A SHORT HISTORY of SEDA

ANKNOWLEDGE
how people learn

Working in and developing learning communities

Continuing reflection on professional practice

SCHOLARSHIP & PROFESSIONALISM

ETHICAL PRACTICE

Working effectively with DIVERSITY and promoting inclusivity

DEVELOPING PEOPLE AND PROCESSES

SEDA Supporting and Leading Educational Change
A Short History of SEDA

The big issues for educational developers in 1991 had been around for some time, and some still are today. How can we teach better? How can our students learn better? How do we innovate and modernise? How do we offer a decent higher education to all our students? And as educators, how can we help our students to understand concepts that we, as educators, find difficult to grasp?

SEDA's most significant contribution has been to contribute its experience to the creation of the Professional Standards Framework, now serving, and being owned by, the whole HE sector. There is still much to do. The pedagogy of higher education needs deeper and more systematic research and evaluation. The changes and challenges of the last two decades are clumsy and expensive, and students are looking for professional development and the much larger number of colleagues whose academic and professional work remains an activity which required neither training nor qualification? How do we modernise? How do we offer a decent higher education to all our students? How can we teach better? How can our students learn better? How do we innovate and modernise? How do we offer a decent higher education to all our students? And as educators, how can we help our students to understand concepts that we, as educators, find difficult to grasp?

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Scenarios and one-day events are members’ events. They are integral to SEDA’s co-ordinating relationships, and are closely associated with its conferences and networking events.

Scenarios have a more local focus than conferences, and they are an opportunity for members to contribute to SEDA’s work by holding a one-day event in their locality. The events are usually held on campus and are attended by local members. They are also an opportunity for members to network with other members in their area. The events are usually held between September and December, and they are generally held on a Friday.

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Publications

SEDA inherited 65 publications in SCED’s Papers series. In 1997 SEDA launched its “Specials” format – 50 page, 20,000 word publications with a direct and practical application. By 2012 SEDA had published 124 Papers and 32 Specials. About 35 are in print at any time and a CD service provides out-of-print publications.

In 1994 SEDA agreed with Kogan Page (now Routledge) to publish “The SED A Series” for staff and educational developers – there are 24 books currently available in the series.

Also in 1994 the merger with the Association of Educational and Training Technology brought “Innovations in Education and Training International”, which became SEDA’s refereed scholarly journal. In 1999 IETI (renamed from “Training” to “Teaching” and published by Taylor and Francis) was included in the Social Science Citation Index, confirming its status as a research periodical.

SCED had launched The New Academic – “The Magazine of Teaching and Learning” - in 1991 for academics interested in thinking about and improving their teaching, their students’ learning and the processes of course design and assessment. SEDA also inherited a Newsletter from SCED. As part of SEDA’s repositioning after the formation of the ILTHE, The New Academic was incorporated in 2000 with the Newsletter into Educational Developments, SEDA’s new quarterly magazine of scholarly, refereed articles for the educational developer and those with developmental responsibilities.

The Committee Chairs, Editors and Coordinators who have led this work for SEDA have been Sally Brown, David Jaques, Elizabeth Mapstone, Ivan Moore, James Wisdom, Ranald Macdonald, Gina Wisker, Phil Barker, Peter Knight, Chris O’Hagan, Neil Thew, Philip Frame, Mark Schofield, Caroline Stainton and Jac Potter.

Seda’s Research and Scholarship

Central to SEDA’s mission has been the surprisingly contentious position that the pedagogy of HE and the support and leadership of educational change can and should be both scholarly and researched. The merger with the Staff Development Group of SRHE brought a programme of annual research grants to support publication and since 2002 a committee has managed SEDA’s interests in research, evaluation and scholarship, through the grants programme, events, the sponsorship of a reading group which meets at Conference, and the supervision of SEDA’s refereed journal, IETI. SEDA has awarded at least 83 grants since its formation.

The Committee Chairs who have led this work for SEDA have been Ranald Macdonald, Frances Deepwell and Nancy Turner.
SEDAs organisation

SCED had decided to support its volunteers’ enthusiasm with Jill Brookes’ administration, which enabled SCED and then SEDA to grow and develop. The finances were tight, but slowly SEDA’s treasurers began to report modest surpluses. With c100 institutional and c150 individual members, SEDA today has a turnover of around £340,000 p.a. and holds reserves for six months of operations. Much of SEDAs business is now handled by a Services and Enterprise committee.

In 1999 SEDA became a company limited by guarantee, and in 2001 it was registered by the Charity Commission. In 2004, when Jill closed her business, SEDA engaged the services of Roz Grimmitt and her team at the ACU.

Through nomination to the Roll of Honour, SEDA has recognised 22 of its members for their exceptional contribution to the work of SEDA, or to staff and educational development generally. Between 2001 and 2006, SEDA met regularly with an Advisory Board drawn from the wider HE sector.

SEDAs Treasurers and Deputy Treasurers have been Caroline Armstrong James, Eric Macfarlane, Simon Ball and Maurice Teasdale. James Wisdom is the Company Secretary. The Services and Enterprise committee has been chaired by Tony Brand and Shân Wareing.

This history has been prepared by James Wisdom, John Lea and Pam Parker. Further detail can be found on the web site www.seda.ac.uk/about

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A company limited by guarantee and registered in England, registered in England, No.3709481. Registered in England and Wales as a charity, No.1089537
The last 20 years

1992 Conservative Government elected (Major) Further and Higher Education Act – ends binary line
Teaching and Learning Technology Programme (ends 2001)
Choosing To Change – David Robertson (HE Quality Council) – Credit schemes

1994 Teaching Quality Assessment introduced (HE Funding Council For England)

1995 Electronic Libraries Programme
Fund for the Development of Teaching and Learning (ends 2009)


1997 New Labour Government elected (Blair; Brown 2007)
HEQC Graduate standards report
National Committee of Inquiry into Higher Education – The Dearing Report
Quality Assurance Agency for Higher Education formed

1998 Teaching and Higher Education Act – tuition fees
Widening Participation funding from HEFCE

Computers in Teaching Initiative ends
The Teaching Quality Enhancement Fund (ends 2005)
Learning and Teaching Strategies

2000 National Teaching Fellowship Scheme
HE in FE – Development fund for teaching and learning

2001 Higher Education Staff Development Agency formed
Compulsory FE teaching qualifications using FENTO standards
Rewarding and Developing Staff in HE programme
UK E-university set up (ends 2004)
Foundation Degrees launched

2002 Roberts Report – postgraduate training

Scottish Quality Framework – Enhancement-Led Institutional Review

2003 HEFCE forms working party for UK Professional Standards

2004 Higher Education Act – top up fees
The Higher Education Act – top up fees
Universities Scotland Learning & Teaching Committee expands into Scottish Higher Educational Development
Leadership Foundation set up
Equipping our Teachers for the Future (White Paper) – sets up Institute for Learning for FE
The Tomlinson Report: 14-19 Reform rejected, A levels preserved.
Teaching Quality Information website established

2005 The National Student Survey introduced
Centres for Excellence in Teaching and Learning funded (ends 2010)
Lifelong Learning Networks set up

2006 Leitch Report – emphasis on skills in F&HE
The UK Professional Standards Framework launched

2007 New Regulatory Framework for FE teaching qualifications
Beyond the Honours Degree Classification – The Burgess Group Report

2008 The Research Excellence Framework replaces the RAE

2009 Aimhigher scheme introduced

2010 Coalition elected (Cameron/Clegg)
Browne Review published

2011 Browne Review published
(White Paper) Students at the Heart of the System
UK Professional Standards Framework revised

2012 Lingfield reports – backtracking on FE teaching qualifications
Key Information Sets (KIS) introduced