

SEDA-PDF

Programme Mapping Document

Institution or Organisation name:

Name of the Programme to be accredited or reviewed:

SEDA-PDF Named Award for which accreditation is required:

This is: an Initial Accreditation / a Five-year Review (please delete one)

Do you wish the accreditation to be back-dated, and if so to what date?

Back-dating of accreditation will only be considered in exceptional circumstances. For this to be granted, the institution/provider needs to provide evidence that all outcomes and values have been met in accordance with the named award during this period. Should a back-dating request be granted, any subsequent re-accreditation will be taken from that date.

To be recognised as a provider of this SEDA PDF award the provider must demonstrate:

1. a clear rationale and outline for the programme
2. how participants develop and demonstrate the outcomes of the named award, in a way which is underpinned by the SEDA-PDF Values
3. that the programme and its assessment strategy is appropriate to support professional learning and development
4. that systems monitor, moderate and review assessment processes (e.g. external examination/moderation, an appeals procedure)
5. that programme resources are appropriate
6. how the programme's quality is reviewed and assured.

These points should be addressed in the six questions below, with appropriate references to the supporting documentation listed in the table below.

Supporting Documents

List all the documents submitted, for example, Overview of the Programme; Resources (e.g study pack and other materials used); Validation documents; Participant facing Handbook; Programme Schedule (e.g. workshop plans, lesson plans etc); Evidence of Quality Assurance processes (e.g. participant feedback; or External Examiner's report or equivalent); Action Plans.

Extend the table if necessary.

Title of document	
	B1
	B2
	B3
	B4
	B5
	B6
	B7
	B8
	B9
	B10

Please answer the following questions, cross referencing to the supporting documents, as appropriate, and expanding the boxes as necessary.

1. What is the rationale and outline of the programme?

Here you should consider how the programme meets the needs of the intended participant cohort – you should indicate the intended target group and outline how the programme fits with what has been stated in the institutional mapping document (sections 1 and 2). You should also provide an outline of the programme or course and indicate the structure and the mode of delivery (e. g. online, face-to-face), length of the programme or course etc.

2. How will each participant develop and demonstrate the outcomes of the named award in a way which is underpinned by the SEDA-PDF Values?

With reference to the SEDA values and the core and specialist outcomes of the PDF award you are seeking, think about the activities that the programme offers the participants and outline the ways in which the participants will engage (both initially and as the programme develops) with these values and outcomes. This section should be linked to the more detailed mapping at the end of this document. For example you could cross-reference to examples of the lesson plans or schedules or other resources to provide further evidence if desired.

3. How is the assessment strategy appropriate to support professional learning and development?

Here you should outline the ways in which the participants will be assessed and show how the format of the assessment is appropriate for the professional development they are undergoing: for example it may mirror a real-life activity that participants undertake. You should also outline the timeline of the assessment and the processes for its review and/or marking including the formative assessment activities that are in place. When do the participants submit the assessment(s)? If there are multiple assessments, what is the timeline for submission? How will the participants submit (electronically, paper-based)? What is the timescale for marking and return of feedback? Who will assess the participants' work? What are the assessment and marking criteria? Where is the decision on meeting SEDA values and outcomes made and recorded? You should also link this section to the sections 3 and 4 of the institutional mapping document to show how the programme and its assessment fits with any relevant policies or strategies.

4. What systems are in place to monitor, moderate and review assessment processes (assessing or evaluating the participants' outcomes)? Include arrangements for external examination/moderation and an appeals procedure.

Here you should outline any moderation and/or second marking processes. What is the timeline for this? Is there an external examiner/verifier and how familiar are they with the SEDA values and the core/specialist outcomes of the programme award? Can the participants appeal the assessment decision and, if so, on what grounds? Do the procedures conform to any institutional policies in this regard?

5. Are programme resources appropriate?

What resources are provided to the participants and in what format? How are the programme materials made available to participants? Are any supplementary resources made available to participants and if so how (e.g. via a virtual learning environment)? Who will carry out any teaching of

the programme?

Are participants supported by a mentor or tutor? If so, how are these people supported and developed in terms of SEDA PDF?

6. How is the programme's quality reviewed and assured? If this is a review, you may find it helpful to draw upon the 1st year and pre-review reports where appropriate.

What review mechanisms are in place to inform the ongoing delivery of the programme? How frequently are these carried out? How is feedback from the participants and other stakeholders (eg external examiner/verifier) obtained? How will this feedback be acted upon? If appropriate, how do these processes mirror institutional policies?

Mapping the underpinning Values

You should indicate where in the programme (delivery, assessment, independent study) the participants engage with, develop and demonstrate an understanding of the SEDA values and the core/specialist outcomes? How do the programme leaders ensure/acknowledge this?

Participants must show how their work is informed by:	Where in your programme do participants develop and demonstrate this Value?
Developing understanding of how people learn	<i>Rather than referring just to a particular module or session, you need to provide examples of where and how in the programme this happens that illustrates how participants develop an understanding and also how it is assessed? For example, where are they introduced to this value, what underpins and informs their understanding, do they have chance to reflect upon this before demonstrating in the assessment how they have met this value? Where does it feature in the assessment?</i>
Practising in ways that are scholarly, professional and ethical	As above
Working with and developing learning communities	As above
Valuing diversity and promoting inclusivity	As above
Continually reflecting on practice to develop ourselves, others and processes	As above

Mapping the Core Development Outcomes

Core Development Outcomes Award participants will be able to:	Where in your programme do participants develop and demonstrate this Outcome?
Identify their own professional development goals, directions or priorities	<i>As above</i>
Plan for their initial and/or continuing professional development	<i>As above</i>
Undertake appropriate development activities	<i>As above</i>
Review their development and their practice and the relations between them	<i>As above</i>

Mapping the Specialist Outcomes for this named award

Specialist Outcomes¹ Participants will be able to:	Where in your programme do participants develop and demonstrate this Outcome?
	<i>As above</i>

¹ Insert the relevant Specialist Outcomes for the Named Award, as they appear on the SEDA web site www.seda.ac.uk