon, Alison Ahearn, Jennifer Bright, Penny Burden & Robert Di Napoli
- *Academics and professional teaching recognition in middle and Northern Europe: a case study approach to understanding, and learning from, similarities and differences* - Dr Diane Nutt, Pieterjan Bonne, Will Carey, Erkki Harkonnen, Ed Foster, Harald Age Saethre & Herman van de Mosselaer
- *Immigrant academics in the pedagogic 'foreign-land': Factors influencing their pedagogic acculturation* - Dr Namrata Rao & Dr Anesa Hosein
- *The intersections between digital fluency and teaching excellence: case study-based and media-rich explorations with HE tutors* - Dr Christine Smith & Simon Lygo-Baker
- *Implementing and evaluating a Communities of Practice model to align diverse learning and teaching styles in a transnational university* - Dr James Wilson, Dr Dawn Johnson, Dr Jianmei Xie, Dr Henk Huijser

As in previous years a significant minority of applications did not meet the criteria of focusing on researching and evaluating educational development, however many of the remaining applications were highly competitive and suggest that we may need to consider tightening the criteria further in the coming year. Certainly feedback to successful applicants has strengthened the

expectation that award holders disseminate their work at SEDA conference, through *Educational Developments* or via submission to IETI or a similar peer reviewed journal.

Many thanks to those who served as members of the committee over the year (listed at the end of this report) in particular to Gina Wisker, who stepped down as Chair but remains as outgoing Vice-chair and at the helm of IETI, and to Laura Hills the incoming Vice-Chair. As ever we are grateful to Roz Grimmitt, the SEDA Administrator, for her administrative support and sage advice, and for her patience and skill when co-ordinating Skype meetings.

*Dr John Peters, Chair, Scholarship and Research Committee*

### **Services and Enterprise Committee**

The Services and Enterprise Committee (SEC) exists to: ensure the relevance and viability of SEDA's membership, fellowship and courses offer, lead SEDA's work in identifying changing needs and initiatives in the sector, ensure the services SEDA provides address the needs of members and the wider sector, co-ordinate a range of services to SEDA members and contribute to a financially viable membership offer.

SEC has continued its work in clarifying its course, membership and Fellowship offerings in relation to one another, for the purposes of transparency and marketing.

As 2016 came to a close there were 12 Associate Fellows (AFSEDA), 72 Fellows (FSEDA), and 33 Senior Fellows (SFSEDA) in good standing, and a further 13 candidates were registered for SFSEDA. Participation in the 2015-16 CPD process was good with 91 reports submitted followed by 30 triad review discussions. The new SFSEDA cohort system, which takes a more supportive and

systematic approach, is going very well. The annual Fellowships CPD event at the November 2016 Conference (a talk from Dr Alke Groppe-Wegener and a buffet dinner) was attended by 16 people.

The four-week Introduction to Educational Change online course ran in February 2016 with 12 participants, which exceeds numbers for previous years' courses. The pilot Supporting HE in College Settings course ran for the second time from September to December 2016 with 15 participants, up on the previous year's seven. A full report will come to the next SEC meeting, when SEC will decide whether to continue to run the course in the future. If so it will need to recruit tutors.

At the October meeting the committee considered a proposal from Nick Bowskill for a revised course to take the place of the four week Introduction to Educational Change, as this had not been recruiting well. The committee is keen to ensure that the new course does not detract from the Supporting and Leading Educational Change (SLEC) course, and is thus steering development towards engagement with digital literacies for academic and educational developers wishing to engage with new learning technologies. The committee fed back its comments to Nick and he will adjust the course according to the comments received at the last meeting. Nick will work with Elaine and James Wisdom on developing a budget for the course and finalising the changes.

The SLEC course, leading to SEDA Fellowship (FSEDA) ran from October 2016 to February 2017 with 24 participants, also up on previous years' participants. Very positive feedback has been once again received for the course, designed and led by Celia Popovic, with Celia, John Paul Foxe and Penny Sweasey as tutors. We must

thank Wrexham Glyndŵr University for their support in hosting the Moodle VLE to facilitate the on-line courses. The new SEDA Series book, *Advancing Practice in Academic Development* edited by David Baume and Celia Popovic, has been welcomed and very well engaged with by course participants.

The SEDA-PDF re-accreditation process for SLEC and SFSEDA was undertaken and successfully completed. One consideration that was raised at the last SEC meeting (following on from comments by the reviewer) was the need to explore the possibility of recruiting future mentors and tutors for all of the on-line courses through the SEDA Executive Committee and sub-committees. It was suggested that there could be a shadowing process as part of the training with agreement from the current tutors.

Another point raised by the reviewer was the arrangement SEDA has with Glyndŵr regarding the hosting of the online courses. SEC felt that the arrangement was secure for the time-being, especially with Claire Taylor now Deputy Vice-Chancellor at Glyndŵr. SEC members felt that more than about 24 people per course would be unwieldy, therefore expansion wasn't considered an option if the pedagogical value of the course was to be retained. A larger course would require a redesign.

The committee has been considering offering a series of webinars to members and has now agreed to use Adobe Connect for this purpose. Jaki Lilly, Elaine Fisher, Roz Grimmitt and Sarah Wilson-Medhurst have all undertaken the training. SEC may need to appoint a webinar 'impresario' to ensure continuity and consistency – Angelica Risquez and Mark Weyers might be able to help with this. Sally Brown and Shân Wareing have agreed to do the first

webinar, the date and time is to be agreed.

The committee has been reviewing the membership renewal process including the leaflet and linked website pages. Claire Riddall and Angelica Risquez worked on re-writing and re-designing the leaflet in conjunction with the membership pages of the website. Following a full discussion at the last SEC meeting Elaine Fisher has agreed to make the changes and will circulate ready to put to the next meeting. A final decision will be taken and then it will be sent to the designer and printer.

#### **Externally funded projects:**

1. SEDA is a partner in the European Union Erasmus+ funded project: Professional Standards Framework for Excellence in Teaching and Learning (E-TALEB). It is led by Holy Spirit University of Kaslik in the Lebanon. Mike Laycock and Liz Shrives were involved in preparing the original proposal. The project is now in work package 4 which concludes in June 2018. There will be a workshop in March 2017 in Lyon with the French partners. The focus will be on developing centres of excellence in teaching and learning and will benchmark what makes a good centre.
2. The European Union Erasmus+ funded project: Extending and Reinforcing Good Practice in Teacher Development, in which SEDA is a partner, got underway. Six partners are involved: University of Economics Bratislava (EUBA), Slovakia (co-ordinating partner); Masaryk University (MUNI), Czech Republic; Lund University, Sweden; Tartu University, Estonia; Central European University (CEU), Hungary and SEDA. The committee was impressed with this project, which

involved several internationally highly regarded educational developers.

3. SEDA is a partner in the Partnerships for Enhanced and Blended Learning (PEBL) project, funded by the Department for International Development's SPHEIR (Strategic Partnerships for HE Innovation and Reform) programme. It is led by the Association of Commonwealth Universities. The committee thanked Mark Weyers, Claire Ridall and James Wisdom for their input on this project (they are part of SEDA's project steering committee). The SEDA portion of the bid had grown since the initial proposal. Time has been allocated for project management and administration and there is a levy on the consultant fees, which will go to SEDA. The consultants and Yaz El Hakim would be going to Nairobi in early 2017 to further develop the project. The project will run for four years. Yaz El

Hakim is the project lead.

4. Another SPHEIR project is in the pipeline and SEDA will be involved if it is funded.

Jaki Lilly and Elaine Fisher have agreed to continue to act as Co-Chairs for a further year to induct the new (Co-)Chair(s). Roz will put a call out for replacement Co-Chairs, to take over in February 2018. It could be a single Chair but it was noted that it is easier with two.

Our thanks go to our committee members, named at the end of this document, for their continued support. We also would like to thank Marita Grimwood for all her hard work over the past years as Fellowships Co-ordinator and we welcome Sarah Wilson-Medhurst as the new Fellowships Co-ordinator.

*Jaki Lilly and Elaine Fisher, Co-Chairs, Services and Enterprise Committee*

SEDA wishes to thank the following people, all of whom served on a SEDA Committee during 2016.

Amy	Barlow	Educational Developments
David	Baume SFSEDA	Conference and Events
Fran	Beaton	Conference and Events
Sue	Beckingham	Executive
		Papers
Angela	Benzies	PDF
John	Bostock	Educational Developments
Stephen	Bostock	Executive
Nicholas	Bowskill	Services and Enterprise
Charles	Buckley	Scholarship and Research
Penny	Burden	Executive
Fiona	Campbell	Conference and Events
		Executive
Rachael	Carkett SFSEDA	Executive
		PDF
Jessica	Claridge	PDF
Ali	Cooper	PDF
Sandy	Cope AFSEDA	Conference and Events
		Executive
Roisin	Curran	PDF
Nigel	Dandy	Conference and Events
Vicky	Davies	PDF
		Executive
Clara	Davies SFSEDA	Executive
		Conference and Events
Carole	Davis	Executive
		Educational Developments
Frances	Deepwell SFSEDA	Scholarship and Research
		PDF Mentor and Accreditor
Yassein	El Hakim	Executive
Diana	Eastcott	PDF Mentor and Accreditor
Jenny	Eland	PDF
		Executive
Elaine	Fisher FSEDA	Services and Enterprise
		Executive
		PDF Mentor and Accreditor
Mary	Fitzpatrick SFSEDA	Executive
		Conference and Events
John Paul	Foxe FSEDA	PDF
Charlotte	Fregona	PDF
Peter	Gossman FSEDA	Educational Developments
Peter	Hartley	Conference and Events
		Executive
Laura	Hills FSEDA	Scholarship and Research
Alison	James	Educational Developments
Anna	Jones	Scholarship and Research

Helen	King SFSEDA	Executive
Alice	Lau	Scholarship and Research
Mike	Laycock	Services and Enterprise
Marita	le Vaul-Grimwood FSEDA	Services and Enterprise
John	Lea FSEDA	Educational Developments
Barbara	Lee	PDF Mentor and Accreditor
Jaki	Lilly	Executive
		Services and Enterprise
Peter	Lumsden	Conference and Events
Lynnette	Matthews SFSEDA	PDF
Kathryn	McFarlane	PDF
Annamarie	McKie	Executive
		Conference and Events
Bridget	Middlemas	Papers
Alan	Mortiboys	PDF Mentor and Accreditor
Louise	Naylor	Conference and Events
Charles	Neame SFSEDA	Executive
Chrissi	Nerantzi FSEDA	Educational Developments
Steve	Outram	Educational Developments
Pamela	Parker SFSEDA	Executive
		Conference and Events
Jo	Peat FSEDA	Executive
John	Peters	Executive
		Scholarship and Research
Ruth	Pilkington SFSEDA	PDF
Celia	Popovic SFSEDA	PDF Mentor and Accreditor
Jacqueline	Potter FSEDA	Papers
Clare	Power FSEDA	Executive
		Services and Enterprise
		Conference and Events
Susannah	Quinsee	Scholarship and Research
Claire	Ridall	Services and Enterprise
Angélica	Rísquez SFSEDA	Services and Enterprise
Ellie	Russell	Educational Developments
Mark	Schofield	Papers
Rowena	Senior AFSEDA	Scholarship and Research
Jan	Smith	Papers
		Executive
Keith	Smyth	PDF
Caroline	Stainton	Executive
		Papers
Lorraine	Stefani SFSEDA	Educational Developments
Karen	Strickland	Educational Developments
		Conference and Events
Claire	Taylor FSEDA	Educational Developments
Maurice	Teasdale	Conference and Events
		Executive
Rebecca	Turner	Papers
		Executive
André	van der Westhuizen	Scholarship and Research

David	Walker	Conference and Events
		Executive
Mark	Weyers	Services and Enterprise
Susan	Wilkinson	Educational Developments
Sarah	Wilson-Medhurst	Conference and Events
Jennie	Winter	Scholarship and Research
James	Wisdom	Educational Developments
		Executive
		Papers
		Services and Enterprise
Gina	Wisker SFSEDA	Scholarship and Research
		Executive
Alan	Wright	Educational Developments