Co-Chairs

Report by
Barry Jackson and Kristine Mason O'Connor

We have pleasure in introducing the Annual Report for 2003. The year under review has been one of achievement and challenge. Whilst it is not possible in a brief Annual Report to provide detailed information on all of SEDA's work the Report summarises the key activities over the year. These may be usefully considered in the context of SEDA's core mission:

- SEDA is the professional association committed to improving all aspects of learning, teaching and training in higher Education through staff and educational development

- SEDA will help all its members, whether staff and educational developers, teachers or learning support staff to enhance the quality of their capabilities in supporting learning

- SEDA will develop and sustain links with other organisations committed to enhancing the quality of learning in higher education

- SEDA will seek to influence the national debate on matters within its remit

It is clear from the Committee reports that SEDA has been very active and productive in providing a range of services to assist staff and educational developers to support the improvement of student learning. The reports indicate the amount of careful strategic planning and development in all areas of our work, for example the further development of SEDA's Professional Development Framework and the revised SEDA Fellowships Scheme. Over the year SEDA has been actively developing and sustaining links with related organisations in particular the ILTHE and LTSN and in April organised a very successful joint conference with the Society for Research in Higher Education in Bristol.

SEDA was represented at the International Council of Educational Development Council meeting in Antwerp and is promoting its international links through the work of the Executive and SEDA's journal Innovations in Education and Teaching International.

A key aspect of our work over the year has been our contribution to national higher education consultations and debates, for example our response to the White Paper on the Future of Higher Education with its agenda for change. We made the point that the change agents who will implement the agenda are the very community whom SEDA serves and supports and that SEDA has ten years' experience and

achievement in this area. SEDA has warmly welcomed the establishment of the Higher Education Academy and over the past year has held productive meetings with Professor Leslie Wagner and Mr John Webster. We are delighted with the appointment of Professor Paul Ramsden as Chief Executive and look forward to collaborating closely with the Academy to fulfil our respective mutually supportive Missions for the benefit of the sector. Establishing a sustainable relationship is crucial to the ongoing success of SEDA's work.

Writing this introduction enables us to express appreciation for all who have contributed so effectively to SEDA's work, most important of whom are our institutional and individual members who promote academic quality enhancement across the sector. SEDA's Committee Chairs and Committee members contribute as volunteers with the support of their institutions and the quality of outcomes of their work is testimony to their knowledge and commitment. We are also very grateful to the members of our Advisory Group with whom we meet formally twice a year; their advice and expertise is invaluable. As ever, we warmly acknowledge the continuing excellent administrative support of Jill Brookes and her team.

Executive Committee

Co-Chairs
Barry Jackson
Kristine Mason O'Connor

Vice Chair / Company Secretary
James Wisdom

Treasurer
Maurice Teasdale

Stephen Bostock FSEDA
Anthony Brand
Jill Brookes
Sally Brown FSEDA
Helen King AFSEDA
Ray Land FSEDA
Mike Laycock
Ranald Macdonald FSEDA
John Peters
Liz Shrives
John Sweet FSEDA
Shân Wareing FSEDA
Gina Wisker FSEDA

Fellowships Committee

Chair   Helen L King AFSEDA

Members of Committee

Terry Barrett FSEDA	Peter Kahn FSEDA	Lawrie Phipps
Andrew Castley FSEDA	Jacqui MacDonald	Clare Pickles
Mike Cook FSEDA	Mary McCulloch	Lynn Roberts
David Jaques FSEDA	Ivan Moore FSEDA	Gina Wisker FSEDA

External Examiner: Carole Baume FSEDA

Remit

The SEDA Fellowship is a respected professional accreditation for staff and educational developers working in higher education. Unlike SEDA's other accreditation schemes that recognise institutional programmes, Fellowships are awarded on an individual basis. Fellowship candidates are supported by a mentor as they put together a portfolio of evidence to demonstrate the outcomes and values of the scheme. They present this at interview to two existing Fellowship holders who act as assessors.

The function of the Fellowships Committee is to develop, administer and promote the Fellowships scheme on behalf of SEDA. To meet these functions the Fellowships Committee:
- develops processes, procedures, and documentation to ensure the maintenance of high standards and the smooth running of the scheme;
- organises and facilitates support for Fellowship holders and registrants, which will include support events, one of which will be at the November SEDA conference;
- promotes the scheme;
- administers the assessment processes on behalf of SEDA;
- keeps appropriate records of assessment decisions;
- monitors and reviews all these activities on a regular basis;
- administers the fellowships continuing professional development (CPD) process.

Achievements/successes
Statistics:
Two SEDA Fellowships were awarded this year: congratulations go to Sandy Gilkes and John Sweet. These awards bring the total number of Fellowship holders to 40, plus 2 Associate Fellowships. Two of these holders retired this year and have chosen not to maintain their Fellowship status.

This year saw five new registrants for the Full Fellowship and two for the Associate. The total number of registrants is currently 31. There were 12 enquiries about the Scheme, and five of these converted to registrations.

Events:
Two support days were successfully run this year: in London in September and Dublin in October. A workshop to support the CPD process was held as part of the SEDA Annual conference in November. Many thanks to Andrew Castley, Terry Barrett, Stephen Bostock and Peter Kahn for running these events.

The Summer School for Educational Developers was held in Coventry in June. This attracted 22 participants and was seen to be a very valuable event. Many thanks to Peter Kahn for all his work in organising this residential workshop.

Publications:
Two issues of Credit Where Credit's Due were produced this year.

Committee Matters:
Following a pro-active call for members, the Committee saw a change of personnel this year. The new members provided a fresh outlook to enhance the work of the existing team. Many thanks to those members who completed their period of office last year for their contributions to the work of the Committee.

In addition to organising the Support Days, CPD event and Summer School, the majority of the Committee's work was focused on updating the SEDA Fellowship Scheme. After wide consultation amongst Fellowship holders, registrants and colleagues, the new version of the Scheme was developed and ratified at the SEDA AGM on 12th June 2003. From this date all new registrants must adhere to the new Outcomes (rather than the original Objectives and Values). Anyone who registered for the Scheme prior to this date may continue to work to the original set of Objectives and Values, and they will be assessed against those accordingly. All assessments under the original version must be completed by 31st December 2005.

An updated version of the handbook was produced to provide guidance to registrants, mentors and assessors. The handbook, produced in a ring binder file for ease of updates, was distributed to all Fellowship holders and registrants and is also available on the SEDA web-site at http://www.seda.ac.uk/fellowship/fellowships.htm The new version of the Scheme was formally launched at the SEDA conference in November. Additional marketing of Scheme will provide the focus of the Committee's work for 2004.

Issues of concern
There are no major issues of concern for the Committee with the exception of those general concerns pertaining to the relationship between SEDA and the new HE Academy. The Committee welcomes SEDA's pro-active approach and will continue to support future work in this area.

Plans for 2004
Two issues of Credit Where Credit's Due are to be produced.

Three support days are to be held: one in July attached to the Summer School, one in Manchester and one in London. The Fellowships Committee will be organising the SEDA pre-conference workshop in November, as well as running a CPD event in the evening.

The Summer School is to be run in Stratford-upon-Avon on 14th - 16th July 2004.

The SEDA Fellowship and Associate Fellowship Schemes will be widely marketed through the dissemination of fliers, posters and leaflets.

Professional Development Framework Committee

Chair   Anthony Brand

Members of Committee

Paul Bailey	Jessica Claridge	Carol Maynard
David Baume FSEDA	John Doidge	Neil Ringan
Stephen Bostock FSEDA	Shirley Earl	Jan Tennant
Anne Burrows	Helen King AFSEDA	

Number of meetings   Three

Remit
Oversight and steering of SEDA-PDF.

Achievements/successes
This report covers the first full year of operation of SEDA-PDF. The flexible and supportive nature of the framework has encouraged and enabled a growing number of institutions to affiliate.

Institutions:
SEDA-PDF supports institutions in the development of all their staff and associated policies, strategies and

systems. In particular SEDA-PDF facilitates coherent linkages between an institution's Learning and Teaching Strategy and Human Resource Strategy.

Staff and Educational Developers:
By having an institutional component linked to the recognition processes SEDA-PDF provides a means of raising the profile of staff development activities. Functionally SEDA-PDF provides named award areas which are congruent with a typical range of internal institutional programmes for staff development.

Individual Members of Staff:
A central feature of SEDA-PDF is the provision of a range of named awards with which institutional programmes can be aligned. Staff participants who successfully complete an institutional programme which has SEDA-PDF named award recognition will be seen to have completed a nationally recognised process and programme of development. The range of named awards is growing to meet the needs of institutions and their staff.

The Committee has ratified a further set of named award areas and the full list now includes:
• Developing Leaders
• Developing Professional Practice
• Embedding Learning Technologies
• Enhancing Academic Practice
• Enhancing Research Practice
• Learning, Teaching and Assessing
• Supervising Postgraduate Research
• Supporting Learning

The Committee has also spent much of the last year reviewing the processes used within SEDA-PDF and this has been consolidated in revisions to the framework and the associated fee structure. The November 2002 Handbook has been replaced by individual named award handbooks and an institutional handbook.

Issues of concern
The framework is still viewed by many as only being applicable to UK higher education institutions i.e. universities. However, the framework is applicable to a wider range of institutions/bodies, such as Subject Centres, and we need to convey this information to the sector.

National policies and initiatives will impact upon SEDA and SEDA-PDF. With the formation of the Higher Education Academy SEDA in general needs to review its place and purpose in the sector. SEDA-PDF should be proposed as a key component of the Academy's activities in regard to professional development (see below).

Any other points/issues
SEDA seeks to work collaboratively with the Higher Education Academy and is in active discussions with representative of the Academy associated with the development and implementation of national standards to be applied from 2006.

Plans for next year
Clearly the major focus for next year revolves around establishing the validity of SEDA-PDF as the natural core of a set of national standards for higher education.

Continuing to run and support a range of events associated with informing the HE sector about the virtues of SEDA-PDF.

Maintaining a continuous review of the processes used to complete institutional and named award recognitions.

Supporting quality enhancement activities in HE institutions and associated bodies.

Papers Committee

Chair   James Wisdom

Members of Committee

Andrew Castley FSEDA	William Locke	Mark Schofield
Philip Frame	Alan Mortiboys (resigned during 2003)	Neill Thew
Kim Jackson (minuting)	Chris Osborne	Gina Wisker FSEDA

Number of meetings   Three

Remit
To supervise the production of SEDA's publications in the field of educational and staff development.

Achievements/successes
In the SEDA Papers series we published *Personal Development Planning*, by David Gosling (Paper 115).

In the SEDA Specials series we published Peter Davies' *Practical Ideas for Enhancing Lectures*, (SS 13) and *Pioneering Employability in the HE Curriculum*, by Melissa Shaw, Ros Healy, Ruth Pilkington and Pamela Houghton (SS14).

SEDA Papers 116 'Advances in Computer Aided Assessment' and 117 'Assessing Group Practice' in the final stages of production

The highest selling publication from the established list was Liz Beaty's *Developing Your Teaching Through Reflective Practice*.

In Kogan Page's SEDA Series for Educational and Staff Developers we published: *A Guide to Educational and Staff Development*, by Peter Kahn and David Baume.

Regular and productive meetings, with those members attending being very active.

Issues of concern
Kogan Page sold its education list to Taylor and Francis, who will continue to publish the SEDA Series through its educational imprint Routledge Falmer. A new publishing agreement has been signed to cover royalties on paperbacks and hardbacks.

Sales income for in-house publications over the year show a 24% reduction over the previous year. The sales of the re-packaged SEDA Specials into packs aimed directly at the HE in FE market and those taking C&G 7307 and 7407 have been slow.

Could do with recruiting some more members to the Committee to reduce the workload on those who do attend. We need to find a Vice-Chair/new Chair soon.

Any other points/issues
The policy of concentrating more on the market for specialist staff and educational developers than for HE staff as a whole has made it much harder to sell publications in quantity, and that must be having an impact on profitability. The number of staff and educational developers, both in the UK and overseas, is growing, and it is important to be able to identify this market and sell directly to it.

Plans for next year
The flow of proposals and publications through both in-house and Routledge Falmer imprints is healthy. There are four forthcoming books in the SEDA Series, and we expect to publish in-house *Advances in computer-aided assessment* and *Assessing group practice* shortly.

To re-format Papers and Specials in light of SENDA implications, ie two column text, and additional formats (large print spiral bound, CDRom).

Innovations In Education and Teaching International Committee

Chair   Gina Wisker FSEDA

Members of Committee
Phil Barker (Co-Editor)
Bob Matthews (Reviews Editor)
Colleagues on SEDA Papers Committee

Number of meetings   Meetings are arranged virtually, for the most part by email

IETI continues to gather essays and leaders internationally, to maintain their interest and also to encourage SEDA colleagues to write about their innovations and developments. During the last year we launched a special edition on assessment related to the 'patchwork' assessment model of Professor Richard Winter, which accompanied a successful conference. The model involves varieties of staged assessments being undertaken by students allowing for formative assessment and for the assessment of varieties of outcomes and abilities/skills.

We are now producing a special edition on e-learning which Philip Barker is editing, and another on Problem Based Learning/IBL edited by Tan Oon Seng from Nanyang University, Singapore.

Future editions will alternate between specials (one coming up I hope on communities of practice, another on Meta-learning) which seem to attract specialist interest and general editions where colleagues and others can write and read about a variety of e-learning, flexible learning, educational development and research influenced work.

The journal maintains its position on the social science index, is dual refereed and so increasingly useful as we move again towards the RAE dates, and is accessed a great deal online through the Taylor and Francis website. I receive regular updates about this from them. This access of course does not bring SEDA revenue but does advertise our activities.

I would think it was time for those SEDA colleagues less used to writing to consider writing short opinion pieces, (1,000-2,000 words) work in progress pieces (1,000-2,000 words) or book reviews (the latter to Bob Matthews at Glasgow) as a way of sharing developments.

Educational Developments Committee

Chairs of Committee	James Wisdom and Ranald Macdonald FSEDA	
Members of Committee		
Graham Alsop	Helen Gale	Steve Outram
Stephen Bostock FSEDA	Ray Land FSEDA	Rachel Segal
Tony Brand	Mike Laycock	Lorraine Stefani FSEDA
Number of meetings Four		

Remit
To publish Educational Developments

Achievements/successes
To maintain a regular, topical and accessible publication which is well regarded by its readers and for which authors are keen to write. This publication fills a gap in the market between generalist newsletters and peer-reviewed journals.

This year we welcomed Lorraine Stefani onto the Committee as an international representative, based in New Zealand.

Issues of concern
A lot depends on how the Head of an Educational Development Unit uses Educational Developments. Ideally we would like such key players to order more copies for distribution throughout their institution to colleagues who are taking on staff and educational development responsibilities. In practice we fear that in some places the publication does not get out of the central office.

Any other points/issues
2003 was the first year of using the new design for Educational Developments. In layout it is still a magazine, and in typeface and colour it is intended to appear elegant and serious.

Considering it is SEDA's Newsletter as well, we would still like to get members of the Executive Committee to contribute news from their areas of activity!

Plans for next year
To explore the feasibility of printing on matt paper, as we have been advised that visually impaired readers find reflective paper more difficult to read.

To explore further ways of extending the readership of Educational Developments.

To encourage more input from newer members of the profession.

To run a series of articles on Teaching Topics, using this as the template:
- Issues/Principles
- Practice
- Resources
- Links

Conference Committee

Remit
To supervise the organisation of SEDA's conferences.

Achievements/successes
Two successful major conferences were run in 2003. What is particularly pleasing is that these conferences continued to attract delegates, and to receive very positive evaluation, whilst also performing much better financially than in previous years.

The Spring Conference, in Bristol 9th-11th April, provided a forum for the establishment of SEDA's research committee. It's title was '*The Scholarship of Academic and Staff Development: research, evaluation and changing practice*' and, though the organisation and finances of the conference were managed by SEDA, it was badged jointly with the Society for Research into Higher Education. Keynote addresses were given by Keith Trigwell, principal research fellow at Oxford, Glynis Cousin, academic development adviser at Warwick, and Liz Beaty, director (learning and teaching) at HEFCE. There were also 46 workshop/paper sessions. The committee chair would like to thank Ranald Macdonald, in particular, for his work in making this conference a success.

The autumn conference, at Birmingham Centre Novotel 18th & 19th November, was the 8th annual conference and focused on '*Values and change in Higher Education*'. David Baume, Carole Baume, and Helen King provided the interactive plenaries to open and close the conference, while Professor Phil Candy of NHSU provided the keynote address. There were 47 workshop/paper sessions.

The conference was preceded by a workshop day '*Valuing diversity and promoting inclusivity*' picking up on one of SEDA's values. Plenary presentations were made by Patrick Agana, a mature student at Sheffield Hallam, and Dr Mary Stuart, Pro-Vice Chancellor Sussex. It was particularly pleasing to have a student voice open the workshop day and

Patrick's account of his experiences helped to ground the discussion that followed. As last year, the pre-conference workshop day drew in staff who have not traditionally been part of SEDA's core market and a number stayed on for the conference.

Other one day events included an event on SEDA and the White Paper on the Future of HE held at University College Worcester.

Issues of concern
The major issue of concern in last year's report was ensuring that conferences were not run at a loss. On current figures, this seems to have been addressed over this year. However there is no room for complacency and it is important that costs continue to be monitored.

Last year it was proposed that we should look at running more one day events. Whilst some have been successfully delivered during 2003, it has not been as many as we would have liked. One day events require that one member of the committee take on the role of co-ordinating the event and the workload involved has proved difficult for committee members. It is hoped that the addition of a number of active and enthusiastic members to the committee over the past year will help to address this in future and a number of one day events are already planned for 2004. It also looks likely that we will seek to develop jointly badged one day events with other interested HE bodies such as ESECT or the ILTHE.

Conference committee meetings at Selly Wick seem to have been a success but there are still concerns over the cost and time implications of attendance for committee members.

Plans for next year
There are two one day events in early 2004. On 15th January there is to be an invitation workshop on SEDA and the HE Academy which will seek to develop ideas for the positive symbiosis of the two organisations. On 17th February a joint event with the

Enhancing Student Employability Co-ordination Team will be held which will examine the key role of staff developers in supporting HE staff in enhancing student employability.

The Spring conference will be held from 29th-31st March at the Cardiff Moat House Hotel. Entitled 'Linking strategy and students: making connections through educational staff development' we are expecting to be able to announce keynote speakers from Government, the funding councils and the National Union of Students. The 9th annual conference is set for November in Birmingham and will be preceded by a fellowships workshop day.

Research Committee

Chair   Ranald Macdonald FSEDA

Members of Committee

Richard Blackwell	Heather Eggins	Amanda Pill
Jill Brookes	Phil Gravestock	Alison Robinson
Catherine Cadogan	Maggie Greenwood	Chris Steeples
Jessica Claridge	Bill Hutchings	Barry Stierer
Ali Cooper	Helen King AFSEDA	Keith Trigwell
Glynis Cousin FSEDA	Jenny Moon	Paul Trowler
Vaneeta D'Andrea	Martin Oliver	Shân Wareing FSEDA

Number of meetings   Three

Remit
To promote research and scholarship in staff and educational development.

Achievements/successes
1. Bringing together representatives from a number of organisations and with different interests, roles and responsibilities within staff and educational development
2. Joint SEDA/SRHE Conference, April 2003, University of Bristol: The Scholarship of Academic and Staff Development - Research, evaluation and changing practice
3. South-West Regional Seminar, July 2003, University of Exeter
4. Managed SEDA Awards scheme - 6 applications, 3 awarded.

Issues of concern
- Still not a clear idea as to whether this should be a small management committee with a larger network around it or something different. This has implications for the time and travel commitment that busy people have to make - intention is to link committee meetings to other events as much as possible.

- Not yet engaged in any business or financial planning
- Tried to involve pre-HE sectors but not sure if this is worth pursuing
- The balance between income-generating and purely networking activities.

Plans for next year
- Joint LTSN IR Network/SEDA Research Network meeting on Institutional Research and Learning, Teaching and Assessment, February 2004, at Sheffield Hallam University
- Joint SEDA/SRHE Network meeting in April 2004 led by Professor Stephen Rowland, UCL at SRHE
- Input to November 2004 conference - ideas for theme and process
- Review SEDA Awards scheme - particularly the criteria and theme.

Institutional Members 2003

University of Aberdeen
Anglia Polytechnic University
Aston University
University of Bath
Bath Spa University College
Birkbeck College, University of London
Bolton Institute of HE
Bournemouth University
Buckinghamshire Chilterns University College
Canterbury Christ Church University College
University of Central England
University of Central Florida
University of Central Lancashire
Central School of Speech and Drama
University College Chester
City University
University of Colombo
Coventry University
De Montfort University
University of Derby
DPB Danmarks Paedagogiske Bibliotek
Dublin City University
Dublin Institute of Technology
Trinity College, University of Dublin
The Durban Institute of Technology
University of Durham
University of East London
Edge Hill College of Higher Education
University of Edinburgh
University of Exeter
Gateshead College
University of Gloucestershire
University of Greenwich
University of Hertfordshire
University of Hull
Institute for Learning and Teaching in HE
Keele University
University of Kent at Canterbury
King Abdulaziz University, The Centre for
Teaching and Learning Development
King Alfred's College of HE
Kingston University
Lancaster University
Learning and Skills Development Agency
Leeds Metropolitan University
University of Leicester
Learning and Teaching Support Network
University of Lincoln

Liverpool John Moores University
London Metropolitan University
The London Iinstitute
The Manchester Metropolitan University
University of Melbourne
Middlesex University
University of Newcastle upon Tyne
Newman College of FE
University College Northampton
University of Northumbria
The Nottingham Trent University
Oaklands College
The Open University
University of Oxford
Oxford Brookes University
Pershore Group of Colleges
University of Plymouth
University of Portsmouth
Queen Mary, University of London
The Queen's University of Belfast
Royal Holloway, University of London
The Royal Veterinary College
Saudi Aramco
College of St Mark & St John
Sheffield Hallam University
Southampton Institute
University of Southampton
Staffordshire University
University of Stirling
University of Surrey
University of Surrey Roehampton
The Surrey Institute of Art & Design University
College
University of Sussex
Thames Valley University
Tipperary Institute
Trensham Institute of F & HE
University of Ulster
UMIST
University of Wales, Aberystwyth
University of Wales College, Newport
University of Warwick
University of the West of England
University of Westminster
University of Wolverhampton
University College Worcester
University of York
York St John