



Annual Report  
of the  
Staff and Educational  
Development  
Association  
2018

## **Annual Report of the Staff and Educational Development Association 2018**

### **Introduction**

During 2018, SEDA has continued to pursue its mission to advance education for the benefit of the public, particularly through improvement of educational and professional development in higher education. To this end, SEDA has offered its members and the wider education community, including university and college based higher education, relevant and valued activities, professional recognition opportunities, and publications.

Highlights from the 2018 year were the publication of three new SEDA Specials, the launch of a series of webinars, with contributions by Shân Waring, Helen King and Alison James, plus the inaugural Educational Development Initiative of the Year award for which 11 applications were received, four institutions were shortlisted and one award was made to the University of Surrey for its Feedback Engagement and Tracking System (FEATS).

However, 2018 continued to present a period of significant change in the sector and although SEDA continues to grow its outputs, plus numbers of individual members, Fellowship holders and institutions with recognised PDF programmes and awards, we must continue to be vigilant and evidence-informed in our strategy, planning and budgeting.

### **SEDA Executive Committee**

The SEDA Executive Committee has continued to be very active, supporting educational development through its usual channels and seeking to develop new

collaborations and interactions. The ongoing relationship with the Association of Commonwealth Universities, which SEDA values highly, continues to flourish and our partnership work with colleagues in Africa, through the Partnership for Enhanced and Blended Learning (PEBL) project, Lebanon, through the E-Taleb project and Slovakia and Czech Republic through the Extending and Reinforcing Good Practice in Teaching Development project help to raise the profile of SEDA internationally. Colleagues from the Slovakia project joined us at the November conference to launch the publication resulting from the project. The conference also saw celebration of SEDA's 25<sup>th</sup> birthday and the addition of Celia Popovic and John Lea to the SEDA Roll of Honour. We also saw the first steps of a collaboration with the Council for At-Risk Academics (CARA), an NGO that provides urgently-needed help to academics in immediate danger, those forced into exile and many who choose to stay and work in their home countries despite serious risk. As a result, the International Consortium for Educational Development (ICED) is inviting CARA to take part in its 2020 conference and we will continue to support the work of the organisation through SEDA.

In addition to our two annual conferences, we have held one-day events on Supporting Programme Leaders and Programme Leadership and on Peer-Assisted Learning, which have proved very popular. The SEDA Fellowships Annual CPD Event, entitled Making Pedagogy Work for Us: multimedia methods and CPD was also very well-received by SEDA Fellows on the opening evening of the November Conference.

This year we have held meetings with Advance HE on the review of the UKPSF, although this has now been delayed, the

Heads of Educational Development Group (HEDG) and OneHE, considering possible future collaborations. One of the Co-Chairs represented SEDA at ICED in Atlanta, Georgia in June which was an excellent opportunity to network and share practices with our international equivalents.

SEDA continues to seek out ways to extend its support for educational developers and to develop new partnerships and collaborations both at home and globally.

### **SEDA Communications**

The SEDA JISCMail list, which now comprises 1729 subscribers, continued to be very well used during the year, with 1,318 messages exchanged. As ever there were many messages advertising events, calling for contributors to conferences, publications and research; advertising academic and educational development jobs; and calling for external examiners. In addition there were lively discussions on a range of topics, including: alternative pedagogies; awarding the highest marks; the purpose of education; dry 'eduspeak'; formal postgraduate programmes for early career academics; HEA progression routes; peer review versus collusion and writing on the blackboard instead of Powerpoint.

Alongside the JISCMail list the community continues to make more and more use of Twitter. @seda\_uk\_ now has 5,367 followers and the #sedaconf hashtag is extremely well used throughout our two annual conferences. Our LinkedIn page has 383 followers and is used to promote the full range of SEDA activities.

*Jo Peat FSEDA and Clara Davies  
SFSEDA, SEDA Co-Chairs*

## **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.

### **2018 in Review**

#### *Committee Membership*

2018 represented another busy year for the Conference and Events Committee but in contrast to the previous year membership of the committee remained stable. We thank members (past and present) for the enormous contribution they have made to SEDA and in particular to the success of our conferences and events 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 2018  
10-11 May, Doubletree Hotel by Hilton, Leeds

*Understanding and improving the student experience: making a real difference in the new age of metrics*  
131 delegates

The May 2018 conference in Leeds proved very popular with 131 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 very positive with 48 out of 50 survey responses indicating that delegates found the conference to be useful or very useful. Keynote presentations were given by Professor Claire Taylor FSEDA (Deputy Vice-Chancellor, Glyndŵr University), David Kernohan (Associate Editor, Wonkhe) and Professor John Robinson (Pro-Vice Chancellor, University of York). The conference also featured student-led presentations aligned to the conference theme with contributions from Angelina Cliff from Liverpool John Moores University and Madeline Pownall from the University of Lincoln. The inclusion of student presentations in 2017 and again in 2018 was very well received by delegates who welcomed SEDA's efforts to ensure the student voice features strongly in proceedings.

23rd Annual SEDA Conference  
15 - 16 November 2018, Macdonald  
Burlington Hotel, Birmingham  
*Supporting staff to meet increasing  
challenges in Higher and Further  
Education*  
166 delegates

The 23rd Annual SEDA Conference in November 2018 attracted 166 attendees to Birmingham and the pleasant surroundings of the Burlington Hotel. The conference theme focussed on approaches to supporting staff in our institutions to meet the demands and manage the pressures of a fast changing, highly scrutinised and pressurised educational environment. The feedback from the November conference was again very positive, indicating that attendees found the event useful. Out of 42 responses, 38 (90%) reported that they

found the event useful or very useful. Feedback on the quality of presentations at the conference was more mixed than in the past. However 30 out of 42 respondents indicated they felt the quality of presentations to be high or very high. The keynote presentations by Professor Pauline Kneale (Pro-Vice Chancellor, Plymouth University), Professor Julie Hall (Deputy Vice-Chancellor, Solent University Southampton) and Maren Deepwell (Chief Executive, Association for Learning Technology) were all very well received. Delegate feedback praised the quality of the keynote speakers, the value of the networking opportunities and the friendly atmosphere of the event.

The November 2018 conference also featured the inaugural Educational Development Initiative of the Year award. This new initiative sought to recognise important projects in educational development, with a particular emphasis on collaboration between educational developers and colleagues across institutions. The new initiative resulted in 11 applications which were reviewed by all members of the Conference and Events Committee with shortlisted applications invited to present at the November conference as part of a keynote plenary session. The shortlisted applicants were also featured in a poster session at the conference which allowed delegates to discuss the initiatives more informally. Feedback from this process was very positive. A panel of representatives from SEDA Executive and across SEDA committees judged the final presentations with the first ever Educational Development Initiative of the Year award going to Dr Naomi Winstone and Emma Medland from the University of Surrey for the impressive FEATS project (Feedback Engagement and Tracking System). Following the success of the initiative the award will run again in 2019 and be

presented at the November conference in Leeds.

#### *One-day events*

The Conference and Events Committee were pleased to be in a position to bring forward three one day events during 2018 on the following themes:

- Peer Assisted Learning (PAL)
- Supporting Programme Leaders and Programme Leadership
- SEDA Fellowship Annual CPD Event

The Committee is aiming to support new events in 2019 and there will be further support offered for Programme Leaders.

After some discussion with Executive, it was agreed that the responsibility for SEDA webinars should rest with the Services and Enterprise Committee and that the Conference and Events Committee would pass on any proposals as they emerged.

#### **Aims/Actions for 2018/19**

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 2018/19, including:

- Continuing to build on the programme of one-day events re-established in 2017/18
- Continuing the Educational Development Initiative of the Year award, enhancing the guidance for applicants and exploring opportunities for delegates to participate in the judging process.
- Increasing response rates and introduce new mechanisms for capturing feedback on SEDA conferences and events.
- Enhancing our engagement with other HE agencies (e.g. ALDinHE

and ALT) to support further collaboration and communication across the sector.

- Reviewing the committee structure and processes, with a particular emphasis on improving co-ordination and succession planning.
- Reviewing the conference budget breakdown and proposing adjustments where necessary to meet increasing overhead and other costs.

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

### **Educational Developments Magazine**

*Educational Developments* is SEDA's quarterly magazine. It improves student learning in a variety of ways – through enabling educational and academic development practitioners to improve their practice, through offering a supportive platform for new developers to begin their publishing activities, and through raising the scholarly level of writing on educational development issues and activities. Its 76 past issues (19 years of publication) are on free, open access through the SEDA web site (<https://www.seda.ac.uk/past-issues>).

After reviewing and editing, *Educational Developments* publishes almost everything it receives, so it is very accessible to aspiring authors. If you – the reader – have something to offer, please do not hesitate to contact any member of the committee, or have a look at the *Educational Developments* page of the SEDA web site.

We try to publish articles of topical interest, of no more than 3000 words,

written in a lively, more journalistic style than a formal academic paper. 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 have a growing international dimension.

In 2018 we published four 28-page issues for Volume 19 containing 34 substantive articles, seven book reviews and four pages of SEDA News. Our four leading articles related to SEDA's stories – a project for HEFCE on Learning Gain, a new SEDA-PDF award on Supporting Health and Wellbeing, the role of the Council for At Risk Academics in supporting Syrian academics, and the Erasmus+ project on teacher development in which SEDA is involved with the University of Economics in Bratislava.

We published articles on a variety of topics – in particular, teaching qualifications in HE, student engagement, leadership, programme leadership and curriculum design, the modern craze for measurements, publishing, assessment, classroom teaching activities, and the varied work of educational development units.

Dr John Lea stepped down from the committee after having contributed strongly to its work over many years and we are pleased to be able to thank him publically in this report. Also, we were shocked and saddened to learn of the death of Tony Pitcher, who for many years had designed and supervised the production of the magazine, on whose skills and quiet efficiency we had come to rely.

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

## Papers Committee

The Papers Committee supports, promotes and commissions high-quality publications focusing on pedagogic development and research in higher education. Its main focus is on SEDA Specials – papers of 20,000 words at most, 50 pages, on topics of immediate interest to SEDA members and others committed to the improvement of student learning through educational and academic development. They are both scholarly and practical, usually multi-authored and co-edited, and can be commissioned and published within a reasonably short time. Other than the general principle of supporting educational development to improve the quality of student learning, the committee sees its public benefit role as keeping the price of its publications as low as possible and making suitable material free through open web access.

In 2018, the Papers Committee published three SEDA Specials. Special No 39, ***Supporting Programme Leaders and Programme Leadership*** was edited by Jenny Lawrence and Sam Ellis, with contributions from a further 13 authors. It was reported across SEDA that there was a great need for a publication which focussed on this neglected but most vital aspect of university work, and Jenny Lawrence and Sam Ellis brought it into existence in record time. All SEDA publications are accompanied by a national workshop – for this publication, this has become a series of workshops to meet the demand.

SEDA Special No 40, ***Diversity and Inclusion***, was edited by Claire Gordon

and Anna Mountford–Zimdars. This publication had its origin in a one-day workshop of the same title organised by the co-editors, and published the work of a further 17 contributors. It was held in abeyance during a period of maternity leave and job changes, then the co-editors got it back on track and delivered a significant and useful paper.

The final SEDA Special of 2018 has been No. 41 ***Doing a Good Job Well - Being Recognised as an Experienced, Professional Teacher in HE***, edited by Jackie Potter and Rebecca Turner, with contributions from nine further experts in this field. This Special is intended for an important readership in HE of people who are committed to becoming expert, professional educators, and for the educational developers who support them. It has been central to SEDA's work since it was formed that HE needs to recognise all professionals who support student learning, that there should be development opportunities throughout our working lifetimes, and that there should be qualifications and recognition commensurate with our professional development. SEDA was one of the agencies which created and has sustained the UK's Professional Standards Framework, and this publication has been written to assist colleagues when they engage with that framework, especially with Descriptor 3. Plans for a one day workshop are currently being explored with Helen King, University of the West of England, as part of a networking for Senior Fellows of the HEA which could also serve as a launch event for this Special.

The market for publications is changing as electronic media grow in partnership and sometimes in competition with traditional media. The Papers Committee has already published Graham Gibbs' 53

*Powerful Ideas Which All Teachers Should Know About* on the SEDA web site and as downloadable PDFs. Through its oversight of the SEDA Blog it has published Dr Adam Longcroft's *15 Top Tips for Student-Centred Teaching*. In 2018 the Committee agreed to publish *Early career academics' reflections on learning to teach in Central Europe*, edited by Gabriela Pleschová and Agnes Simon. This publication is one of the outcomes of an Erasmus+ project based at the University of Economics in Bratislava in which SEDA is a partner. Each chapter of the book is appearing regularly on the SEDA publications pages, and can be downloaded as PDFs.

All these electronic publications are being supported by Blog entries and Tweets so they are reaching a wider audience of readers interested in educational development. They are all on open access. The Blog has grown a significant place in the communications network, with over 5,600 followers, alongside the SEDA email list, with over 1,700 subscribers. The 2018 Summer Sale of SEDA Specials was very successful, and boosted the sales figures for the year. Especially interesting was the handful of long-established UK universities which took the opportunity to buy every publication in print (The SEDA Library). As a trial, two appropriate Specials were offered for sale at the Autumn Conference, with very satisfactory results.

The membership of the Papers Committee was strengthened by the temporary addition of two members of the Executive Committee (Yaz El Hakim and Carole Davis) who stepped down during the year, as did Bridget Middlemas and Liz Sage. We welcomed Rehana Awan (Open University), John Bostock (Edge Hill); Wendy Garnham (Sussex) and Chris Mitchell (Royal College of Art).

Two more SEDA Specials are in the pipeline for 2019, with new members of the committee shadowing the nominated agents. Becky Turner, one of the two interim co-chairs, has resumed her role after her maternity leave.

*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. 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: in 2018 two of the meetings were face-to-face (London and Birmingham) and the autumn meeting was conducted virtually using Adobe Connect.

### Aims during 2018

The aims of the PDF Committee are well encapsulated in our terms of reference, (<https://www.seda.ac.uk/pdf-committee>) 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 2018:

- Continue to provide training for accreditors and mentors in line with the working policy and processes developed in 2016;
- Promote SEDA-PDF by maximising promotional activities at SEDA conferences, *Educational Developments*, Twitter and so on;
- Continue to work in partnership with both UK-based and overseas institutions;
- Continue to update the website and documentation;
- Pursue the alignment of PDF awards to Descriptors 1/2 of the UK Professional Standards Framework (UKPSF) and progress this for inclusion on Higher Education Statistics Agency (HESA) returns;
- Explore with the Services and Enterprise Committee the potential for expanding the College Based HE provision through making this award more widely available to institutions.
- Formally adopt the revised accreditation and recognition report templates, which had been piloted with a number of institutions.

### Key activities and achievements of 2018

All programme leaders were informed



about the realignment and conflation of the range of PDF awards, and institutional reviews carried out in 2018 have successfully transitioned these institutional programmes to the appropriate revised SEDA-PDF award where necessary. In 2018, we continued to provide training for all accreditors, mentors and named award coordinators – to facilitate the requirement that all must participate in annual training to remain up to date and ensure consistency in our practices. This was delivered by webinar (July and October) and proves to be a cost-effective and convenient mode of training, which reaches both local and international mentors/accreditors.

The PDF Committee continues to have a regular parallel slot and a stand at both the May and November conference. This promotional activity has contributed to a number of new inquiries (13 received in 2018) which are currently being followed through. Of significant note this year has been the involvement of a number of overseas institutions inter alia: The University of Guelph, and the Humber College Institute of Technology and Advanced Learning.

Ten accreditations/reviews were undertaken in 2018 and eight are still in the mentoring or accrediting/reviewing process and expect to come to fruition in 2019.

Members of the PDF Committee have published articles in *Educational Developments* reflecting the creation of a new SEDA-PDF award and the ongoing Erasmus+ project:

- Supporting Health and Wellbeing: A new award for the SEDA Professional Development Framework, Ruth Pilkington and Roisín Curran (Issue 19.2 – 2018)

- Extending and reinforcing good practice in teacher development: An Erasmus+ funded project, Vicky Davies and Roisín Curran (Issue 19.4 – 2018)

### PDF and the 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 SEDA values, not only do we impact the quality of staff delivering the students' experience and thus the students, but these students are then better equipped for employment in terms of skills, values and attitudes.

The committee has continued to progress the Erasmus+ Extending and Reinforcing Good Practice in Teacher Development project. The second cohort of PhD students are currently progressing through the course, and working towards their SEDA-PDF Supporting Learning award, following a summer school in Brno in August 2018. Vicky Davies and Roisín Curran are closely involved in the design and overall delivery of the project. Cohort one have achieved their SEDA award and have authored chapters for an online publication on the SEDA website - *Early Career Academics' Reflections on Learning to Teach in Central Europe* (<https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe>). To date, seven chapters are available which consist of their reflections on teaching innovations that they have implemented and evaluated.

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 complete in 2019 with outputs to be disseminated at the May and November conferences.

### Further information

See page 12 for facts and figures relating to recognition and certificates.

Participants continue to appreciate and praise the work of the mentors and recognisers in the PDF processes as illustrated by the feedback received below:

#### **The University of the South Pacific**

Once again, SEDA has been quite responsive to our queries and requirements and it is for this reason USP preferred SEDA as its accreditation agency. We had an excellent experience with each person involved in this exercise right from SEDA administrative staff to mentor to accreditors. A clear time line allowing a degree of flexibility with outputs was very helpful. The questions, comments and guidance at each step not only provided SEDA an insight into our programme but also provided us the space to reflect critically on our course and the programme as a whole.

It has been a pleasure working with Dr. Carkett and Dr. Lee with shadower Dr. Martin. We appreciate the support, cooperation and guidance by accreditors and shadower throughout the process and look forward to further collaboration in future.

#### **Birmingham City University**

The accreditation process was a hugely beneficial experience for all involved. Programme contributors found the process very useful to get to know colleagues from SEDA and to further understand the core values of the organisation. We received regular contact from staff in SEDA to check on our progress and ensure we were comfortable

and up to date with any developments. We had some issues with several staff retiring/leaving the department that affected communication during the end of 2017, however these were fully understood and accounted for by all involved in the accreditation process. In particular, we value very much the comments and feedback from Charl and the professional but friendly way in which she conducted the accreditation process.

### Plans for the coming year

- Continue to provide mentor and accreditor training events, which also incorporate further guidance on working with overseas institutions.
- Invite programme leaders from overseas institutions to become members of the SEDA-PDF Committee where appropriate. This year we were delighted that René Schegg, University of Basel, Switzerland accepted our invitation and will join the PDF committee in 2019;
- Liaise with the Executive Committee regarding the process for HESA recognition of UKPSF alignment;
- Continue working with the Services and Enterprise Committee to progress accreditations with HE in FE institutions in relation to appropriate SEDA awards such as Supporting Learning.
- Continue promoting SEDA-PDF work through SEDA avenues, e.g. conferences, *Educational Developments*, Twitter, podcasts etc;
- Work with the Executive Committee in the development of SEDA's Strategic Plan (2019-2022) and develop a SEDA-PDF Marketing Plan.

### **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. They are named at the end of this report.

We said a huge THANK YOU and goodbye to Angela Benzies, John Paul Foxe and Sarah King, and we welcomed two new members: Jon Bennett and René Schegg.

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

*Roisín Curran and Charl Fregona, Co-Chairs, PDF Committee*

## SEDA-PDF facts and figures

Number of institutions and programmes recognised:

	2014	2015	2016	2017	2018
PDF recognised institutions	33	30	28	26	29
PDF recognised programmes	81	77	67	57	62

PDF certificates awarded to individuals (\* = awards which have been withdrawn):

Named award	2014	2015	2016	2017	2018
CBHE College Based Higher Education			6	11	
DL Developing Leaders*		11	7	12	7
DLEP Developing Leadership in Educational Practice					
DPP Developing Professional Practice*	26	26	27	34	18
DPEP Developing People & Enhancing Practice					11
EAPD Enhancing Academic Practice in the Disciplines*	31	40	57	6	6
EPASS Enhancing Personal & Academic Support for Students					
ELT Embedding Learning Technologies*	35	23	4	19	22
ERP Enhancing Research Practice	12	6	21	18	10
LDAP Leading & Developing Academic Practice	10	4	11		
LETEL Leading & Embedding Technology-Enhanced Learning					
LP Leading Programmes		8	14	6	6
LTA Learning Teaching & Assessing	255	333	261	324	373
MC Mentoring & Coaching	10	12	17		
PAT Personal & Academic Tutoring*				30	11
PDF-FSEDA	13	11	17	17	20
RCHE Responding to Change in HE		10			
SED Staff & Educational Development*	14	13	13	15	
SPR Supervising Postgraduate Research	27	95	14	99	76
SHW Supporting Health & Wellbeing					
SL Supporting Learning	295	562	392	566	397
SLT Supporting Learning with Technology*	42	36	40	23	5
SSG Student Support & Guidance*		6		22	
STEL Supporting Technology-Enhanced Learning				14	39

## 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 Innovations in Education and Teaching International (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 three occasions during 2018. 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

#### *Innovations in Education and Teaching International (IETI)*

This has been a lively year for IETI where we have stabilised the editorial team and continue with a very sound impact factor, which attracts a large number of submissions. The journal continues to maintain its good impact factor of 1.106 and the new academic year has seen the associate editors re-energised for the constant stream of papers handled expertly by Assistant Editor, Liz Thomson in the first instance. Bland Tomkinson kindly edited an issue in late 2018 while we awaited the process to replace Dr Celia Popovic as Deputy Editor. After advertising, we were lucky to appoint two Deputy Editors Dr Jan Smith and

Professor Lesley Jane Eales Reynolds who each have long histories of working as editors in our field. Both are now working hard with the journal.

The sector is currently considering the variation in peer review quality and response, so I expect we will return to that shortly. James Wisdom incorporated IETI into his short session at the SEDA conference in Birmingham to encourage authors to write for IETI (and of course all SEDA publications as appropriate). Our articles and our authors are truly international coming from the UK, US, Republic of Ireland, Finland, Sweden, Denmark, Norway, Canada, South Africa, several other countries in Africa, Turkey, China, Hong Kong, Singapore, Indonesia, Cyprus, Australasia, Saudi Arabia, Kazakhstan and Taiwan. Taylor and Francis have indicated the global reach of the journal and the increase in downloads of articles. Recent issues have articles which are both international and often interdisciplinary and we have run specials on doctoral education and supervision which have attracted a readership concerned with the educational development of early career researchers, and supervisors.

We have discussed concerns about the future of open access, issues of plagiarism and theft of the work of others. Taylor and Francis have now introduced useful systems of enhanced decision making about levels of copy editing, and access to English language editing.

### 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 44, 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:

- *Evaluation of Scottish Higher Educational Developers (SHED) inter-institutional peer observation scheme*, Catherine Bovill & Catriona Cunningham
- *Professional Learning of Expert Teachers in Higher Education*, Helen King & Kyriaki Anagnostopoulou
- *Academic Apprenticeship: socially situated workplace learning for early career academics*, Susan Mathieson, Roger Penlington & John Holmes
- *Speaking the Same Language: developing a language-aware feedback culture*, Agi Ryder & Gillian Lazar
- *Helping Designers Design: proving learning designs using eDAT and Learning Analytics methods*, Helen Walmsley-Smith & Patrick Lynch

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 and Gina Wisker SFSEDA, Editor, IETI*

## 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 continue to act as Co-Chairs for the foreseeable future. Roz put a call out for replacement Co-Chairs, to take over in February 2018, but although one person came forward, personal circumstances meant she was unable to take this forward.

Our thanks go to the committee members, named at the end of this report, for their continued support. We said goodbye to Claire Ridall and thanked her for her support. We welcomed new members Nikki Anghileri, Vicky Davies, Chrissi Nerantzi and Lisa Hayes (Executive Committee). We also would like to thank Celia Popovic for all her hard work over the past years as Programme Lead for SLEC and we welcome Penny Sweasey as the new Programme Lead and committee member.

## Fellowships

There are now 13 Associate Fellows (AFSEDA), 93 Fellows (FSEDA), and 44 Senior Fellows (SFSEDA), and a further 14 candidates are registered for SFSEDA.

111 of these colleagues participated in the 2017-18 CPD process, 111 reports were submitted and 37 triad review discussions took place.

## Senior Fellowship

The SFSEDA cohort model, which takes a more supportive and structured approach, continues to flourish and develop. The External Examiner's report was received and she was happy with the process and information submitted. In general she supported the assessors' decisions. She had previously suggested that there was too much focus on the ideal application and this has been taken on board. Achieving SFSEDA is a developmental process so a simple pass/fail decision is unlikely. The Fellowships Co-ordinator felt the scheme was in a healthy state with stable numbers year on year. She felt that a cohort of eight to ten is about right, much bigger would be difficult to manage on the current resources and model of support.

- The 2017-18 cohort started with ten. Two deferred, seven submitted and five have been awarded the SFSEDA with one deferring resubmission, having taken on a new role. Another two were awarded it separately.
- SEDA is currently adding around seven new SFSEDAs per year which is a good and sustained increase since 2016/17.
- The 2018-19 cohort got underway in October 2018 with eight registrants. The self-diagnostic form was revised prior to this and might help to better identify those who are ready and able to do it. The Moodle platform is being used this time.
- The CPD event, a workshop from David Roberts, took place on 14<sup>th</sup> November 2018 and take up was similar to previous years.

- SEC might need to do better promotion of the cohort model for achieving SFSEDA and clarify how it differs from the SFHEA process, emphasising the support provided for developing the application. Feedback from applicants is that they find the application process supportive and developmental.

## Courses

### Introduction to Education Change

The four week Online Introduction to Educational Change ran from February - March 2018 with 12 participants (2017 = 10; 2016 = 12; 2015 = 0; 2014 = 6). Of those 12, 11 were fully engaged, with approximately 400 messages being exchanged during the course.

Nick Bowskill, the course leader, has begun mapping this course against the Responding to Change in HE SEDA-PDF award.

A proposed Digital Staff Development course was considered and Nick and Chrissi Nerantzi were asked to design and map this to the Supporting Technology Enhanced Learning SEDA-PDF award.

### Supporting and Leading Educational Change (SLEC)/Fellowship

The Supporting and Leading Educational Change (SLEC) course, leading to FSEDA ran from October 2018 to February 2019 with 22 participants (2018 = 29; 2017 = 24; 2015 = 23; 2014 = 16), led by Penny Sweasey and tutored by John Paul Foxe and Elaine Fisher. The participants seemed to be in more established roles than previously.

Celia Popovic, after much consideration, decided to give up her role as course leader and Penny Sweasey was recruited to replace her. An official letter of thanks was sent to York University, Canada for the contribution that Celia has made to the

SLEC course.

### Associate Fellowship and progression

A report on progression through the Fellowships scheme was prepared by Roz Grimmit. The Online Introduction course and AFSEDA didn't seem to be leading to that many FSEDA holders and a surprisingly small number of people progress from SLEC/FSEDA to SFSEDA. They were most likely doing Senior Fellowship of the HEA instead, as this is easier to achieve.

The committee has been concerned with the decreasing numbers of AFSEDA's over the last few years, as they have been letting their AFSEDA's lapse after two years and not progressing to FSEDA or SFSEDA as had been intended. (The expectation is that those who gain AFSEDA will progress to FSEDA via the SLEC course, or if in a sufficiently senior position, progress to SFSEDA, within three years).

At the Services and Enterprise Committee meeting on 2<sup>nd</sup> November 2018 it was raised that it might be worth considering an alternative route to AFSEDA through linking it to the Online Introduction course. Following the meeting Elaine Fisher (as Co-Chair), the Fellowship Co-ordinator (Sarah Wilson-Medhurst) and Nick Bowskill discussed mapping AFSEDA to the Online Introduction 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 course with AFSEDA at its next iteration.

It was felt by some members of the SEC that the existing route should remain alongside the new route.

In order to increase the number of AFSEDA's Lisa Hayes offered to consider



a proposed network/community of AFSEDA as part of the overall membership work she is doing.

The committee has considered removing the two year limit on AFSEDA. The idea is to integrate the AFSEDA into SEDA a bit more, to build the community. This is still under discussion. The main benefit of AFSEDA is the CPD and the good standing that it offers, it gives an indication of commitment to the profession.

At the February 2018 meeting the two AFSEDA routes were agreed in principle but consideration would be given to use of the term 'affiliate' for the existing AFSEDA.

Chrissi Nerantzi and Sarah Wilson-Medhurst have put together a paper presented at the November 2018 SEC meeting, considering ways of forming an online community for the affiliates/AFSEDA, perhaps involving some buddying. This would bring them into the SEDA community and support them in their development.

### **Supporting Higher Education in College Settings course**

The Supporting HE in College Settings course is currently under discussion as to its future. Although franchising was considered it was decided after considerable discussion both in the Committee and at the Executive not to proceed with this.

Lisa and James are to review the current course and determine whether it could be made less onerous for the FE market, with advice from contacts in Manchester and Northern Ireland and bearing in mind the recommendations of Eve Rapley's review.

### **Webinars**

SEDA began to offer webinars as part of its membership offering during 2018. The

following webinars were run:

- "Can we find five minutes for a chat?" Fostering effective dialogue between educational developers and leaders of learning and teaching in universities, Sally Brown and Shân Wareing, 18<sup>th</sup> January 2018
- Expert Learning as a model for teachers' professional development in higher education, Helen King, 15<sup>th</sup> March 2018
- Creativity, imagination and play: essential elements in university learning, Alison James, 17<sup>th</sup> May 2018

These have been well received and will continue in the following year.

### **Externally funded projects**

The following projects continued during 2018:

#### **PEBL - Partnership for Enhanced and Blended Learning**

SEDA is a partner in this ACU-led project which is designed to address the critical academic staff shortages many east African universities are currently facing. It will enable universities to share scarce teaching resources through quality assured, credit-bearing degree courses, delivered through blended learning. The project is supported by DfID's SPHEIR programme. Elaine, as Co-Chair of SEC, is Chair of the Exam Board.

#### **Extending and Reinforcing Good Practice in Teacher Development**

A project funded under the Erasmus+ Strategic Partnerships scheme implemented from September 2016 until August 2019. The project aims to enhance the quality of university education in Europe through facilitating the professional development of university teachers.

### **E-Taleb - Excellence in Teaching and Learning in Lebanese Universities**

SEDA is involved as a partner in The Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities E-Taleb project. This is co-funded by the Erasmus+ programme of the European Union. The main aim of the project is to develop a Lebanese Professional Standards Framework in Teaching and Learning (LBPSF).

### **New Initiatives**

A proposal for a course and network on programme leadership was received from Jenny Lawrence. There is a lot of interest in this area and a lot of people doing programme leadership but there may not be sufficient funding to send people on a course. Therefore Jenny and SEC are now looking into creating a SEDA tool-kit for programme leaders.

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

SEDA wishes to thank the following people, all of whom served on a SEDA Committee during 2018.

<b>Name</b>	<b>Surname</b>	<b>Committee</b>
Nikki	<b>Anghileri</b>	Services and Enterprise
Rehana	<b>Awan FSEDA</b>	Papers
Amy	<b>Barlow</b>	Educational Developments
David	<b>Baume SFSEDA</b>	Conference and Events
Fran	<b>Beaton</b>	Conference and Events
Sue	<b>Beckingham FSEDA</b>	Papers
		Executive
John	<b>Bennett</b>	PDF
Angela	<b>Benzies</b>	PDF
		PDF Mentor and Accreditor
John	<b>Bostock</b>	Educational Developments
		Papers
Nicholas	<b>Bowskill AFSEDA</b>	Services and Enterprise
Judith	<b>Broadbent FSEDA</b>	Conference and Events
Charles	<b>Buckley</b>	Scholarship, Research and Evaluation (SchREC)
Penny	<b>Burden</b>	Executive
Fiona	<b>Campbell</b>	Executive
Rachael	<b>Carkett SFSEDA</b>	PDF
		PDF Mentor and Accreditor
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Jessica	<b>Claridge</b>	PDF
		PDF Mentor and Accreditor
Sandy	<b>Cope</b>	Conference and Events
Roisin	<b>Curran</b>	PDF
		PDF Mentor and Accreditor
		Executive
Nigel	<b>Dandy</b>	Conference and Events
		Executive
Clara	<b>Davies SFSEDA</b>	Executive
Vicky	<b>Davies SFSEDA</b>	PDF
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Carole	<b>Davis</b>	Executive
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		Papers
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Yassein	<b>El Hakim</b>	Executive
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		Executive
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		PDF
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Charlotte	<b>Fregona</b>	PDF
		PDF Mentor and Accreditor
		Executive
Wendy	<b>Garnham</b>	Papers
Samuel	<b>Geary</b>	Conference and Events
Peter	<b>Gossman SFSEDA</b>	Educational Developments
Isobel	<b>Gowers FSEDA</b>	Papers
Peter	<b>Hartley</b>	Conference and Events
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Lisa	<b>Hayes FSEDA</b>	Executive
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Laura	<b>Hills FSEDA</b>	Scholarship, Research and Evaluation (SchREC)
Alison	<b>James</b>	Educational Developments
Anna	<b>Jones</b>	Scholarship, Research and Evaluation (SchREC)
Sarah	<b>King</b>	PDF
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Jenny	<b>Lawrence</b>	Papers
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John	<b>Lea SFSEDA</b>	Educational Developments
Barbara	<b>Lee</b>	PDF Mentor and Accreditor
Jaki	<b>Lilly</b>	Services and Enterprise
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Giles	<b>Martin FSEDA</b>	PDF
		PDF Mentor and Accreditor
Lynnette	<b>Matthews SFSEDA</b>	PDF
		PDF Mentor and Accreditor
Bridget	<b>Middlemas</b>	Papers
Chris	<b>Mitchell FSEDA</b>	Papers
Charles	<b>Neame SFSEDA</b>	Executive
Chrissi	<b>Nerantzi FSEDA</b>	Services and Enterprise
Steve	<b>Outram</b>	Educational Developments
Pamela	<b>Parker SFSEDA</b>	Conference and Events
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Jo	<b>Peat FSEDA</b>	Executive
John	<b>Peters</b>	Executive
		Scholarship, Research and Evaluation (SchREC)
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		PDF Mentor and Accreditor
Jacqueline	<b>Potter SFSEDA</b>	Papers
Clare	<b>Power FSEDA</b>	Executive
		Services and Enterprise
Susannah	<b>Quinsee SFSEDA</b>	Scholarship, Research and Evaluation (SchREC)
Claire	<b>Ridall</b>	Services and Enterprise
Ellie	<b>Russell</b>	Educational Developments

<b>Name</b>	<b>Surname</b>	<b>Committee</b>
Liz	<b>Sage</b>	Papers
Rene	<b>Schegg</b>	PDF
Rowena	<b>Senior FSEDA</b>	Scholarship, Research and Evaluation (SchREC)
		Executive
Fiona	<b>Smart</b>	PDF Mentor and Accreditor
Jan	<b>Smith</b>	Papers
		Executive
Caroline	<b>Stainton</b>	Papers
		Executive
Penny	<b>Sweasey FSEDA</b>	Services and Enterprise
Claire	<b>Taylor FSEDA</b>	Educational Developments
Maurice	<b>Teasdale</b>	Conference and Events
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Rebecca	<b>Turner</b>	Papers
		Executive
André	<b>van der Westhuizen</b>	Scholarship, Research and Evaluation (SchREC)
David	<b>Walker</b>	Conference and Events
		Executive
Mark	<b>Weyers</b>	Services and Enterprise
Ruth	<b>Whitfield SFSEDA</b>	Conference and Events
Sarah	<b>Wilson-Medhurst</b>	Conference and Events
		Services and Enterprise
Jennie	<b>Winter</b>	Scholarship, Research and Evaluation (SchREC)
James	<b>Wisdom</b>	Educational Developments
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		Services and Enterprise
Gina	<b>Wisker SFSEDA</b>	Scholarship, Research and Evaluation (SchREC)
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