Annual Report

of the

Staff and Educational Development Association 2017

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In 2017, SEDA continued to pursue its mission to improve student learning, through both its established and more innovative developmental activities. The impact of some of our activities has seen our reach and impact extend both geographically, in esteem and through partnerships. However, 2017 continued to present a period of significant change across the sector. We must continue to be observant and evidence-informed in our strategy, planning and budgeting.

Our regular, digital engagement with our community through forms beyond JISCMail continues to grow and we will continue to invest in these. This year saw us gain access to a SEDA instance of Adobe Connect and Canvas in order to extend our capabilities e.g. SEDA Webinars and Learning Pathways. The SEDA Webinars will be launched in 2018, with initial contributions from Shân Waring, Sally Brown, Helen King and Alison James. This will allow SEDA to offer contemporary, accessible developmental opportunities.

One of the key shifts in the sector recently has been the mergers of several national bodies: the newly formed 'Office for Students', replacing HEFCE and OFFA; and the even more recent 'Advance HE' which sees HEA, LFHE and ECU come together as one organisation under the leadership of Alison Johns. The SEDA Co-Chairs have had an early meeting with Alison, who is very keen to work together in partnership on issues of mutual interest and relevance. It is of vital importance that SEDA builds links with these new bodies so that we can continue to make our voice heard in sector-wide changes and events.

SEDA Executive Committee

The SEDA Executive Committee has been extremely busy and has continued to develop collaborations with other like-minded organisations in order to extend its influence and reach. One clear partnership is with the Association of Commonwealth Universities, where SEDA has benefitted from excellent support both administratively and on new projects including a £2 million, 4-year project in East Africa as part of the Strategic Partnerships for Higher Education, Innovation and Reform (SPHIER). We very much hope that this form of partnership will continue to grow and expand to other regions through additional projects that align with our mission and strategic plan. During 2017 SEDA won funding from HEFCE to create an online learning gain community, which will be launched during 2018.

During the year, we have also held meetings with the Higher Education Academy (HEA), the Heads of Educational Development Group (HEDG), HEFCE, and the Co and Vice-Chairs have attended meetings of the International Consortium for Educational Development (ICED), Universities UK and GuildHE, amongst others. In the spirit of partnership SEDA co-hosted an event on the Academic Professional Apprenticeship with HEDG, VITAE and HEA in November, which attracted over 60 delegates to discuss this developing area.

The Committee has been considering further, innovative ways that it can work with institutions and individuals to embed staff and educational development provision and opportunities with a keen focus on sustainable and scalable growth.

SEDA Communications

The SEDA JISCmail list in 2017 was as busy as ever. It has 1640 subscribers and

during the year there were 1272 messages across a range of subjects. The messages continue to focus on the advertising of courses, conferences or other events; calling for contributions to conferences or publications and advertising staff or educational development jobs and external examiner opportunities. There were also a number of discussions and sharing of information/knowledge. Some of the most popular subjects this year included: GDPR, TEF, programme leaders, analysis of the NSS, peer observation by video, engagement with foundation students, small group teaching, distance and blended learning, assessments that promote and capture classroom discussion and the purpose of education.

Activity through our social channels included: Twitter during 2017, which now has 4,883 followers (**+11%**). Our Twitter community is very active, especially around conference time, using the #sedaconf hashtag. The SEDA LinkedIn page, created in 2016, now has 341 followers (**+9%**) and continues to grow. Slideshare has been used as another conduit for disseminating the outcomes of our very successful conferences and is being widely used.

Yassein El Hakim and Jo Peat, SEDA Co-Chairs and Clara Davies 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 innovative, scholarly, professional and ethical by both disseminating leading-edge developments and 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.

2017 in Review
Committee Membership
2017 was a busy year for the Conference and Events Committee and one which saw a number of changes in membership. Clara Davies, having been appointed Vice-Chair of SEDA, stood down from the Committee while we welcomed three new members: Judith Broadbent, Samuel Geary and Ruth Whitfield. We thank members (past and present) 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 very healthy numbers recorded for each event.

SEDA Spring Teaching, Learning and Assessment Conference 2017
11-12 May, Marriott V&A Hotel, Manchester
The quest for teaching excellence and learning gain: issues, resolutions and possibilities
123 delegates

The May 2017 conference in Manchester again proved very popular with 123 delegates gathering to discuss, debate and reflect on the implications of the new teaching excellence framework, the fast changing regulatory environment and approaches to effectively measuring 'learning gain'. Feedback on the event was positive with 42 out of 43 survey responses indicating that delegates found

the conference to be useful or very useful. Keynote presentations were given by Professor Sue Rigby and Dr Camille Kandiko-Howson while the conference featured for the first time a special student keynote slot where three students, recipients of SEDA student bursaries, gave outstanding and highly engaging presentations which were unanimously well received by conference attendees. The students commented afterwards that the conference had proved to be a very important event in their own professional development and their inputs have been collated into a joint article for Educational Developments. Their presentations were singled out for particular praise in the conference feedback:

'The student speakers were excellent and the three different styles worked very well.'

'I enjoyed every single session. However, I'd like to particularly highlight the three student presentations which were excellent.'

'Great to have the student presentations, and they all did brilliantly.'

As has been a trend of recent SEDA conferences the event again attracted a notable number of first time attendees with 23 delegates indicating that they were attending their first ever SEDA conference. Suggestions on how to improve future SEDA Conferences included a recommendation that the committee continue to seek ways to include students in the programme and to revisit the value of including a closing keynote speaker when numbers inevitably dwindle towards the end of the second day. This feedback has been acted on by the committee with the planned inclusion of a regular student keynote slot as part of the Spring Conference and a revised programme structure which features the final keynote after lunch on day two and

uses a more interactive format for the final conference session.

22nd Annual SEDA Conference
16 - 17 November 2017, St David's Hotel, Cardiff
Developing Teaching Excellence: Supporting and Developing the Work of Groups and Teams
125 delegates

The 22nd Annual SEDA Conference in November 2017 attracted 125 attendees to the stunning St David's Hotel in Cardiff with a focus on the role of the developer in supporting the work of groups and teams within and across higher education institutions. The feedback from the November conference again highlighted that attendees found the event useful: out of 46 responses, 44 reported that they found the event useful or very useful. Delegates flagged the value of the ideas and research shared on how to support the work of programme teams and programme leaders as being particularly valuable. The presentations at the conference were again identified as being of a high standard with 40 out of 46 respondents indicating they felt the quality of presentations to be high or very high. The keynote presentations by Professor Ruth Pickford, Dr Jane McNeil and Professor Debby Cotton were all very well received. The conference facilities at the St David's Hotel were regarded as good or excellent by 46 out of 46 respondents with several suggestions that the hotel be considered as a permanent venue for the Annual Conference.

One-day events
This continues to be a challenge for the committee, as we commented in our report last year, given the increasing pressures on staff in HE and FE and the number of other events which have appeared on the calendar, often thanks to

technical innovations such as webinars and tweetchats etc. A number of one-day events have been planned for 2018 and we will continue to encourage this.

Educational Development of the Year

An idea which emerged from discussions over the year – special thanks to Keith Smyth for early input on this – was to initiate an award which recognised important initiatives in educational development, with a particular emphasis on collaboration between educational developers and colleagues across institutions. The aim would be both to recognise and value this form of collaboration and to disseminate the outcomes and impact through SEDA conferences, publications, and the associated publicity. The format and procedures for this award were debated and agreed by the Conference and Events Committee and then approved by SEDA Executive for implementation in 2018.

Aims/Actions for 2017/18

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 2018, including:

- Re-establishing a programme of one-day events, and considering the potential for webinars and online presentations.
- Continuing to include student presentations as part of the conference format through regular inclusion as part of the Spring Conference programme, and exploring other mechanisms to increase student engagement.
- Reviewing the revised fee structure for conference attendance and suggesting any

further modifications to improve flexibility and engagement.
- Implementing the Educational Development of the Year initiative, evaluating its immediate impact, and proposing how this should be taken forward in future.
- Reviewing the possible venues for future conferences to see if a suitable and affordable permanent venue can be identified for the Annual Conference.

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

Educational Developments Magazine

Educational Developments is SEDA's quarterly magazine. Our readership ranges 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. We try to publish articles of topical interest, 3000 words which are written in a lively, more journalistic form than an academic paper (more suited to SEDA's refereed journal, Innovations in Education and Teaching International). Some of the articles are based on the outcomes of SEDA Research and Evaluation Small Grants, while others are based on suggestions from conference participants.

The Editorial Committee plans each issue by commissioning and receiving articles, preparing them for publication, and handing them over for professional proof-reading, design and production. A year after publication, each issue is available on the SEDA web site

(https://www.seda.ac.uk/past-issues) giving free and open access. 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 through the staff and educational development of those who support it in higher education.

In 2017 we published four 28-page issues for Volume 18, containing 32 substantive articles and 12 book reviews. We also implemented minor changes to the typography and layout to ensure each page looked livelier. Dr Sue Wilkins, Cardiff Met, stepped down from the committee on moving to the International Baccalaureate. We welcomed Dr Amy Barlow, University of Portsmouth, Dr John Bostock, Edge Hill University, Professor Alison James, University of Winchester, Professor Claire Taylor, Wrexham Glyndŵr University, and Dr W Alan Wright, the University of Windsor, Canada. We offer our special thanks to Professor Lorraine Stefani, who joined the committee in 2003, for her dedication and commitment to Educational Developments, and we wish her well on her return to the UK from the University of Auckland.

Concerning SEDA itself, we published pieces on the development of SEDA Senior Fellowships and a reflection on the Spring Conference on teaching excellence and learning gain. We published many pieces on the subject of improving the work of educational development and developers. Rhona Sharpe's piece on SWEET strategies for developers working in the third space started as a conference presentation, as did the piece from Shân Wareing and Sally Brown on dialogue between educational developers and senior managers. The experience of team working figured prominently this year, with

pieces on team based approaches to addressing TEF issues, working with communities of practice in a trans-national university, using teams to support cross-curricular developments and using action learning sets in a research-intensive institution.

We are always pleased to receive pieces on student engagement. This year we published on fostering student dialogue around teaching and learning, encouraging student engagement across an institution, and learning from the cross-institutional REACT project, along with a lead article written by three student presenters on perceptions of teaching excellence, which they had presented at the Spring 2017 conference.

The range of work educational developers are called on to provide for their institutions is wide, and sharing this practice is one of the main themes in Educational Developments. This year we looked at how the TESTA project can influence staff perceptions of assessment, how to develop an e-learning module for personal tutoring, how enhancement-led curricular and pedagogic design can operate in two separate institutions, how one of the UK's leading design schools tackled the challenge of institution-wide course reform and how to help colleagues and students reform assessment and feedback.

We published on the professional pedagogic development of academics in an article evaluating the relationship between engaging with the HEA fellowship and improving as a teacher, and also on the significant role academics can play in developing an effective teaching recognition framework. We were pleased to be able to publish articles with an international dimension – on conceptualising the position of academic

developers in Japan, on ways of teaching to help Chinese students to thrive in the UK, and on developing lecturers to assist first year and transitional students in northern and middle Europe.

We had pieces on strategies and practices which worked across institutions. We published on the progress of the Programme Assessment initiative and on the concept of pedagogic frailty and resilience, together with a piece on the relationship between wellbeing and the scholarship of teaching and learning. We had an article on the institutional benefits of participating in funded projects, and how institutions can get the best from the discovery of good practice through institutional award schemes. To support the development of student writing, we published an article on helping students overcome their difficulties with referencing through forming institutional policy and how the Royal Literary Fund is supporting and training professional writers to work with students.

We were also delighted to be able to publish interviews with three significant figures in the world of educational development – Dr Stephanie Marshall, the CEO of the HEA, Rob Ward on his retirement from the post of Director of the Centre for Recording Achievement, and Dr Gary Poole, a Past President of SEDA's partner association in Canada, the Society for Teaching and Learning in Higher Education (STLHE).

Finally, our annual reminder – Educational Developments is SEDA's magazine – so please consider offering an article, or persuading a colleague to put something forward.

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.

SEDA's publications are issued to institutional members as a service covered by subscription. In recent years sales beyond the institutional subscription have been declining, in part through the decline in bulk purchases of the packs which supported participants on PG Cert courses. This has combined with the plentiful, apparently free, material available electronically published by agencies and institutions whose costs are covered by income other than sales. The Papers Committee has discussed this situation and researched possible alternatives. This year the committee decided against moving its sales process to Amazon on the grounds that sales would have to rise by at least 50% to cover the charges, that specialist publishers such as SEDA already have

access to their market, and that the time and labour involved in setting up the process and transferring the catalogue was too great to justify the change. Nevertheless, the printing costs of a SEDA Special are significant. Further discussion will involve wider decisions about membership entitlements and subscription levels and will have to be considered by SEDA as a whole, through the SEDA Executive Committee.

For varying reasons progress on the current titles in production was slow in 2017, so we are expecting 2018 to be a bumper year. The texts for Programme Leadership and Diversity and Inclusion have been finalised and the difficulties with Gaining Recognition for Your Commitment to Teaching and Learning have been settled. The Special on Reflective Practice is on the edge of completion and we are hoping for a text on Ways to Investigate Research Supervision Practice soon. The blog this year has been particularly interesting, as Dr Adam Longcroft posted "15 Top Tips for Student Centred Teaching" from February to December.

There have been changes in the membership of the committee this year. Caroline Stainton stepped down after many years of service to the committee, and Jan Smith, also a co-chair, gave up that position though is remaining on the committee. We welcomed new members in 2017 - Jenny Lawrence, University of Hull, Isobel Gowers, Writtle University College, and Liz Sage, University of Sussex. We were also joined by two colleagues from the SEDA Executive – Yaz El Hakim, Co-Chair, and Carole Davis, Queen Mary University of London.

James Wisdom and Rebecca Turner, Interim Co-Chairs, Papers Committee

Professional Development Framework (PDF) Committee

The role of the PDF 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: this year two of the meetings were face-to-face (London and Birmingham) and the autumn meeting was conducted virtually. This was the first time that the committee had used Adobe Connect to conduct a meeting and feedback from members indicated that this was an efficient way of carrying out business. Going forward the autumn meeting will regularly be held via this medium. In addition to the regular meetings an extraordinary meeting was held in September where specific items of committee business – inter alia, conflation of the PDF awards and alignment to Descriptors 1 and 2 of the UK Professional Standards Framework (UKPSF) - were discussed in more depth.

Aims during 2017
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 2017:

- Update the training provided for accreditors and mentors and providing online support to reflect the working policy and processes developed in 2016;
- Promote SEDA-PDF by maximising promotional activities at SEDA conferences;
- Continue to work in partnership with both UK based and overseas institutions;
- Continue to review the relationship with the CRA;
- Continue to update the website and documentation;
- Review the PDF award provision and streamline our offerings to the sector to avoid duplication of awards;
- Consider ways in which the PDF awards might be meaningfully aligned to D1/2 of the UKPSF and progress this for inclusion on HESA returns;
- Explore with SEC the potential for expanding the College Based Higher Education (CBHE) provision through making the award more widely available to institutions.
- Refine and streamline the accreditation and recognition

report templates.

Key activities and achievements of 2017

A significant undertaking this year had been the realignment and conflation of the range of PDF awards on offer to better reflect the needs of the community that we serve and avoid duplication and/or overlap of awards. Significantly this realignment has reinforced our ability to offer awards for the continuing professional development across the increasingly broad range of colleagues involved in supporting student learning in HE. Feedback from colleagues in the sector has indicated a strong appreciation of the inclusivity of the new award structure which provides support for all those involved in HE. The reconfigured awards are as listed on page 12.

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. In 2017, we continued this pattern of delivery by providing 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. Feedback from participants taking part in the webinars highlights the convenience of this mode of training and overall it is more cost-effective.

In 2016 the PDF Committee agreed with Conference and Events Committee to have a regular parallel slot and a stand at both the May and November conference. Implemented in 2017, this promotional activity has directly resulted in a number of new inquiries which are currently being followed through. Of significant note this year has seen the involvement tin the

accreditation in a number of overseas institutions inter alia The University of the South Pacific, University of Manitoba, University of Economics in Bratislava (EUBA), Slovakia (the lead institution for an Erasmus+ Project in which SEDA is a partner).

Ten accreditations/reviews were undertaken in 2017.

The memorandum of understanding with the Centre for Recording Achievement (CRA) ran through 2016 and was to be reviewed during 2017 to clarify operational arrangements between the two organisations. Although not fully signed off during this reporting period, this area of business has been passed to Executive, and is scheduled to be completed in 2018.

PDF and Public Benefit

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 values not only do we impact on the quality of staff delivering the students' experience and thus the students, but these students are then in a position to pass on the skill, values and attitudes in their employment.

The PDF Committee has continued to progress the Erasmus+ project with our partners and has this year accredited the course developed for PhD students who are beginning to teach in HE. The first cohort of PhD students are currently progressing through the course following a summer school in Bratislava in August 2017. The current Co-Chairs of the PDF Committee (Vicky Davies and Roisín Curran) are closely involved in the design and overall delivery of the Erasmus+ project. The wider partners from Slovakia, Hungary, Czech Republic, Sweden and Estonia are carrying out comparative

research on academic development training in Europe with a view to establishing effective practice in Eastern European HEIs. The project will continue in 2018 with another cohort of students undertaking the programme in August and initial planning for a further course (train the trainer) is currently in development.

Further information

See pages 12 & 13 for facts and figures relating to recognition/accreditation and certificates. Participants continue to appreciate and praise the work of the mentors and accreditors in the PDF processes:

EUBA
'We have moreover been impressed by the accreditation process. All was highly effective. Review of our documents provided a very useful feedback on how an external expert views our program design: both its strengths and areas for further improvement. We have considered all recommendations very useful for further developing the program. Besides, the review helped us to prepare for the Skype meeting. Skype meeting was very convenient, especially considering the fact that the program coordinator had a 1-month baby at the moment of the meeting. The accreditor, Dr. Rachael Carkett, was highly professional, empathic and could accommodate to the coordinator's schedule and needs.'

University of Birmingham
'Ruth and Roisín provided a thorough and constructive interrogation of our submission and supporting evidence in a comprehensive accreditation visit.'

University of Worcester
'The recognition process has supported the development of both courses. The reaccreditation event was led in a positive, constructive and collegial manner that

allowed good practice to be articulated and shared. There was positive dialogue and a sense of mutual learning across all those involved in the panel. The subsequent report, conditions and recommendations are clear and will help to enhance the programmes and further clarify elements within the documentation.'

Plans for the coming year
- Continue to provide mentor and accreditor training events
- Present a paper to Executive regarding the process for HESA recognition of UKPSF alignment
- Continue promoting SEDA-PDF work through SEDA avenues, e.g. conferences, Educational Developments, mailing list and so on
- Progressing an innovation fund application to Executive together with the Services and Enterprise Committee regarding the potential for CBHE to be rolled out more widely in the FE sector.

Committee members, mentors and accreditors and named award co-ordinators
We would like to thank all the accreditors, mentors, named award co-ordinators, and committee members, who have contributed to the achievements of the PDF committee this year.

Committee members (some with named award responsibilities. All who are mentors and accreditors):

Rachael Carkett Co-Chair (Feb 2015)
Vicky Davies Co- Chair (June 2015)
Jenny Eland
Lynnette Matthews
Roisin Curran Vice-Chair (October 2017)
Charl Fregona Vice-Chair (October 2017)
Jessica Claridge
Ruth Pilkington

Angela Benzies
John Paul Foxe
Ali Cooper*
Keith Smyth*

* left the committee at the end of 2017

Others trained in mentoring, accreditation and/or as a named award co-ordinator:

Elaine Fisher
Karen Aitchison
Barbara Lee
Sarah Floyd
Penny Burden
Pam Parker

We said a huge THANK YOU and goodbye to Ali Cooper and Keith Smyth, and we welcomed three new members: Sarah King, Giles Martin and Elaine Fisher.

And an equally HUGE THANK YOU to Roz Grimmitt, for keeping us all on track.

Facts and figures

Reconfigured awards:

Award	Award Co-ordinator(s)
College Based Higher Education	Jessica Claridge & Jenny Eland
Developing Leadership in Educational Practice (previously two separate awards: Developing Leaders and Leading and Developing Academic Practice)	Ruth Pilkington
Developing People and Enhancing Practice (previously three separate awards: Developing Professional Practice, Enhancing Academic Practice in the Disciplines and Staff and Educational Development)	Rachael Carkett
Enhancing Personal and Academic Support for Students (previously two separate awards: Personal and Academic Tutoring and Student Support and Guidance)	Jessica Claridge & Jenny Eland
Enhancing Research Practice	Lynnette Matthews
Leading and Embedding Technology-Enhanced Learning (previously Embedding Learning Technologies)	Vicky Davies
Leading Programmes	Jenny Eland
Learning Teaching and Assessing	Vicky Davies & John Paul Foxe
Mentoring and Coaching	Angela Benzies
Responding to Change in Higher Education	Lynnette Matthews & Roisín Curran
Supervising Postgraduate Research	Jessica Claridge
Supporting Health and Wellbeing	Ruth Pilkington & Roisín Curran
Supporting Learning	Roisín Curran & John Paul Foxe
Supporting Technology-Enhanced Learning (previously Supporting Learning with Technology)	Charl Fregona

Number of institutions and programmes recognised:

	2007	2008	2009	2010	2012	2013	2014	2015	2016	2017
PDF recognised institutions	19	19	22	24	28	32	33	30	28	26
PDF recognised programmes	38	44	54	61	82	86	81	77	67	57

PDF certificates awarded to individuals:

Named award	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
AR Action Research				8	9	17					
CBHE College Based Higher Education										6	11
DL Developing Leaders	12	8		4	16	6	1		11	7	12
DPP Developing Professional Practice	4	12	8	6	53	32	48	26	26	27	34
EAPD Enhancing Academic Practice in the Disciplines					14	43	48	31	40	57	6
EE External Examining	3			8	9						
ELT Embedding Learning Technologies	31	23	16	38	31	44	20	35	23	4	19
ERP Enhancing Research Practice	2	29	17	7	9	5	14	12	6	21	18
LDAP Leading and Developing Academic Practice						12	1	10	4	11	
LP Leading Programmes									8	14	6
LSED Leading Staff and Educational Development		3	4	4	5						
LTA Learning Teaching and Assessing	195	179	227	156	159	204	234	255	333	261	324
MC Mentoring and Coaching						4	9	10	12	17	
PAT Personal and Academic Tutoring											30
PDF-FSEDA						17	8	13	11	17	17
RCHE Responding to Change in HE			7						10		
SED Staff and Educational Development	16	10	1	3	1		22	14	13	13	15
SL Supporting Learning	225	166	161	136	177	218	314	295	562	392	566
SLT Supporting Learning with Technology			13	68	57	62	76	42	36	40	23
SPR Supervising Postgraduate Research	41	32	44	77	14	6	7	27	95	14	99
SSG Student Support and Guidance	20	25	31	10	13				6		22
STEL Supporting Technology-Enhanced Learning											14
XLT Exploring Learning Technologies	92	55	46								

Roisín Curran and Vicky Davies SFSEDA, 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 seeks to address a number of themes:

1. Promoting and providing opportunities for peer reviewed research publication in educational development, e.g. through close working with the IETI editorial team.
2. Promoting and providing opportunities for scholarly publication of research-informed work on educational development, e.g. through SEDA publications including papers, specials and in Educational Developments.
3. Provision of opportunities to undertake small-scale funded research on educational development, e.g. through the small grants scheme.
4. Support for the development of research and scholarship in our community, e.g. through writing retreats & mentorship
5. Collaborating with other SEDA sub-committees to promote research and scholarship in educational development, e.g. through conferences, publications and day events.

6. The development of collaborative bids for funded research and scholarship into educational development.
7. Liaison with relevant research bodies outside SEDA (SRHE, HEDG, HeLF, etc)
8. Undertaking any other work deemed to support research and scholarship in educational development as directed by SEDA Executive.

The committee met on two occasions during 2017. 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 now an annual event at Woodbrooke Quaker Study Centre in Birmingham. In 2017 the retreat was run by Frances Deepwell and Jennie Winter and attracted eight delegates to work on various learning and teaching oriented academic writing projects. 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, who were joined in 2017 by Kyriaki

Anagnostopoulou and Bland Tomkinson. 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. IETI continues to publish first online. The 2016 impact factor was 0.667 which is up on the 2015 impact factor of 0.585. The journal is maintaining its position as slightly above the middle journal in the HE journal context.

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. In 2017 there were two special editions, one (54.6) developed from papers at the 2016 Quality of Postgraduate Research conference in Australia, edited by Alistair McCulloch and Gina Wisker and another (54.2) developed from papers at the 2015 SEDA Annual Conference on the importance of using an evidence base for teaching and learning, edited by Celia Popovic. IETI issues are available online at:
https://www.tandfonline.com/toc/riie20/current

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

36, 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 teaching academics as scholars of teaching and learning: an interdisciplinary project* - Dr Peter Draper & Professor Graham Scott
- *Bridging the Gap: the construction of shared meaning through feedback* - Dr Emma Medland, Dr Alexandra Grandison, Dr Christine Rivers, Dr Fiona Tomkinson
- *Enhancing L&T in an increasingly challenging context: exploring the potential of a new holistic quality model for academic development* - Dr Amanda Platt, Dr Marian McLaughlin, Clare Browning
- *Using stage craft to develop teaching practice in higher education* - Dr Maren Thom
- *Identifying the educational development needs of elected sabbatical officers with a remit for supporting teaching and learning* - Dr Rebecca Turner, Ellie Russell, Dr Jennie Winter

Many thanks to those who served as members of the committee over the year (listed at the end of this report). 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.

Jaki Lilly and Elaine Fisher have agreed to continue to act as co-chairs for a further year. It is hoped that volunteers will step forward and Jaki and Elaine will be able to induct the new (Co-)Chairs. It has been suggested that those interested could shadow either or both co-chairs to gain an understanding of the role. There has been interest from one member of the committee in this process.

Our thanks go to our committee members for their continued support Nick Bowskill, James Wisdom, Clare Power, and Mark Weyers. We also would like to thank those outgoing members for their support Mike Laycock, Claire Ridall and Angelica Rísquez.

We put a call out for new members and we would like to welcome Nikki Anghileri, Vicky Davies and Chrissi Nerantzi to the committee.

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

There are now 13 Associate Fellows (AFSEDA), 80 Fellows (FSEDA), and 38 Senior Fellows (SFSEDA) in good standing, and a further 17 candidates are registered for SFSEDA. 94 of these colleagues participated in the 2016-17 CPD process, 94 reports were submitted and 29 triad review discussions took place.

Both the Supporting and Leading Educational Change course and the SFSEDA process were examined this year with both receiving both positive comments as well as suggestions for development.

The **SFSEDA cohort** is going very well. It is a more supportive, comprehensive process with a systematic and successful approach. All seven of the 2016/17 pilot cohort submitted by the 31st March 2017 deadline. All seven were asked to submit additional reflections and/or evidence which is in line with the developmental process that underpins the SFSEDA recognition process. Following resubmission, six out of the seven applicants met the SFSEDA requirements. These six additions together with one from outside the cohort under the 'old' model, more than doubles the annual number of new SFSEDAs for any given year under the old format.

Comments by the External Examiner
have been addressed in the following ways:
1. Referral rate – the EE was concerned about the high referral rate (100%) and noted that 100% referral had been the case for the last three years under the 'old format'. The Fellowships Coordinator (FC) has discussed this with the external, and while also a little concerned, did highlight that the SFSEDA recognition process is not intended as a pass/fail system and that requests for more reflection and/or evidence were designed to be supportive of

each applicant's development.

2. This pilot year has been a learning process for all the mentors and assessors involved and a debrief meeting of assessors and mentors took place on 9th Oct 2017. At this meeting external examiner and applicant feedback on the scheme was discussed, and future actions were identified to develop the scheme and the support offered to applicants.

3. A perception that graduates from SLEC with FSEDA can progress – should they wish – to SFSEDA without having achieved the requisite breadth and range (scope and reach) of activity in their background that are identified within SFSEDA. The FC has reassured the EE that this cannot be the case as a self-diagnostic application form is completed by all applicants under the 'new format' and the FC then discusses with the applicant if there are any gaps and as requested can provide guidance on how to get relevant experience before applying for SFSEDA. FSEDAs do APL the FSEDA outcomes in their SFSEDA applications, so the SFSEDA support process needs to be mindful of the two entry points (with/without FSEDA) into the SFSEDA process and ensuring both applicant groups are appropriately supported.

The FC has discussed the external's feedback with the SLEC course leader and the SLEC leader has suggested they will provide some additional 'gate-keeping' to ensure, as much as reasonably feasible (and desirable for inclusivity), those taking the course have the 'right' experience/opportunities in their practice. The SLEC course will also provide further

encouragement of criticality (engagement with literature and evidencing 'impact') to support (later) 'progression' to SFSEDA as appropriate.

The annual CPD event at the November 2017 Conference (a workshop from Nichola Gretton on lecture capture) was attended by 17 people. During the workshop Nicola offered an opportunity to role-play being students in a flipped learning session. The session was enjoyable and participants had the opportunity to share what they had learnt.

The **four-week Introduction to Educational Change online course** ran in Feb/Mar 2017 with 10 participants. The course was re-designed to be much more values-based. This allows participants to relate their practice and their thinking to these SEDA values. It has resulted in greater participation and deeper engagement than before. The course was positively evaluated.

AFSEDA
At the SE Committee meeting on 2nd November 2017 it was raised that it might be worth considering an alternative route to AFSEDA through linking fellowship to the online Introduction to Educational Change course.

Following the meeting Elaine Fisher (as Co-Chair), the Fellowship Co-ordinator (Sarah Wilson-Medhurst) and Nick Bowskill discussed mapping AFSEDA to the course so as to provide an alternative route to Fellowship. It is expected that Elaine, Sarah and Nick will undertake this exercise and be in a position to offer (if approved) the online Introduction to Educational Change course with AFSEDA at its next iteration.

The expectation for the second route is that those who successfully complete the

course and gain their AFSEDA will progress to FSEDA via the SLEC online course, or if in a sufficiently senior position progress to SFSEDA, within three years.

It was felt by some members of the SE Committee that the existing route should remain alongside the new route. Chrissi Nerantzi and Sarah Wilson-Medhurst are considering ways of forming an online community for the affiliates/AFSEDAs, perhaps involving some buddying. This would bring them into the SEDA community and support them in their development.

This suggestion will be taken to the SEDA Executive in the form of a paper to be approved.

The **Supporting HE in College Settings course** has now run twice, and following feedback from participants, Eve Rapley was asked to make proposals for changes before it was offered for the third time. It was hoped that following these changes the course would be marketed for a start in the New Year with Eve as Lead Tutor. However she has been asked to take over the leadership of a degree apprenticeship course and is now too busy to continue with the HE in FE work.

At the February SEC meeting the committee discussed how best to take this forward. The idea of franchising was raised and with Executive's agreement, Elaine and Vicky are in the process of submitting a proposal to the Innovation Fund to investigate the best way forward.

New proposed course

Work is still ongoing on revisions to the new course proposed by Nick Bowskill (engagement with digital literacies for academic and educational developers wishing to engage with new learning technologies).

The **Supporting and Leading Educational Change (SLEC) course**, leading to SEDA Fellowship (FSEDA) ran from October 2017 to Feb 2018 with 29 participants. Very positive feedback has been once again received for the course, designed and led by Celia Popovic, with Celia, John Paul Foxe, Penny Sweasey & Elaine Fisher as tutors. We must thank Glyndŵr University for their support in providing access to their Moodle VLE to facilitate the on-line courses.

Comments by the External Examiner
have been addressed in the following ways:

1. Scholarship – more emphasis on this was required and where participants draw on research they need to show more critical thinking. The challenge is how to have a stronger requirement for scholarly and critical engagement while keeping to the original PDF requirement. In an attempt to address this tutors will encourage greater criticality in the online discussions and provide discussion prompts aimed in that direction. They will encourage participants to look beyond their role at the wider impact of what they do.
2. Impact – CP will add more on measuring impact in the course, and that together with a more restrictive approach to recruitment it is hoped to ensure that we enrol participants who are able to address the impact of their work.
3. The EE would like to see more relevant use of literature, not simply as an account of reading done, but include critical reflection on the value and their engagement with the ideas, and how they have used them in their practice. The tutors will seek to address this by

providing examples of case studies from the outset. Tutors will also focus on encouraging the suggested areas of weakness – use of literature, critical reflection on value and uses of approaches.

4. A scholarly commentary on how the SEDA values inform your work (2000 words). To address the EE comments tutors will seek to address this by provoking more thoughtful discussion. The online discussions are recognized as a weak element in the course, so greater structure and guidance will, it is hoped, result in a more thoughtful response.

The new leaflet was completed and launched at the SEDA May Conference.

Externally funded projects:

Holy Spirit University of Kaslik in Lebanon on an Erasmus+ funded project: the E-Taleb project in now in its final year. The first five work packages, which have centred on establishing the Lebanese Professional Standards Framework (LBPSF); Centres of Excellence in Learning and Teaching in HE; and, more recently on the design and implementation of a national Certificate in Learning and Teaching in HE, have been completed. The focus was on developing centres of excellence in teaching and learning and benchmarking what makes a good centre. See: http://www.etaleb.org/home for further details of this project.

Erasmus+ Slovakian project: The committee is impressed with this project. It is delivering to the set outcomes including 1) SEDA representatives are involved in the coaching of the summer school (2017) with participants which will continue until the submission of final coursework in the

spring of 2018; 2) Planning for the summer school for 2018 is underway, and this is scheduled to take place in Brno, Czech Republic in late August and 3) The outline teacher developer course is being developed and the first roll out is planned for November 2018, immediately following the project meeting scheduled for that date.

Partnerships for Enhanced and Blended Learning (PEBL) project (SPHEIR): This project is 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. Time has been allocated for project management and administration and there is a levy on the consultant fees, which will go to SEDA.

The PEBL course comprises two SEDA-PDF awards, in Supporting Technology-Enhanced Learning (STEL) and, additionally, for some participants, in Developing People and Enhancing Practice (DPEP). Following a needs analysis, the course was designed by a SEDA team comprising Ruth Brown and David Baume, with Yaz El-Hakim as Project Lead, and support from Roz Grimmitt. The course began operation, with some 40 participants from six East African Universities, on February 1st. The course is planned to run for some six months. SEDA-PDF Co-Chairs Rachel Carkett and Vicky Davies mentored the development process. An accreditation event was held on February 19th 2018, led by Charl Fregona. The course was recommended for accreditation, with one recommendation, on documentation, which has been enacted; a commendation; and conditions, relating to project leadership and to quality assurance and external examining.

HEFCE awarded SEDA the **Learning Gain** tender in October 2017. This selection has created an opportunity for SEDA, HEFCE and other organisations across the growing Learning Gain community to be engaged in what will be a challenging and exciting project. The modest funds are being efficiently put to work to create a simple web infrastructure to allow the growth of a community autonomously, following some initial structures and spaces being established to also allow new forms of engagement.

Plans for 2018
Our new supplementary benefit offer for SEDA members will commence 2018. Expert volunteers from our SEDA community have offered to host webinars which we hope to run every second month using Adobe Connect. Sally Brown and Shân Wareing have agreed to undertake the inaugural webinar with a webinar version of their SEDA Conference November 2016 Session 'Can I have a word?' Helen King has agreed to run a seminar on presenting 'Expert Learning as a model for teachers' professional development in higher education' in March 2018 and Alison James has agreed to facilitate a webinar in May/June 2018. The committee welcomes ideas and offers from colleagues. The webinars will be recorded and will be made available to members when it is possible.

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 2017.

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

Helen	**King SFSEDA**	Executive
Alice	**Lau**	Scholarship and Research
Jenny	**Lawrence AFSEDA**	Papers
Mike	**Laycock**	Services and Enterprise
Marita	**le Vaul-Grimwood FSEDA**	Services and Enterprise
John	**Lea SFSEDA**	Educational Developments
Barbara	**Lee**	PDF Mentor/Accreditor
Jaki	**Lilly**	Services and Enterprise
		Executive
Peter	**Lumsden**	Conference and Events
Giles	**Martin FSEDA**	PDF
Lynnette	**Matthews SFSEDA**	PDF
Annamarie	**McKie**	Executive
Bridget	**Middlemas**	Papers
Charles	**Neame**	Executive
Steve	**Outram**	Educational Developments
Pamela	**Parker SFSEDA**	Conference and Events
		Executive
		PDF Mentor/Accreditor
Jo	**Peat**	Executive
John	**Peters**	Executive
		Scholarship and Research
Ruth	**Pilkington SFSEDA**	PDF
Jacqueline	**Potter FSEDA**	Papers
Clare	**Power FSEDA**	Executive
		Services and Enterprise
		Conference and Events
Susannah	**Quinsee SFSEDA**	Scholarship and Research
Claire	**Ridall**	Services and Enterprise
Angélica	**Rísquez SFSEDA**	Services and Enterprise
Ellie	**Russell**	Educational Developments
Liz	**Sage**	Papers
Rowena	**Senior AFSEDA**	Scholarship and Research
Jan	**Smith**	Papers
		Executive
Keith	**Smyth**	PDF
Caroline	**Stainton**	Papers
		Executive
Lorraine	**Stefani SFSEDA**	Educational Developments
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
Ruth	**Whitfield SFSEDA**	Conference and Events
Susan	**Wilkinson**	Educational Developments
Sarah	**Wilson-Medhurst**	Conference and Events
		Services and Enterprise
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