

SEDA-PDF

Institutional Mapping Document



SEDA-PDF aspires to work constructively with institutions and bodies to support, enable and recognise professional development activities. It is anticipated that programme leaders will be able to draw upon existing internal documentation to complete the mapping exercises in order to facilitate the Recognition/Review.

Institution / Organisation ¹	
Institutional contact for SEDA-PDF	
Name of the senior member of staff with overall responsibility for developmental activities in this area ²	
Are you currently a SEDA-PDF Recognised Institution?	Yes / No (delete one)
Please list the names of any existing SEDA-PDF accredited Programmes ³ and their PDF Named Awards (expand the table if necessary).	
Programme Name	PDF Named Award
Date of last SEDA-PDF recognition (for any award)	
Outcome of that recognition	
List any conditions or recommendations made then in relation to your institution's approaches to professional development activities	<i>This only applies to institutional and programme reviews.</i> <i>Any conditions and recommendations need to be addressed in this document if there were any set out before at a previous recognition event.</i>

¹ SEDA-PDF is applicable to the professional development needs of a wide range of organisations, bodies and institutions, referred to as *institutions* through out this document

² In a university this might be a Pro Vice-Chancellor, a Deputy Principal, a Provost, Vice-Principal, or a member of the Directorate.

³ The generic term *programme* is used in this document – for some institutions this will equate to a course, or award, or pathway or process.

For each programme being accredited or reviewed, please give the brief details in a separate table (duplicate new tables as necessary).

Name of this programme being offered for accreditation	
Is this for Initial Accreditation or for Five-year Review?	
For which SEDA-PDF Named Award	
When did the programme start or what is the proposed start date?	
Programme Leader	
Accreditor(s)	
Mentor(s)	

Institutional Supporting Documents

List all documents submitted (extend the table as necessary).

Title of document	
<p><i>What you need to include are any relevant documents, eg strategies that help illustrate how the award 'fits' into the overall development of staff at the institution.</i></p> <p><i>What the Accreditor doesn't want are piles of documents and report, but perhaps url links to the relevant document (signposting if possible to the relevant page or section numbers that apply). It is really helpful if extracts can be used in the text to evidence what you state in this document when answering the questions below.</i></p> <p><i>Examples of this supporting documentation might include:</i></p> <ul style="list-style-type: none"> • <i>Human Resources type strategy</i> • <i>Learning and Teaching strategy</i> • <i>Mission statements</i> • <i>Equal Opportunities Policy</i> • <i>Organisational/institutional/faculty based action plans</i> • <i>Supporting statements from key personnel/stakeholders.</i> 	A1
	A2
	A3
	A4
	A5
	A6
	A7
	A8
	A9
	A10

Review of Institutional Approaches to Professional Development

To be recognised as a provider of SEDA-PDF an institution must show

1. how professional development needs are identified
2. how courses/programmes and pathways are developed to meet these needs
3. the location of the course/programme within the institution
4. links between the course/programme(s) and relevant institutional policy or strategy, for example for teaching and learning or for human resource development
5. a review of the strengths and weaknesses of the approach to professional development
6. if relevant, how you have addressed any conditions or recommendations made at the most recent PDF Recognition.

<p>Please first provide in this box, by way of background, a brief description of the initial and continuing professional development opportunities provided by your institution (e.g. programmes, mentoring); for which employees; and by which units or individuals. Refer to any institutional policies as the numbered annexes A1 etc. (Expand any of the boxes as necessary.)</p>

Then provide a review of your approaches to professional development activities in the boxes below, addressing each of the numbered items in turn and cross-referencing to the institutional supporting documents supplied.

1. How professional development needs are identified

Think here of the different levels as to where this applies and provide evidence. For example, institutional, teams, faculty/departments, individual needs. What mechanisms are in place to identify and support these needs? For example, audits, teaching observations, staff development policies, initial professional development requirements, annual reviews, continuing professional development frameworks, national standards or benchmarks (e.g. UKPSF). Consider too, where does the responsibilities lie? etc.

2. How programme(s) or course(s) or pathway(s) are developed to meet these needs

Consider here how any needs analysis from point 1. above informs the development of the programme(s) or pathways. What other scholarly activity might inform what you have developed?

Explain here how it meets the needs of the staff within the organisation's framework. For example it may include induction programmes, courses and other events that provide opportunities for the development of needs that are identified above.

3. The location of the programme(s) or course(s) or pathway(s) within the institution

Who has the overarching responsibility for professional development in the organisation/institution?

Where is the programme located? For example, is it within a Learning and Teaching Unit, Human Resources, other?

Outline the institutional map for the programme—what do the line management and reporting structures look like? Depending on how this is structured in your context, mention any links there are for the organisation regarding the responsibility for professional development with the wider sector.

4. The links between the programme(s) or course(s) or pathway(s) and relevant institutional policy or strategy, for example for teaching and learning or for human resource development

How has this been developed? How are they linked together? How is one informing the other? Think about where this happens at a local level and link to any extracts from key documents.

5. The strengths and weaknesses of this approach to professional development

This provides you with some opportunities for reflection. There may have been internal or external reviews that have taken place that can provide some basis of the reflection. You might want to also articulate the reasons why you are applying to be a SEDA recognised institution.

*If this is a **review** and an updating of the document for continuing recognition, then this section should be informed and reviewed based on evaluations and reflections since last recognised by SEDA.*

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6. If relevant, how have you addressed any conditions or recommendations made at the most recent PDF Recognition?

<i>This only applies to institutional and programme reviews.</i>
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