# Annual Report

of the

# Staff and Educational Development Association

# 2014

## Annual Report of the Staff and Educational Development Association 2014

In 2014 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 all types remained steady. Committee membership continued to have a healthy turnover through some moving on to retirement or other responsibilities. All committee membership is voluntary and we thank those who have left for their valuable contribution as well as those who are new and have brought fresh vigour and expertise to SEDA as a force for educational development, both nationally and internationally. We were able to recognise the exceptional and sustained contribution of one such member as Ranald Macdonald was added to the Roll of Honour in 2014.

There continues to be constant change in the sector which has been disruptive of the organisation of educational development in some institutions, but has also presented opportunities and challenges for all members to renew and re-invent higher education for the benefit of the student experience. SEDA continued to support and encourage our members and others in post-compulsory education to find creative ways to provide educational development. The range of activities undertaken this year can be seen in the individual committee reports and demonstrates the commitment of all to enhancing education.

## SEDA Executive

Throughout 2014 the SEDA executive continued to review its activities and administrative costs to ensure the best value for its members. SEDA continues to be a key influence in the sector and is confident of continuing this role. SEDA is committed to working both independently and collegially to promote educational development nationally and internationally. During the year, meetings were held with the HE Academy (HEA) and the Association of University Administrators (AUA), and the Co-Chairs and Vice-Chair attended various meetings including JISC and the Higher Education Development Community (HEDC).

After a wide consultation, led by Professor Sue Thompson, and a lively debate, the Executive was able to complete the work of reviewing the SEDA professional values and these were launched at the November conference. The SEDA strategy is reviewed regularly by all committees as well as the Executive and this enables us to ensure we remain aligned with the needs of the sector.

At the AGM in May, Yassein El Hakim was elected as in coming Vice-Chair and Pam Parker and Stephen Bostock continued as Co-Chairs. Joelle Adams, who had been elected as incoming Vice-Chair in 2013, sadly had to resign due to her move to the USA but we thank her for her work in this role.

The 2014 members of the Executive and sub-committees are listed at the end of this report.

## SEDA Administration

Following Ann Aitken's retirement at the end of 2013, Joseph Callanan was welcomed to the SEDA administration team in January 2014 as Events and Publications Officer.

## SEDA Communications

The SEDA web site was redesigned in 2014 and launched at the end of the year. It is now compatible with multiple mobile devices. A systematic review of the content will take place in 2015. We now have 3227 Twitter followers, who are very active, especially around conference time using the #sedaconf hashtag.

The SEDA JISCmail list in 2014 was as busy as ever. It has 1184 subscribers and during the year there were 656 messages across 499 subjects. The commonest messages were advertising courses or conferences, or calling for contributions to conferences or publications. There were also discussions and sharing of information and advice. The most popular subjects discussed were senior fellowships of the HEA (38 messages in March), and the relationship (if any) between FSEDA and FHE (12 messages). Peer observation of teaching was discussed in 19 messages, and sharing practice in using case studies (12). There were shorter discussions about organisational structures, resources for institutional CPD schemes, reflective writing, and evidence for promotion to teaching 'chairs', standards for foundation years, PhD supervision, raising the status of teaching in universities, and the expectations of teaching for research students. The email list is open to all those in the sector and remains an excellent resource and networking platform.

*Pam Parker and Stephen Bostock, Co-Chairs, and Yassein El Hakim, Vice-Chair*

## Educational Developments Editorial Committee

*Educational Developments* is SEDA's quarterly magazine, with a readership ranging from full-time educational developers in units, through people with educational development responsibilities as part of their portfolio, to those who are interested in matters such as learning, teaching, assessment, course design and the wider process of educational reform. The Editorial Committee plans each issue by commissioning and receiving articles of topical interest, preparing them for publication, and handing them over for professional proof-reading, design and production. In 2014 we published four 28-page issues for volume 15, comprising 37 substantive articles, six book reviews and the quarterly SEDA News. Each issue included a piece from or commissioned by Debbie McVitty, now Head of Policy at the National Union of Students, with a student perspective on educational development issues. Each volume is posted as Acrobat PDF files on SEDA's website after its year of publication, so the archive is freely available as a service to the sector.

In 2014 perhaps our two most important articles were on SEDA's Values – "the Jewels in the Crown?" (by Sue Thompson and Jo Peat) and "The revised Values and how we use them", by the Co-Chairs Stephen Bostock and Pam Parker. The former described the consultation and debate on revising the wording while the latter reported on the

successful outcome and its implications for the work of SEDA.

We published a cluster of articles around Student Engagement, two of which were wholly or partially written by students (from the universities of Canterbury Christchurch and Winchester). Others came from Ellie Russell at the NUS on Partnership, Mike Neary on the Student as Producer, Alex Buckley on the HEA's work with surveys of student engagement, and from Claire Taylor reviewing our Student Engagement conference.

We are always eager to publish on the topic of the professional development of the SEDA community. A shared article between Sally Bradley and Stephen Bostock explored the differences between SEDA Fellowships and awards made through the UK's Professional Standards Framework. Susannah Quinsee recounted her experience of creating an electronic portfolio for the SEDA Fellowship and Lynnette Matthews reported on the work of the Professional Development Framework Committee. Ruth Pilkington offered an approach to conceptualise and unify educational developers' practice. Peter Lumsden described the power of developmental dialogue between peers, and the experience of using live online activity in workshops, and Bridget Hanna and her colleagues showed the effectiveness of professional conversations around academic leadership. Pete Canell and Alison Gilmour reported on a Scottish-wide survey on developing and supporting the curriculum. Another substantial area of publication is the sharing of experience of work as educational developers. We covered Creativity (Louise

Naylor), Learning, Teaching and Assessment Strategies (Karen Strickland and others), the TESTA Project (Tansy Jessop and others), two articles on using Twitter (Helen Webster and Chris Rowell), the use of e-learning for tutors at the OU (Annie Eardley and Elke St John), the influence of Brookfield (Peter Reed), and Steve Outram and Doug Parkin's experience of running the "Leading Transformation" programme by the HE Academy (HEA) and Leadership Foundation (LFHE).

Working with the UK's Professional Standards Framework has been a long-running theme in Educational Developments. In 2014 we carried Dilly Fung's piece on running an accredited CPD framework, Pam Parker's article on assessing teaching excellence, and Mandy Asghar's experience of using e-portfolios with participants in the scheme. We also published two articles side by side, from Jo Peat and Sally Bradley, exploring the benefits and difficulties of the framework.

Our foreign correspondents were active this year with news - Joelle Adams from America, Celia Popovic from Canada and Mike Laycock from Lebanon and Jordan. HE in FE, now called college based higher education, led to articles from Mick Healy and others, and from Peter Gossman and others on how to strengthen this relationship.

During 2014 we welcomed onto the editorial board John Lea from Canterbury Christchurch, Chrissie Nerantzi from Manchester Met and (for a short time) Naomi Thompson from Roehampton. In 2014 both Vivien Caruana and Elizabeth Grant stepped down due to pressure of work. They both joined the committee in

2008 and we thank them for the great contributions they have made to *Educational Developments*.

*James Wisdom, Chair, Educational Developments Editorial 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 Papers. In 2014, however, we 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 in 2014 rose to 463, a near-doubling of total sales in 2013, but still very much below the high levels seen in 2009-2011. Free at point of access publications from elsewhere, particularly the HEA, but also good quality blogs and other

internet resources, serve the need for rapid access to developments in pedagogic practices. We are clear that more work needs to be done to ensure that the SEDA badge, which is known as a mark of quality, is more vigorously promoted. We have supported the use of the SEDA blog via Graham Gibbs' '53 ideas' initiative and are incorporating other social media to help with awareness-raising.

Two key publications were published in 2014: *Developing Pedagogic Research in Higher Education*, edited by Lindsey McEwen and Kristine Mason O'Connor and *Supporting Higher Education in College Settings*, edited by John Lea. We are grateful to all contributors for their efforts, and all SEDA member institutions will have received these publications as part of their membership benefits. Those who promote institutional membership and leaders of postgraduate certificates (or equivalent programmes) are also a key part of our new promotion strategy: you have a vital role to play in alerting colleagues to the SEDA publications that address their current practice needs. We would ask that you remain up-to-date with our publications catalogue.

In 2015, we will work towards a publications agenda more closely aligned to the needs of a practitioner audience, although we will not abandon our commitment to those whose work can be characterised as educational development. Our first commissioning act of the year will be for an edited SEDA Special on Assessment and Feedback. The SEDA community is welcome also to suggest other areas of need not already covered by the publications catalogue. Committee members

are listed at the end of this report. All are available to discuss potential publication ideas.

Once again, we thank all contributors to SEDA publications in 2014, and to Graham Gibbs for his popular and well-read blog project. Jac Potter came to the end of her term chairing the committee in 2014, and we thank her for her sterling efforts. Caroline Stainton and Jan Smith are now co-chairing SEDA Papers and can be contacted regarding committee business.

*Jan Smith, Co-Chair, Papers Committee*

## Conference Committee

In line with the Terms of Reference, the Conference 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 questioning and challenging practice and for looking for ways to develop further.

### 2014 in Review

*Committee Membership*
During 2014 the committee experienced a significant turnover in membership.  Claire Taylor (St Marys University) had to step down from her role as Co-Chair and was replaced by David Walker (University of Sussex) joining relatively new Co-Chair Sandy Cope (University of Hull).  Bridget Middlemas, Fiona Campbell and Sue Beckingham stepped down due to pressure

of work.  Peter Lumsden (University of Central Lancashire) was welcomed to the committee alongside Peter Hartley (initially co-opted to the committee to support the planning and delivery of the November conference and subsequently confirmed as a full member).  We thank members (past and present) for the enormous contribution they have made to SEDA and in particular to the success of our events over the last year.  The committee will shortly be issuing a call for new members to replace those who have stood down.

*Residential Conferences*
SEDA Spring Teaching, Learning and Assessment Conference 2014
15 - 16 May 2014, Copthorne Hotel, Newcastle
Engaging Students: Engaging Staff
136 delegates

The feedback from the May conference highlighted how useful the event had been for participants; out of the 51 responses, 43 found it useful or very useful, and only 1 participant responded negatively about the quality of the presentations.  44 thought the networking opportunities were about right, with 46 responding that it added value to their work.  This conference attracted at least 23 new members who filled in the evaluation form.

19th Annual SEDA Conference 2014
13 - 14 November 2014, NCTL Learning and Conference Centre, Nottingham
Opportunities and challenges for academic development in a post-digital age

126 delegates

The feedback from the November conference again highlighted that attendees found the event useful: out of 39 responses, 35 found it useful or very useful.  The presentations at the conference were similarly well received with no negative feedback received about the quality of the presentations however suggestions were made that the committee ensure that presentations are aligned to the given title to avoid misleading delegates.  Networking and the opportunities to share ideas with peers in a friendly and collegiate atmosphere figured strongly in the free text comments regarding the best aspects of the conference.

**Aims for 2015/16**

*Residential Conferences*
Drawing on the feedback for future themes from the previous two conferences the conference committee decided on the themes of 'Internationalising the Curriculum:  What does this mean? How can we achieve it?' and 'Scholarship and Educational Development: The importance of using an evidence base for Learning and Teaching'.

*One Day Events*
There was no activity in 2014 in terms of one day events.  However, for 2015 two 'one day events,' 'Benchmarking leadership and advancement of standards for sessional teaching: the Australian Sessional Staff Standards Framework' are already arranged

with a plan to arrange at least another two in 2015.

*Promotion of Events*
Consideration for the development of a strategy to systematically reach other networks which are learning and teaching related more effectively, both in the UK and beyond as a part of an inclusive approach to growing the SEDA community.

*David Walker and Sandy Cope, Co-Chairs, Conference and Events Committee*

**Scholarship and Research Committee (SRC)**

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 Education and Teaching International* (IETI) – SEDA's journal
2. Small grants (or similar funding awards)
3. Support for scholarship (e.g. writing retreat & mentorship)
4. Publications
5. E-learning SIG
6. Conferences

7. Bids and Research Proposals
8. Liaison outside SEDA (SRHE, HEDG, HeLF, etc).

The committee membership operates on a three year rotating basis with the possibility of two successive terms if requested and approved by the SRC. The Chair operates on a three year term with a Vice-Chair appointed in the final year of the three year term to allow for transition. The Chair of SRC will also be Chair of the IETI Editorial Board.

The aims for 2014 were in line with the general aims of SRC and the SEDA values: supporting research, writing, and publication in relation to educational development and HE learning, for and by SEDA colleagues for the benefit of SEDA and the wider HE community of students and staff, and through them the general public, taking due account of equality, diversity, learning differences, and the full set of SEDA values.

The work of the SRC enables SEDA colleagues and HE staff and students to develop their research, writing and publication skills, in relation to educational development and HE learning; and to disseminate their 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 advancement of human knowledge and the public good. This the SRC and colleagues do through enabling and supporting research into educational development and HE processes (project funding and mentoring), writing retreats, and

support from peer reviewers and editors for the development of articles for the journal IETI. The Writing Retreat led by Frances Deepwell and Anna Jones enabled learning and teaching oriented academics and scholars to develop writing for publication or work towards their HEA fellowships. These support their own work and, through the dissemination of that work and their enhanced practice, improve the learning and engagement of their students.

**Activities and achievements**

SRC considers a range of research and development activities to support learning, teaching, assessment and the student experience through their enquiry about research into exploration, evidencing and evaluation of a range of educational development activities and practice. It awards heavily competitive funding to research and development projects; in 2014 five projects were awarded funding.

The two SEDA Legacy Grant projects continued (awarded in 2013) and were due to report in early 2015. *Higher education policy and the shaping of educational development practice,* by Dr Karen Smith, University of Greenwich, and *Findings from a sector wide survey as part of the ExILED project: Exploring the Identities and locations of educational developers*, by Colleen McKenna and Jane Hughes, of HEDERA and the Institute of Education.

In 2014, 15 applications were received and five grants of £1,000 were awarded as follows:

| Grant Holder(s) | Project Title |
| --- | --- |
| Maria Kaparou & Ian Abbott | Leading international students' communities of learning within departmental extra-curricular activities: a case study in a Russell Group university in England |
| Alexander Masardo & Kyoko Murakami | Is group work working? Teacher intentions, student experiences and effective learning strategies within the undergraduate Childhood, Youth and Education Studies programme |
| Catherine McConnell | Student collaborators in educational development |
| Janis McIntyre, Ian Willis, Susanne Voelkel, Nick Greeves & Liz Crolley | The impact of ULTRA: academic staff as advocates for learning and teaching in a research-intensive university |
| Jennie Winter & Sarah Chapman | Using a university arts gallery to enhance the student learning experience |

## In the coming year

Projects will continue to be awarded and enhanced development and support for contributions will enable colleagues to improve both their applications and their projects. Another larger Writing Retreat is being held in 2015.

IETI continued to publish first online, and has begun to feel the benefit of green open access i.e. availability of published articles after 18 months. IETI went to six issues which offers more opportunity for publishing; faster, and improved citation numbers which will affect the impact value of the journal in due course. The meeting with the publishers is now to be moved to early Autumn so that their figures might be available to us (they were usually heavily out of date when they were reported).

## Committee membership

Many thanks to the committee members during 2014, listed at the end of this document. During 2014 Professor Debby Cotton took on the role of Vice-Chair to the SRC. On the IETI team we welcomed Alice Lau and Susannah Quinsee to focus particularly on the e-learning areas of the journal. SRC welcomed several new committee members during 2014 and early 2015 including John Peters, Alice Lau and Susannah Quinsee. We thanked and said goodbye to Helen King and Martin Oliver. As ever we are grateful to Roz Grimmitt for her continued unfailing support for the committee, especially when we are using Skype.

*Gina Wisker, Chair, Scholarship and Research Committee*

## Professional Development Framework Committee

The SEDA-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: the autumn and spring meetings are in London and the summer one is at another venue hosted by a committee member.

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 recognitions and review recommendations.
- To establish and monitor appropriate quality assurance procedures for recognitions, reviews, appeals and terminations.

In addition in 2014 we

- Undertook a review of the PDF section of the web-site to be more user friendly
- Reviewed the terminology to reflect the words used by the HEA
- In collaboration with the Executive, took part in the review of the SEDA Values.

SEDA's PDF work is designed to improve the quality of Learning, Teaching and Assessment in the post compulsory sector. Through encouraging self-reflection and an adherence to the SEDA values, not only do we have an impact on the quality of staff practice and thus on the experience of students, but these students are then in a position to use their skills, values and attitudes in their employment and more widely.

For example, Birmingham City University (BCU) developed a SEDA accredited programme for students who take part in co-creation and delivery of sessions and programmes. The programme, 'Student Knowledge in Learning and Leadership', allows students to gain a Student Fellow award as a part of the BCU Professional Standards Framework.

## Activities and achievements

In 2014 PDF continued to expand. We now have 32 recognised institutions with 81 recognised programmes, adding four new ones: Change Agents Network, Glyndŵr University, Kingston University and Ryerson University, Canada.

A sub-group continued to work on an on-line resource on the website to support programme

leaders through the process of institutional recognition and programme accreditation. We presented this resource at the November conference. Thanks are heartily given to Lynnette Matthews for all the work she did on the development and successful implementation of this Prezi resource.

PDF accreditors are trained biennially. A training event for new and current mentors and accreditors was held at the SEDA conference in November and the next event is to be held in the February 2015.

### New developments in 2014

After being approached last year by the staff and student network Change Agents' Network, a successful recognition has now taken place. This is a first for SEDA-PDF where, rather than an institution in the usual sense being recognised, here a network has been given recognition. The Change Agents' Network (CAN), is a network that was established around two years ago through a project funded by JISC and led by the University of Greenwich. CAN's remit is to promote student engagement and maximise the potential of staff and student partnerships as part of a wider initiative on quality enhancement, with a focus on:

1. Cultivating partnerships
2. Supporting and invigorating change
3. Enriching change agents
4. Achieving personal and professional transformation.

Since its inception, it has been instrumental in involving students and staff from across the sector in various activities including a recent conference. Its SEDA-PDF accredited

programme, 'Institutional Change Leader', was designed and developed by the senior Change Agents Network (CAN) team involving two core institutions in partnership with JISC. Accredited for the SEDA-PDF named award 'Responding to Change in HE', the programme will be launched in March 2015.

Currently, CAN is represented by JISC, HEA, NUS, QAA Scotland, QAA England, HEFCE and Anglia Ruskin University. SEDA has also been invited to join the JISC/CAN Advisory Group, which has final oversight for quality assurance and enhancement activities. Following this positive experience, SEDA-PDF is looking forward to using this approach as a model for future collaboration and developments.

### Feedback from participants

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

*"...the recognition process was a positive experience for us. Having peers from other institutions scrutinise our proposal in such a supportive, collegiate yet rigorous manner was useful. It was particularly useful as we had to explain the Kingston context within the process and in so doing, this became a useful and timely reminder to all the course team of our overall aims within Kingston's Education Strategy – we can sometimes lose sight of the "bigger picture" and the professional conversation held with the recognisers was beneficial to the whole course team."*

*"Rachael Carkett acted as a mentor. Rachael's mentorship was invaluable throughout this process. Rachael is extremely knowledgeable.*

*Her suggestions were extremely helpful, not just in terms of completing this process, but also in terms of strengthening the programs. I am incredibly grateful for her assistance and cannot thank her enough." (Ryerson University, Canada)*

### In the coming year

In view of the discussion taking place within the HE sector regarding 'remaining in good standing' (a new HEA fellowship requirement), Ruth Pilkington is leading an initiative to develop a SEDA-PDF product to support this process, which will enable individuals and institutions to provide evidence of this

We have been approached by the Centre for Recording Achievement (CRA) to jointly develop an award for personal tutoring; John Peters, Associate Director of CRA, and Jenny Eland will be working on this.

SEDA-PDF has developed a new award in College Based Higher Education and is accrediting a SEDA online course designed for those teaching or managing HE in FE settings. The award accreditation date is January 2015 and pilot deliveries of the programme will follow.

We would like to thank all the accreditors, mentors and committee members, who have contributed to the achievements of the PDF Committee this year. During 2014 we welcomed to the committee: Roisin Curran, Ali Cooper, Kathryn McFarlane and Angela Benzies. We said goodbye to Diana Eastcott and thank her for setting up and continuing to look after the Mentoring and Coaching Award.

And a huge thanks to Roz Grimmitt, for keeping us all on track.

## PDF Facts and figures

Number of institutions and programmes recognised:

| | 2007 | 2008 | 2009 | 2010 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|---|
| **PDF recognised institutions** | 19 | 19 | 22 | 24 | 28 | 32 | 33 |
| **PDF recognised programmes** | 38 | 44 | 54 | 61 | 82 | 86 | 81 |

PDF certificates awarded to individuals:

| Named award | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Supporting Learning** | | | | 41 | 117 | 206 | 357 | 225 | 166 | 161 | 136 | 177 | 218 | 314 | 295 | **2413** |
| **Exploring Learning Technologies** | | | | | | | 23 | 92 | 55 | 46 | | | | | | **216** |
| **Enhancing Research Practice** | | | | | | | | 2 | 29 | 17 | 7 | 9 | 5 | 14 | 12 | **95** |
| **Embedding Learning Technologies** | 1 | | 8 | 19 | 15 | 19 | 45 | 31 | 23 | 16 | 38 | 31 | 44 | 20 | 35 | **345** |
| **Supervising Postgraduate Research** | | | 11 | 10 | 23 | 38 | 32 | 41 | 32 | 44 | 77 | 14 | 6 | 7 | 27 | **362** |
| **Staff and Educational Development** | | | | | | | | 16 | 10 | 1 | 3 | 1 | | 22 | 14 | **67** |
| **Developing Professional Practice** | | | 1 | 10 | 25 | 9 | 36 | 4 | 12 | 8 | 6 | 53 | 32 | 48 | 26 | **270** |
| **Developing Leaders** | | | | | | | 13 | 12 | 8 | | 4 | 16 | 6 | 1 | | **60** |
| **Learning Teaching and Assessing** | | | | | 23 | 137 | 122 | 195 | 179 | 227 | 156 | 159 | 204 | 234 | 255 | **1891** |
| **External Examining** | | | | | | | | 3 | | | 8 | 9 | | | | **20** |
| **Leading Staff and Educational Development** | | | | | | | | | 3 | 4 | 4 | 5 | | | | **16** |
| **Student Support and Guidance** | | | | | | | | 20 | 25 | 31 | 10 | 13 | | | | **99** |
| **Responding to Change in HE** | | | | | | | | | | 7 | | | | | | **7** |
| **Supporting Learning with Technology** | | | | | | | | | | 13 | 68 | 57 | 62 | 76 | 42 | **318** |
| **Enhancing Academic Practice in the Disciplines** | | | | | | | | | | | | 14 | 43 | 48 | 31 | **136** |
| **Action Research** | | | | | | | | | | | 8 | 9 | 17 | | | **34** |
| **Supporting and Learning Educational Change** | | | | | | | | | | | | | 17 | 8 | 13 | **38** |
| **Leading and Developing Academic Practice** | | | | | | | | | | | | | 12 | 1 | 10 | **23** |
| **Mentoring and Coaching** | | | | | | | | | | | | | 4 | 9 | 10 | **23** |
| **Total no. of certificates awarded** | **1** | **0** | **20** | **80** | **203** | **409** | **628** | **641** | **542** | **575** | **525** | **567** | **670** | **802** | **770** | **6433** |

*Jenny Eland and Rachael Carkett, Co-Chairs, PDF 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.

Our thanks go to Shân Wareing who retired as Chair of the committee at the end of 2013. Jaki Lilly and Elaine Fisher were elected as Co-Chairs in her place. Our thanks also go to all of those who served on the committee during 2014, listed at the end of this report.

SEC has continued its work in clarifying the courses, membership and Fellowships offers in relation to one another, for the purposes of transparency and marketing.

## Fellowships

There are now 15 Associate Fellows of SEDA (AFSEDA), 55 Fellows (FSEDA), and 37 Senior Fellows (SFSEDA) in good standing. Five candidates were registered for SFSEDA at the end of 2014 (and an additional five have engaged since the beginning of 2015).

72 colleagues participated in the 2013-14 CPD process, and 24 triad review discussions took place. It was recognised

that there is currently no quality assurance or good standing requirement for Associate Fellows. A proposed amendment to this, requiring participation in the annual CPD cycle and other CPD events, was approved by SEC. The Fellowships Coordinator, Marita Grimwood, surveyed last year's non-submitters of CPD reports, and found that the main barriers to participation are lack of time and – to a lesser extent – lack of clarity. As a result, she is preparing some resources for the SEDA website, including anonymised sample CPD reports and two brief video clips of SFSEDAs talking about their approach to the annual CPD cycle.

The SEDA Fellowships annual CPD event and buffet dinner was held at the November 2014 conference, attended by 17 colleagues, where participants enjoyed a workshop called Artful Etymologies led by Dr Daphne Loads, University of Edinburgh. Daphne asked us to consider what we can learn by reflecting on the etymologies of words such as 'development' and 'underpinning' that we take for granted in our daily practice. The session moved on to a discussion of arts-based approaches to development that have been used effectively by Daphne and others present, with academics from a full range of disciplines.

## Online courses

Our four-week Introduction to Educational Change online course, run by Nick Bowskill, ran in November. The Supporting and

Leading Educational Change (SLEC) course, leading to SEDA Fellowship (FSEDA), ran from October 2014 to February 2015 with 16 participants, similar numbers to previous years. Very positive feedback has been once again received for the course, designed and led by Celia Popovic, with Celia and Elaine Fisher as tutors. The four words most often chosen to represent their overall impression of the course, by those participants who gave feedback, were 'rewarding', 'challenging', 'stimulating', and 'constructive'.

*'I loved the course. It was great and I would recommend it to anybody working in higher education. It has broadened my understanding and I can't wait to see where I go from here. Thank you to everybody on the course.'*

We thank Bath University for their support in providing access to their Moodle VLE to facilitate both of these courses. We have now negotiated an arrangement with Glyndŵr University which will ensure the stability and support of our online platform for further online courses.

## New developments

Thanks to James Wisdom, Stephen Bostock, John Lea, Angus Carpenter and Rebecca Turner who completed the development of a new online course to support colleagues teaching HE in FE which has now been recognised by the PDF Committee.

As an additional benefit to SEDA members, the committee proposes to offer a series of free webinars, facilitated by volunteers who will benefit from the opportunity for professional development. A member of the committee will provide support to facilitators at each event. There are a number of platforms by which webinars can take place and we are currently reviewing these in consultation with JISC. Once this is in place we will invite contributors.

*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 2014.

| Name | Surname | Committee |
|---|---|---|
| Joelle | **Adams FSEDA** | Executive |
| | | Educational Developments |
| Fran | **Beaton** | Conference and Events |
| Sue | **Beckingham FSEDA** | Executive |
| | | Papers |
| | | Conference and Events |
| Angela | **Benzies** | PDF |
| Stephen | **Bostock SFSEDA** | Executive |
| Nicholas | **Bowskill** | Services and Enterprise |
| Sally | **Bradley SFSEDA** | Conference and Events |
| | | Executive |
| Charles | **Buckley** | Papers |
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