



Annual Report  
of the  
Staff and Educational  
Development  
Association  
2019

## Annual Report of the Staff and Educational Development Association 2019

### Introduction

During 2019, 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. Our focus is on supporting those involved in teaching and learning delivery and in doing so create the best learning environment for students everywhere. Our new five-year strategy and revised mission statement to be launched later this year reflect our aspirations, enabling SEDA to remain relevant and to increase our positive influence in a continually changing world. We are currently reviewing our individual and institutional membership costs, seeking to be more flexible and inclusive whilst cognisant of offering the best value for money in economically challenging times.

Highlights from the 2019 year include the publication of three new *SEDA Specials*, continuing production of *Educational Developments* and our Journal (*IETI*) with their wide range of articles and papers, the launch of a series of online webinars, with contributions by wide ranging speakers, plus the second Educational Development Initiative of the Year award. For this award, three institutions were shortlisted and the final award made to Penny Sweasey and Graham Holden for The Teaching Excellence Alliance (TEA) Sandpit project. SEDA Small Grants were awarded and we look forward to seeing the outcomes of these projects later in the year.

### 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, and Slovakia and Czech Republic through the Extending and Reinforcing Good Practice in Teaching Development project help to raise the profile of SEDA internationally.

We welcomed Gina Wisker and Roz Grimmit to the SEDA Roll of Honour. A special mention for Roz, our long-standing and much loved SEDA administrator who went on maternity leave in May 2020. SEDA is most fortunate to have Louise Loughlin as our maternity leave cover who in a short space of time is proving herself a fantastic asset in managing the complexity of our portfolio.

In addition to our two annual conferences, we have held one-day events on Postgraduate Certificates in Teaching and Learning and to launch our SEDA Special on gaining professional recognition for HE teaching, both of which have proved very popular. The SEDA Fellowships Annual CPD Event on ABC learning design was also very well-received by SEDA Fellows on the opening evening of the November Conference.

This year we have collaborated successfully with Advance HE and HESA to ensure SEDA PDF awards that are aligned to the UKPSF are returnable as a code on HESA's staff teaching qualification data. We have also held meetings with the Staff Development

Forum (SDF) and the Association of Teaching Fellows with a view to future collaborative working. We are particularly pleased to be entering into a working partnership with WONKHE and ALDinHE.

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 continues to network internationally through its membership of the International Consortium of Educational Developers (ICED). One of the Co-Chairs represented SEDA at the ICED Council Meeting in Reykjavik in June 2019 which was an excellent opportunity to share practices with our international equivalents.

### **SEDA Communications**

The SEDA JISCMail list, which has over 1800 subscribers, continued to be very well used during the year. 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, many of which related to curriculum design: threshold concepts, assessing group work, group working online, flipped learning, and outdoor learning. Most recently the discussion has focused on converting PGCerts for online / blended delivery and how to support teaching staff to deliver their courses online in light of the Covid-19 pandemic. During the crisis SEDA JISCMail has been an active, inspiring, and inclusive space to exchange ideas, manage change and solve problems during these challenging times. It has been described as 'a life-line'.

Alongside the JISCMail list the community continues to make more and more use of Twitter. @seda\_uk\_ now has 5,799 followers (an increase on last year) and the #sedaconf hashtag is extremely well used throughout our two annual conferences. Our LinkedIn page has 511 followers (an increase of 1/3<sup>rd</sup> since 2018) and is used to promote the full range of SEDA activities.

*Clara Davies SFSEDA and Carole Davis, 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.

### **2019 in Review**

#### *Committee Membership*

2019 again represented a busy year for the Conference and Events Committee. A notable positive over the reporting period was the stability of committee membership, a factor that greatly enhanced the capacity of the committee to plan, innovate and extend the SEDA's offer to members and the wider SEDA community. To maintain this stability, succession planning measures have been introduced for the two Co-Chair positions ensuring a staggered transition over the period of 12 months. Mary Fitzpatrick will step-up as Co-Chair in November 2020

replacing David Walker. Mary will shadow David Walker and Peter Hartley in the planning for the November 2020 conference. Peter Hartley will continue as Co-Chair until May 2021 with his successor engaged in a similar period of shadowing as preparations are made for the Spring Conference 2021. 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 2019  
9 - 10 May 2019 - Clayton Hotel, Belfast  
*Collaboration to Support the Student Experience and Progression*  
131 delegates

The May 2019 conference saw SEDA host its conference in Northern Ireland, attracting a very healthy 131 delegates with the conference focusing on the value and benefits of collaboration to support the student experience. In the spirit of the theme the conference included a collaboratively planned and delivered keynote presentation by David Baume (representing SEDA) and Carina Buckley (representing ALDinHE - the Association of Learning Developers in Higher Education) while Geraldine O'Neill (University College Dublin) gave an inspiring opening address in which she shared important findings from a two-year National Forum project focusing on programme assessment.

The Spring Conference again featured student-led presentations with outstanding contributions from Gary Donaldson

(Edinburgh Napier University), Megan Bennet and Thomas Fuller (University of Reading) and Yuki Kikuchi (University of Sussex). The inclusion of student presentations has become a highlight of the Spring Conference and is now a firm fixture on the programme.

SEDA Autumn Conference  
14 - 15 November 2019 - Doubletree Hotel, Leeds  
*New Frontiers in Educational and Curriculum Development*  
127 delegates

The 24<sup>th</sup> Annual SEDA Conference returned to Leeds in November 2019 attracting 127 attendees and the excellent facilities of the Doubletree Hotel. In an increasingly uncertain and fraught higher education environment, the conference theme invited delegates to look positively to the future to consider new frontiers in educational and curriculum development. Feedback from the event was again excellent. The packed programme featured energetic and inspiring keynote presentations from Dr Mark Glynn (Dublin City University) and Dr Michelle Morgan (Independent HE Consultant). The event also featured an emotionally charged keynote swansong from Professor Phil Race whose work and contribution to the SEDA community was recognised by a rousing standing ovation.

The November 2019 conference featured the 2nd Educational Development of the Year award. The three shortlisted applicants were again required to provide a poster with opportunities for discussion with conference delegates and deliver a short 'pitch' as part of the plenary session to close Day 1 of the event:

- University Alliance for The Teaching Excellence Alliance (TEA) Sandpit

represented by Penny Sweasey and Graham Holden;

- University College London for their project on ABC Learning Design represented by Nataša Perović and Clive Young;
- the Open University for their work establishing the Open University, Scholarship Steering Group and Centres for Scholarship and Innovation represented by Stefanie Sinclair.

Following careful deliberations, a panel of representatives from SEDA Executive and across SEDA Committees awarded the coveted prize to the University Alliance for The Teaching Excellence Alliance (TEA) Sandpit project

#### *One-day events*

The Conference and Events Committee were pleased to be in a position to bring forward three one day events during 2019 on the following themes:

- Supporting Programme Leaders and Programme Leadership
- SEDA Fellowship Annual CPD Event
- Enabling and Supporting Educational Change Networking Workshop

Despite the challenges resulting from the current global pandemic, the Committee is aiming to support new events in 2020 online with a focus on supporting institutions and SEDA members in challenging and uncertain times.

#### **Aims/Actions for 2019/20**

The Conference and Events Committee will maintain the established pattern of two residential conferences per year and will take steps to evolve the SEDA offer in

light of changes in the HE environment and wider national context.

The committee has identified a number of important objectives and priorities for 2019/20, including:

- An ongoing review of the viability and value of two residential conferences per year including the identification of opportunities to realise financial savings (e.g. through negotiation of long-term venue bookings) and modifications to the format in response to delegate feedback. We aim to ensure SEDA's offer maintains fresh and in line with that offered by similar conferences across the sector.
- Developing an enhanced online presence through an extended programme of webinars (working in collaboration with SEC) and introducing recorded/live-streamed elements for residential conferences.
- Review of provision for early-career staff and educational developers and the many 'first time attendees' at residential conferences with a view to establishing long-term relationships with SEDA.
- Review of the format of the Educational Development of the Year award, enhancing the guidance for applicants and exploring opportunities for delegates to participate in the judging process.
- Continuing efforts to identify and pursue collaboration opportunities with other HE agencies (e.g. AdvanceHE, SHED, ALDinHE and ALT).
- Review of the structure and operations of the committee to ensure that we are operating as effectively as possible and responding to significant changes in the HE environment.

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

## Educational Developments Magazine

2019 was the 20th year of publication of Educational Developments, SEDA's quarterly magazine. The institutional membership brings 10 copies of each issue, and when distributed well it is often SEDA's first point of engagement with teachers enthusiastic about improving their students' learning. Its archive of issues a year after publication is on open access through the SEDA web site (<https://www.seda.ac.uk/past-issues>). In 2019 the magazine carried 32 substantive articles, 7 book reviews, regular SEDA News and advertisements for publications and conferences.

Educational Developments creates the public benefit of improving 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.

Articles are both commissioned and submitted on spec and all are reviewed by the Committee, with modest editing to ensure readability. We ask for no more than 3000 words and try to limit referencing to the essentials. The whole process is designed to be very accessible to aspiring authors, straightforward for experienced contributors and attractive to the widest possible readership. Very often the magazine is used to amplify and extend the presentations given at SEDA Conference. Our process allows for rapid publication, so when required we can support current high-profile topics, along with SEDA's blog, for example on the Academic Professional Apprenticeship. As

the practice of educational development has become more professional, over the years the articles have become more scholarly, but in spirit Educational Developments is also sufficiently adaptable to accept journalism, magazine articles and news, as shown by the scholarly article on the typology of keynote presentations at conferences.

Although one of the pleasures of the magazine is the range and variety of the articles, it is also possible to discern some important themes which link them together. Our lead article in the first issue of the year was Julie Hall's review of the strategic position of educational development in the modern university, after which we published Alan Wright's discussion of the Canadian experience of reviewing Educational Development Units and SHED-supported project on enhancement through peer observation between institutions. The professional development of educational developers through SEDA's Supporting and Leading Educational Change course route to Fellowship was evaluated by Penny Sweasey.

There were many articles this year on the importance of investing in and managing institution-wide curriculum reform: for institutional change; for improving student learning; and for supporting inclusive practice. Two of the articles were inspired by the protocols of Universal Design for Learning. The experience of moving from a face-to-face institution to a distance-learning one made for an interesting reflection of the similarities and differences. The growing importance of supporting Programme Leaders was noted, as was the potential for collaboration on learning analytics. We also carried a report on a SEDA-supported project on the development of



Student Union sabbatical officers with the teaching and learning portfolio. The work of educational developers in supporting the improvement of student learning was covered in many ways. Helen King's SEDA-supported research into the CPD of National Teaching Fellows was the lead article in 20.2. We published work on improving feedback and lecturing, on using drama and humour, on developing feedback literacy, and on academic literacy amongst postgraduates. Classroom research from Canada signalled potential difficulties with active learning.

We always publish many articles on how educational developers work with colleagues on the PG Certs, the MAs and the other elements of formal professional enhancement. We reported on experience of the incorporation of the Academic Professional Apprenticeship as it is a matter of great interest to the SEDA community. We also published articles on a SEDA-supported project on the use of Activity Theory during induction, the use of collaborative creativity, on posters and group work for assessment in MAs in Academic Practice, digital portfolios, using exemplars in assessment reform – which we hope all helped to support the enhancement of educational development in practice. Other articles looked at how to encourage learner engagement and how to develop the scholarship of teaching and learning amongst academics on teaching contracts. We also published critical reviews of two familiar areas – the peer observation of teaching and potential subject bias when relying on reflective practice.

We published book reviews on reimagining HE space, peer learning, the silly side of HE, being a slow professor, surviving and thriving in HE, feedback, and understanding how we learn. We also

published SEDA news in each issue and advertised forthcoming conferences and new SEDA publications.

During the year Carole Davis (Solent) moved on to being co-chair of SEDA, and we were joined by Helen Carmichael (Southampton), Marios Hadjianastasis (Birmingham), Virendra Mistry (Liverpool John Moores) and Charles Neame (formerly of Manchester Metropolitan).

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

## **Papers Committee**

SEDA Papers Committee supports, promotes and commissions high quality, scholarly publications that share contemporary practice and developments in HE. They are designed to respond to current agendas and are produced by key thinkers from the Educational Development / HE community. This ensures they are both timely and evidence-informed. In order to have relevance to a range of professionals working across the HE sector, they balance the need for practical guidance with a scholarly evidence base.

SEDA Paper's Committee both commissions works, putting calls out around emergent topics, then undertakes a rigorous peer review to ensure that SEDA Specials are relevant to the community, realistic in their scale and scope and are led by the relevant specialists. SEDA also receives proposal for Specials which may emerge from activities such as one day events or funded projects, which undergo the same review process. In both instances, those working on producing a SEDA Paper are supported by the Committee, with a

named 'agent' to support the peer review, feedback and editing process.

In recent years we have also taken responsibility for SEDA blog posts – these are short, again scholarly, but conversational pieces that address a theme or agenda of relevance to the SEDA community. We have also used them to promote SEDA Specials or review SEDA one-day events. These have gained significant momentum over the past few years. Summary data collated for 2019 demonstrated that, in total, SEDA Blogs had attracted over 7,000 views, and have an international reach. Though one blog post in particular proved popular ('Why are learning outcomes so dreadful? By Sally Brown, March 2019, has over 1800 views), on average each SEDA blog attract around 200 views. The data on blog posts also indicate that 'referrals' to SEDA blogs are important, as though search engines do direct users to the blog, inclusion in specific educational developers or ED websites (e.g. Sally Brown, St Andrews & Oxford Brookes) is important, as that raises the profile / appears to endorse the blog. We aim to continue supporting blogs over the coming year.

SEDA Specials serve a specific audience – the educational developer – though traditionally this was a designated role within a teaching and learning enhancement unit, increasingly responsibility for enhancing teaching and learning is increasingly devolved from the centre and becoming school or faculty based. This is an increasingly diverse audience, and as budgets become increasingly squeezed, SEDA Papers Committee have recognised the potential contribution SEDA Specials and SEDA Blogs can make to support the development of this group.

Each institutional member receives two copies of newly published SEDA Specials as part of their membership offer. These are hard copy resources that can be used by central educational development units or housed in a library for use across the institution. Therefore they can have a wide reach across the sector.

In 2019 two SEDA Specials were published:

- *Special no. 43: Ten Ways to Investigate Research Supervision Practice, Edited by Geof Hill and Sian Vaughan.* Though much had been written in the scholarly literature about research supervision, the development of PhD supervisory practices was a theme identified by the editors as overlooked. In this Special experienced PhD supervisors shared the methods they use to examine and develop their supervisory practice, as well as providing recommendations on which the reader could draw.

Plans for a related one-day event to celebrate this publication are still under review.

- *Special no. 42 Reflective Practice, Edited by Carole L. Davis and Mary Fitzpatrick.* This Special was commissioned by the Papers Committee to revisit and revise the hugely successful SEDA Special on Reflective Practice by Liz Beaty, dating back to 1997. It provided a review of contemporary practice, as well as providing practical, but theoretically informed, approaches to reflective practice. This Special sought to demonstrate the relevance of reflective practice to the breadth of HE professionals working in the sector and demonstrate how reflective



practice can support professionals of differing levels of experience.

A very successful one day event was held at UWE in October 2019 to 'launch' the following SEDA Special:

- *Special No. 41 Doing a Good Job Well - Being Recognised as an Experienced, Professional Teacher in HE*, edited by Jackie Potter and Rebecca Turner. This was hosted by Helen King, and Rebecca Turner attended. Approximately 20 staff in a range of roles, but interestingly not necessarily educational development, attended from institutions such as Birmingham, Canterbury Christchurch University, Bristol, Wolverhampton and UWE.

A further 4 SEDA Specials are under development, and will be supported by the committee during 2020:

- Evaluating the Student Evaluation of Teaching: Chris Wiley
- Do metrics measure up? The effect of learning and teaching metrics on academic development: Ronnie Bamber
- Transitions into, through and out of Higher Education: W Ashall and Wendy Garnham
- Wellbeing: S Turner & K Kalawsky

We are currently exploring the relationship between Papers and Educational Development Committees – as there is some potential overlap in the work of these committees, and to begin with we feel it would be beneficial for future planning to have greater insights into the working of these two committees. A member of Paper's committee attended the Educational Developments committee in March 2020, and a reciprocal

arrangement has been scheduled for the following Papers committee meeting in May 2020. We recognise this is beyond the scope of a 2019 report, but represents the culmination of on-going discussions across the committee membership during 2019.

*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 administers the mentoring and recognition process for institutions seeking accreditation for professional development programmes against the awards of the SEDA Professional Development Framework (PDF). This committee also develops new awards to meet the professional needs of staff working in the further and higher education sectors where they are called for. The committee meets three times a year: online once and face to face twice

### Aims during 2019

The aims of the PDF committee are 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.
- Continue to monitor quality assurance procedures for accreditations of awards, institutional recognitions, reviews, appeals and terminations.

### Key activities and achievements of 2019

In 2019 the PDF Committee:

- Tightened up training for Accreditors and Mentors in line with the working Policy and Processes;
- Promoted SEDA PDF by maximising promotional activities at SEDA conferences, Educational Developments, Twitter and so on;
- Continued to work in partnership with both UK-based and overseas institutions;
- Continued pursuing the alignment of PDF awards to D1/2 of the UKPSF and progressing this for inclusion on HESA ACTCHQUAL returns;
- Actively pursued international institutional memberships, for example Peking University; Centre for Integration of Learning and Teaching (CILT) Pakistan (' in process); University del Norte (Columbia) (accomplished).

### 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 by supporting all post-school staff who develop learning, teaching and assessment - that is, we develop the developers, and with the PD Framework of awards we provide tools for developers to support the CPD across a range of post compulsory staff. Through encouraging self-reflection and an adherence to the SEDA Values we impact on the quality of

staff delivery to the students' experience and thus on the students' learning experience.

### 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:

#### Liverpool John Moores University

We found the mentoring process to be highly beneficial. John Paul was very helpful in guiding us through the recognition criteria and identifying which areas of our draft submission we needed to enhance for the Accreditation Meeting. John Paul was also helpful in establishing an appropriate time frame for completion of the supporting documents, which was useful in keeping the process on track. As such, we were able to send Roisín the documentation well in advance of the Accreditation Meeting. The accreditation process was a positive experience. Roisín was well versed in the preparation materials and questioned the programme team in detail to ensure the SEDA values and outcomes could be sufficiently demonstrated by participants. In addition, Roisín was very supportive of the team's approach towards encouraging student engagement with the programme and the multi-disciplinary nature of the programme team.

#### Universidad del Norte, Columbia

Vicky and Ruth were fantastic and amenable mentors in this process. There was a clear intention of the mentors to address CEDU queries and provided us with the necessary resources to understand new concepts that were not clear in our context. They played the role

of mentors perfectly. They provided us with assertive guidance and were extremely respectful with CEDU autonomy regarding key decisions. The fact that one of the mentor's spoke Spanish made the process easier and more efficient. The accreditation process has been very enriching. Roisín and Charl are wonderful accreditors. There was an evident interest in understanding CEDU approach and programs with extreme detail. The questions they made before and during the videoconference were interesting; this made us reflect further on our opportunities to keep improving as a centre for educational development. The feedback provided in this document was also useful and tailored to the centre needs.

We would like to highlight the welcoming and respectful environment they created in the videoconference. Considering that English is not our first language, sometimes it was difficult for us to express our ideas. Roisin and Charl were really patient and confirmed their understanding by paraphrasing. They are also a model of the values promoted by SEDA, including "Valuing diversity and promoting inclusivity".

### **Plans for the coming year**

- Promote and fully carry out SEDA's Strategic Plan (2019-2022) and develop a SEDA PDF- focused Marketing Plan in support.
- Continue incorporating further guidance on working with overseas institutions, based on the experience of mentors and accreditors who have been involved in such accreditations.
- Revive with SEC the need to expand College-based HE (CBHE) provision through making the award more widely available to institutions.

- Resume working with SEC to progress accreditations with CBHE institutions in relation to appropriate SEDA awards such as Supporting Learning.
- Step up promotion of SEDA PDF work through SEDA avenues, e.g. conference, Educational Developments, Twitter, Podcast testimonials amongst others.
- Enhance marketing of PDF awards through better communication of their benefits

### **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 Lynette Matthews for her long and dedicated service over many years and wish her well in her new life And an equally sincere 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	2019
<b>PDF recognised institutions</b>	<b>33</b>	<b>30</b>	<b>28</b>	<b>26</b>	<b>29</b>	<b>23</b>
<b>PDF recognised programmes</b>	<b>81</b>	<b>77</b>	<b>67</b>	<b>57</b>	<b>62</b>	<b>53</b>

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

Named award	2014	2015	2016	2017	2018	2019
CBHE College Based Higher Education			6	11		
DL Developing Leaders*		11	7	12	7	1
DLEP Developing Leadership in Educational Practice						
DPP Developing Professional Practice*	26	26	27	34	18	3
DPEP Developing People & Enhancing Practice					11	5
EAPD Enhancing Academic Practice in the Disciplines*	31	40	57	6	6	
EPASS Enhancing Personal & Academic Support for Students						1
ELT Embedding Learning Technologies*	35	23	4	19	22	7
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	379
MC Mentoring & Coaching	10	12	17			20
PAT Personal & Academic Tutoring*				30	11	1
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	74
SL Supporting Learning	295	562	392	566	397	448
SLT Supporting Learning with Technology*	42	36	40	23	5	13
SSG Student Support & Guidance*		6		22		
STEL Supporting Technology-Enhanced Learning				14	39	78

## 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 2019. 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)

IETI is still doing well in a stable solid fashion. The core editorial team of chief editor, two deputy editor; Dr Jan Smith and Prof Lesley Jane Eales Reynolds, and the range of associate editors are dealing with the constant flow while Liz Thomson handles all of the daily business and recently has put out a call for new reviewers.

The very sound impact factor attracts a large number of submissions.

However, the issue of the variation in peer review quality and response still needs addressing both by the sector and ourselves.

Our articles and authors are as ever truly international coming from UK, US, Republic of Ireland, Finland, Sweden, Denmark, Norway, Canada, South 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 (2018 and 2019 reports) . A part special issue from the EARLI special interest group on doctoral education is underway now for late 2020.

Taylor and Francis maintain useful systems of enhanced decision making about levels of copy editing, and access to English language editing. They are happy with the journal and its impact factor rise. We have established good relationships and this will help cement our working relationship and enable faster discussions.

### 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 a decrease in the number of applications received from last year's record year, to 28, but accompanied by a general rise in the

quality of applications. These developments should be seen positively; in terms of getting a good but manageable number of competitive applications, which indicate the standing in which the grants are held, and the growing scholarly and research activity in the profession. One possible reason for both the slight decline in the number of applications and their improved overall quality was the provision, by members of the committee, of an on-line workshop for prospective applicants. We feel this was a useful innovation that is worth repeating because it helped prospective applicants decide whether their ideas fitted the criteria and, if so, then helped them design a good quality application. The committee also provided a session on making a grant application for the November conference and intend to develop written guidance for the SEDA website on developing small grant applications against the criteria. Significant work was involved in reviewing the applications and providing appropriate feedback to all the applicants. Five grants of £1000 each were awarded as follows:

- *Understanding the factors which support the work of faculty and centrally based academic developers in bringing about positive change*, Joanna Bailey & Carole Davis
- *International students who teach A creative approach to supporting them and evaluating this provision*, Jennifer Leigh, Jo Collins & Nicole Brown
- *Workshop to Workplace: The enablers and barriers to implementing learning from educational workshops*, Jordan Napier, Susie Scholfield, Mandy Moffat, Harm Peters and Asta Bryndis
- *The lecture from Hell: an answer to addressing our inaccessibility demons in HE delivery*, Abigail Pearson, Chris Little & Dan Harding
- *Everybody hurts: Sharing feedback experiences through 'intellectual candour' to develop staff and student*



*feedback literacy*, Edd Pitt, Naomi Winstone, Margaret Bearman, Liz Molloy

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. A call was placed for replacement Co-Chairs to take over, but no one as yet has come forward.

Our thanks go to our committee members for their continued support: Nick Bowskill, James Wisdom, Clare Power, Sarah Wilson-Medhurst, Mark Weyers, Nikki Anghileri, Vicky Davies, Chrissi Nerantzi, Penny Sweasey and Lisa Hayes (Executive Committee).

SEC has continued its work in clarifying the courses offer, the membership offer and the Fellowships portfolio offer in

relation to one another, for the purposes of transparency and marketing.

### **Fellowships**

There are now 9 Associate Fellows (AFSEDA), 86 Fellows (FSEDA), and 50 Senior Fellows (SFSEDA) in good standing, and a further 7 candidates are registered for SFSEDA, to note the new cohort was late starting. The number of SFSEDA has risen from 44 which is good news although the number of AFSEDA and FSEDA has fallen (9 down from 13 and 86 down from 93 respectively). 111 of these colleagues participated in the 2018-19 CPD process. 111 reports were submitted and 36 triad discussions took place. The annual CPD event at the November 2019 Conference (a workshop from Clive Young and Nataša Perović on ABC blended learning (re)design) was attended by 19 people.

### **Senior Fellowship**

The SFSEDA cohort approach continues to flourish and develop. It is a more supportive, comprehensive process, systematic and successful approach. The External Examiner report was received and she was happy with the process and information submitted. In general, she supported the decisions. She had suggested in the past that there was too much focus on the ideal application and this has been taken on board. It is a developmental process so a simple pass/fail decision is unlikely. The Fellowship Co-ordinator felt the scheme was in a healthy state at the moment with stable numbers year on year and felt that a cohort of 8 to 10 for SFSEDA is about right for capacity, much bigger would be difficult to manage on current resources and the current model of support.

There have been some recommendations to the SFSEDA pathway which were accepted by the committee including

adding an oral event to the SFSEDA assessment process.

The current Fellowship Co-ordinator and SFSEDA Programme Leader recommended that the roles be split and that the role of SFSEDA Programme Leader be advertised first to minimise disruption to continuity. A role description was developed and will be advertised in 2020 with interviews in March.

It was also recommended that the next FSEDA cohort started in January 2020, however this will be up to the new Fellowship Co-ordinator as Sarah is coming to the end of her term as FC. The committee thanked her for all her efforts over the last 3 years.

## Courses

### Introduction to Education Change

The 4-week Introduction to Education Change Online Workshop did not run in 2019. (Attendees in previous years are: 2018 = 12; 2017 = 10; 2016 = 12; 2015 = 0; 2014 = 6; 2013 = 9, 6; 2012 = 10, 4).

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

The Supporting and Leading Educational Change (SLEC) course, leading to SEDA Fellowship (FSEDA)) ran from Oct 19 to Feb 20 with 11 participants (2018 = 22; 2017 = 29; 2016 = 24; 2015 = 23; 2014 = 16; 2013 = 17; 2012 = 18; 2011 = 18).

Glyndwr University was thanked for their support in providing access to their Moodle VLE to facilitate the on-line courses.

Penny and Ruth have been discussing how to encourage better engagement as some from the 18/19 cohort had only done the bare minimum, which wasn't felt to be commensurate with the SEDA values. For the 18/19 cohort although 22 signed up many did not engage and just submitted at

the end or dropped off entirely. This appeared to be due to overwhelming workloads but is problematic and the idea of SLEC is to become part of a community.

Penny wanted to explore a way of getting input from the community/membership on the SEDA fellowship to be able to adapt it to suit their needs.

A new external has been recruited and the committee thanked Ruth for all her hard work over the past 3 years.

### Associate Fellowship and progression

This is still under discussion as the committee feel that AFSEDA should not necessarily be discouraged but there needs to be some work undertaken as to how to encourage progression to FSEDA. This might be via a similar process to that of SFSEDA as well as through SLEC.

### Supporting Higher Education in College Settings course

This is still in discussion and Lisa is talking to Manchester College about the proposals to see if they will pilot them. Lisa is exploring a free-standing portfolio-based award for those undertaking the course. Lisa now has access to Canvas and is liaising with Jenny to see how the PL toolkit is being set up to see if this would be the best way to run the course.

Lisa recommend a call be placed for a course tutor, paid at a similar rate/model as the SLEC course, with an additional 5 days paid to update/adapt the course materials and transfer them to Canvas. She also recommended that the course was shortened to six weeks, linked to elements of the SEDA associate fellowship and priced competitively.

Co-Chairs, James, Roz and Maurice are currently reviewing the honorarium amounts in conjunction with the course

budgets and to try and ensure they are somehow reflective of the amount of work involved.

### **Webinars**

The webinars held so far will be evaluated to see whether they have been found to be useful and worth pursuing. There have been 15-20 attendees for each webinar. Jaki has done the tech set up, training and facilitating, which isn't too onerous. The administration has been kept pretty simple so far, so it isn't too onerous for the office. It was felt that SEDA could do some joint webinars with organisations that it wished to collaborate with.

It was suggested that one person from the committee takes responsibility for organizing and running the webinars and a call has gone out to members for this role.

### **Externally funded projects**

The following project continued during 2019:

#### **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. The committee noted that the team, in particular Ruth Brown, had worked very hard and to a very high standard to deliver the course. It has been noted that the 3 reports received reflect a really well run, high quality course, which should provide good evidence in any bid for further funding.

The following projects completed during 2019:

#### **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. This project is now complete and has been very successful.

#### **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). This has been a very important project for SEDA. It has done very well and has embedded the SEDA values. The project is now complete.

#### ***New initiatives:***

Following considerable discussion at the Executive and SEC meetings Jenny Lawrence devised a new proposal for a tool-kit rather than a course on programme leadership, including some costings for her time and set up. It was agreed that SEDA will need to move fast on this as programme leadership is a hot issue. Elaine and Roz worked with Maurice to agree some set up costs. Jenny and Mark trialed one element with Hull and following positive feedback this has now been extended to members of SEC.

With technical support from Mark Weyers the tool-kit has been developed, is on Canvas and is now with institutions for testing. It is anticipated that this institutional benefit will be of considerable value to those who use it.

**GDPR:**

The data audit and privacy notice documents were received by the committee in February.

This is an ongoing consideration and committee members need to ensure they do not retain documents containing personal data for longer than is necessary to carry out their work, e.g. marking, mentoring, assessing. Roz was thanked for doing this extensive piece of work.

*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 2019.

<b>Name</b>	<b>Surname</b>	<b>Committee</b>
Nikki	<b>Anghileri</b>	Services and Enterprise
Karen	<b>Arm</b>	Educational Developments
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>Botfield</b>	Educational Developments
Nicholas	<b>Bowkill AFSEDA</b>	Services and Enterprise
Judith	<b>Broadbent FSEDA</b>	Conference and Events
Ruth	<b>Brown</b>	Services and Enterprise
Charles	<b>Buckley</b>	Scholarship, Research and Evaluation (SchREC)
Penny	<b>Burden</b>	Executive
Rachael	<b>Carkett SFSEDA</b>	PDF
		PDF Mentor and Accreditor
Helen	<b>Carmichael</b>	Educational Developments
Jessica	<b>Claridge</b>	PDF
		PDF Mentor and Accreditor
Sandy	<b>Cope</b>	Conference and Events
Catriona	<b>Cunningham</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
		PDF Mentor and Accreditor
		Services and Enterprise
Carole	<b>Davis</b>	Executive
		Educational Developments
Frances	<b>Deepwell SFSEDA</b>	Scholarship, Research and Evaluation (SchREC)
Yassein	<b>El Hakim</b>	Executive
		Papers
Jenny	<b>Eland</b>	PDF
		PDF Mentor and Accreditor
		Executive
Elaine	<b>Fisher FSEDA</b>	Services and Enterprise
		Executive
		PDF

<b>Name</b>	<b>Surname</b>	<b>Committee</b>
		PDF Mentor and Accreditor
Mary	<b>Fitzpatrick SFSEDA</b>	Executive
		Conference and Events
John Paul	<b>Foxe FSEDA</b>	PDF Mentor and Accreditor
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
Marios	<b>Hadjianastasis</b>	Educational Developments
Peter	<b>Hartley</b>	Conference and Events
		Executive
Lisa	<b>Hayes FSEDA</b>	Executive
		Services and Enterprise
Laura	<b>Hills FSEDA</b>	Scholarship, Research and Evaluation (SchREC)
Dawne	<b>Irving-Bell</b>	Conference and Events
Helen	<b>King SFSEDA</b>	Executive
Alice	<b>Lau</b>	Scholarship, Research and Evaluation (SchREC)
Jenny	<b>Lawrence</b>	Papers
		Scholarship, Research and Evaluation (SchREC)
		Executive
Barbara	<b>Lee</b>	PDF Mentor and Accreditor
Jaki	<b>Lilly</b>	Services and Enterprise
		Executive
Giles	<b>Martin FSEDA</b>	PDF
		PDF Mentor and Accreditor
Susan	<b>Mathieson</b>	Educational Developments
Lynnette	<b>Matthews SFSEDA</b>	PDF
		PDF Mentor and Accreditor
Virendra	<b>Mistry</b>	Educational Developments
Chris	<b>Mitchell FSEDA</b>	Papers
Charles	<b>Neame SFSEDA</b>	Educational Developments
Chrissi	<b>Nerantzi FSEDA</b>	Services and Enterprise
Steve	<b>Outram</b>	Educational Developments
Pamela	<b>Parker SFSEDA</b>	Conference and Events
		Executive
Jo	<b>Peat FSEDA</b>	Executive
John	<b>Peters</b>	Executive
		Scholarship, Research and Evaluation (SchREC)
Ruth	<b>Pilkington SFSEDA</b>	PDF
		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)
Ellie	<b>Russell</b>	Educational Developments
Rene	<b>Schegg</b>	PDF



<b>Name</b>	<b>Surname</b>	<b>Committee</b>
Rowena	<b>Senior FSEDA</b>	Scholarship, Research and Evaluation (SchREC)
		Executive
Fiona	<b>Smart</b>	PDF Mentor and Accreditor
Jan	<b>Smith</b>	Papers
Caroline	<b>Stainton</b>	Papers
Penny	<b>Sweasey FSEDA</b>	Services and Enterprise
Claire	<b>Taylor FSEDA</b>	Educational Developments
Maurice	<b>Teasdale</b>	Conference and Events
		Executive
Rebecca	<b>Turner</b>	Papers
		Executive
André	<b>van der Westhuizen</b>	Scholarship, Research and Evaluation (SchREC)
Santanu	<b>Vasant</b>	Educational Developments
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
		Executive
		Papers
		Services and Enterprise
Gina	<b>Wisker SFSEDA</b>	Scholarship, Research and Evaluation (SchREC)
		Executive
Alan	<b>Wright</b>	Educational Developments