



Annual Report

of the

Staff and Educational Development Association

2020

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Introduction

During 2020, SEDA has launched our new five-year strategy plus a revised mission statement that strengthens how we state our commitment to enhancing HE, through educational and professional development, for the benefit of students, staff and the wider public. Our strategic objectives for the coming years reflect our aspirations and will enable SEDA to remain relevant and to increase our positive influence on the higher education community in a continually changing world.

For 2020, we have kept our individual and institutional membership fees the same as in 2019, in an effort to retain membership numbers in these economically challenging times. We have re-invigorated our membership packages in order to offer best value to the sector, and in addition have offered membership deals at various times throughout the year. Wider benefits to our members have included free webinars, differential pricing for individual members and up to 5 staff from institutional members, plus the inclusion of the Programme Leaders Toolkit in the institutional membership package – this being a benefit that can be used by all relevant staff within the institution.

Highlights from the 2020 year have been changes to the way we operate – in particular, producing only digital resources plus charging for our outputs and activities. We have also created synergies between on-line sessions and the latest SEDA Paper publication. Examples of this are highlighted by Roni Bamber's workshops on metrics and managerialism and Wendy Garnham's workshops on

transitions. Offering a series of linked online workshops to accompany our publications is a new successful SEDA approach. These developments were already expressed in our strategic objectives but progress has been accelerated by the urgency to move provision online during the Covid-19 pandemic – see further details below.

The use of Eventbrite for event booking and charging is working well and we will be introducing the opportunity to pay individual membership by Direct Debit for the first time. The success of our new regime of charging tells us that our activities and outputs are valued by our community. We think it also tells us that, going forwards, we need to be confident in ourselves as an organisation and to continue being bold and creative in our offering.

Response to the pandemic

In March 2020, it became clear that universities and the wider education community had to move all their teaching online. SEDA acted quickly to provide leadership and support in this area. From the onset of the COVID – 19 crisis SEDA made a significant contribution by producing an editable Google document in which we collated links to existing practical resources. The document is fully editable and we aim to keep this resource updated. Feedback has been overwhelmingly positive.

We also offered two free webinars on topics related to the pandemic "Looking to the future for educational development" and "Educational development and learning technology: challenges and opportunities". These events attracted 167 and 189 delegates respectively. A further free webinar on Decolonising the

Curriculum attracted almost 300 delegates.

As a result of Covid-19, from March 2020 all face-to-face conferences were postponed. This meant that we were unable to hold our SEDA Spring Conference in April 2020 but put our energy into planning a SEDA Winter Festival which offered a range of presentations and workshops over the week of 14th-18th December. The sessions were presented via Zoom, with contributions from across the UK and from China. Delegates were able to sign up for individual sessions or book the whole week and an average of 40 delegates attended each day. The feedback was excellent, bringing the calendar year to a positive end.

SEDA Executive Committee

It has been business as usual for our Co-Chairs, Executive and our Sub-Committees and we have been as productive and committed to the SEDA values and mission as ever. Professional recognition opportunities, SEDA Fellowships, Research & Scholarship, Publications, Projects have all still been happening, although often happening in different ways and formats. 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. We have continued to have regular meetings during the year although these have all been held online. SEDA engages not only with teaching and learning communities in the UK but also internationally, something which strengthens and broadens our base and reach. In addition, in 2020, SEDA was awarded a new Erasmus + Project as a follow-on to the work with Bratislava. We established a formal partnership with

WonkHE and are also looking at ways to work more closely with HEDG (Heads of Academic Development Group). 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 – which although online, continues to be an excellent opportunity to share practices with our international equivalents.

The ongoing relationship with the Association of Commonwealth Universities, which SEDA values highly, continues to flourish. Our office staff have worked very effectively whilst remote working from home during the year and we brought on board a new administrator as maternity cover for Roz. Over the coming year we will be looking to all Committees to identify efficiencies in the way we operate.

SEDA Communications

The SEDA JISCMail list now has 1923 subscribers (up from 1800 in 2019), with 1453 posts being made during 2020. 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 arising directly from the pandemic and the need for learning, teaching and assessing to be delivered online. SEDA has always prided itself on offering safe spaces where people can develop their thinking and ideas about teaching and learning whilst initiating positive change. The SEDA

JISCMail was a definite lifeline to educational developers in their support for front-line teaching staff to deliver their courses online. 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.

Alongside the JISCMail list the community continues to make more and more use of Twitter. @seda_uk_ now has 5,998 followers (an increase on the 5,799 followers last year). Our LinkedIn page has 453 followers on LinkedIn and is used to promote the full range of SEDA activities.

*Clara Davies SFSEDA & 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.

2020 in Review

Committee Membership

2020 has been a year of significant change for SEDA that has necessitated significant adaptability and innovation to respond to the challenges stemming from the Coronavirus pandemic. This has particularly been the case with regard to

the activities of the Conference and Events Committee. A notable positive over the reporting period has been the stability of committee membership and the commitment of committee members. In response to the need to be more agile and creative in how we engage with the SEDA community, we initiated monthly meetings via Zoom.

Succession planning of the Co-Chairs have been paused to allow continuity of leadership during this difficult period. Rather than the planned staggered transition, Mary Fitzpatrick and Pam Parker will take over from David Walker and Peter Hartley in December 2021 and we will work as a quartet on both short and long-term planning up till then. To further strengthen relationships across the sector, Catriona Cunningham has been co-opted to the Conference Committee as a representative of the Scottish Higher Education Developers (SHED).

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.

Conferences

The established pattern of two residential conferences per annum in 2020 was not possible due to the pandemic. This created planning issues as we had booked venues well in advance to secure the best financial deals. To avoid cancellation costs, SEDA Office negotiated postponements - the planned May 2020 conference was postponed to December 2201; the May 2021 conference to May 2022. A programme of alternative, shorter events was developed and offered online throughout the year to maintain links with, and provide support

to, SEDA members and the wider SEDA community.

SEDA Winter Festival 2020

An online conference, the inaugural SEDA Winter Festival 2020, ran online from the 14th-18th December offering the delegates the opportunity to participate in up to seven sessions. The programme included contributors from across the globe, harnessing the affordances of being an online event.

No of attendees:

- 5 x Day Winter Festival tickets:
 - Day One 51 Total
 - Day Two 56 total
 - Day Three 48 total
 - Day Four 42 total
 - Day Five 47 total

One-day events

The Conference and Events Committee were pleased to be in a position to work with colleagues across SEDA Committees and the SEDA membership to expand our online offering throughout 2020. The following events were organised:

- Decolonising the curriculum: why the concept needs a wider conversation (October 2020)
No. of attendees: 294
- Educational Development and Learning Technology: Challenges and Opportunities (July 2020)
No. of attendees: 189
- Looking to the future for educational developments (May 2020)
No. of attendees: 167

Despite the ongoing uncertainty resulting from the global pandemic, the Committee is aiming to maintain a comprehensive programme of events throughout 2021 online with the intention of reintroducing face-to-face residential conferences at a time when it is safe to do so. The

pandemic has increased experience and confidence in online delivery and provided a means for SEDA to extend its reach therefore it is the intention to maintain a substantive online offering in the future.

Aims/Actions for 2021

The Conference and Events Committee aims to return to the established pattern of two residential conferences per year from 2022 if that is feasible and financially viable in the post-pandemic context. The committee will take steps to evolve the SEDA offer – both face-to-face and virtual - in light of changes in the HE environment and wider national context.

As a result, our priorities for 2021 are:

- Ongoing review of the viability and value of residential conferences, 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.
- introducing recorded/live-streamed elements for residential conferences and shorter face-to-face events
- Enhanced online presence through an extended programme of webinars and other online events (working in collaboration with SEC and SEDA Executive colleagues).
- 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

Established 21 years ago, Educational Developments is SEDA's high-profile quarterly magazine. It is a significant benefit of membership, both for individual members and for institutions, which receive 10 copies to distribute to colleagues. Each issue goes on open access after a year. It publishes articles for the whole profession of educational and academic developers, and also for colleagues for whom educational development work is part of their responsibilities. It is also often SEDA's first point of engagement with teachers enthusiastic about improving their students' learning.

2020 brought significant changes to the magazine. As part of the response to the closure of the SEDA office, it moved online. This brought a major saving in the cost of printing and distribution, and the advantage of being able to use full colour. The design and layout of the PDF has remained the same, to enable readers to print it locally if they preferred. The suspension of SEDA Conferences made it harder to commission articles, and we were greatly helped by the members of

Conferences committee in overcoming this difficulty.

The other change is that we decided to bring out a Covid-19 issue to assist our colleagues in coping with the emergency. This delayed our production process, and as a result, for the first time since we started, we produced three rather than four issues for the year. However, we managed to carry 27 substantive articles, 5 book reviews, regular SEDA News and advertisements for publications and events.

The Covid-19 issue (21.2) was focussed on two topics, and we contacted the SEDA Executive with our commissioning request. We were looking for articles from students on their academic experience of recent weeks, and their thoughts on the benefits and difficulties, and through the good offices of Roisin Curran and Helen King we published five articles from students. We also asked our colleagues: What do you think will be the major long-term changes in learning, teaching and assessment resulting from the current situation? And we published seven articles in response.

In our other two issues we published articles across a range of educational development issues. We offered two on aspects of the PG Cert courses, one on apprenticeships, one on inclusivity workshops and three on the development of our profession. Articles on perceptions of assessment, curriculum design, the importance of expanding writing genres and personal tutoring were accompanied by two pieces on the importance of emotions in learning. Finally, we published two interviews with people who have contributed greatly to our profession, Mike Neary, and Mick and Ruth Healey.

During the year Charles Neame and one of our longest serving colleagues Claire Taylor both stepped down from the committee, and Karen Arm from Southampton Solent, Nick Botfield from Bedfordshire and Susan Mathieson from Northumbria joined us.

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 Papers Committee both commissions work, 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. An issue that is reflected upon continually by the Committee is the changing remit and role of the Educational Developer.

Likewise how a broader range of HE professionals are engaging in educational development work through roles such as Programme Leaders, Programme Developers, Learning Technologists, Associate Deans etc. Therefore we are increasingly mindful of the need for SEDA Specials to 'speak' to this growing community, whilst also bearing in mind the core audience of Educational Developers. Based on this, we feel SEDA Blogs represent an important channel through which to access these groups, and are considering these as a potentially valuable way to promote both SEDA and its publications. SEDA Blogs, are part of the Committee's regular meetings and the Chair, in particular, is using the SEDA JISC mail list as opportunity to identify topics and blog authors on an ongoing basis.

Like many other areas of work SEDA Papers Committee has had to respond, and adapt to, the challenges presented by COVID-19. Usually the distribution of SEDA Specials is based on hard copies sent to either institutional members, or the purchase of individual hard copies. Home working has meant we have had to move to an e-publication format, and it has resurfaced the discussion regarding e-book platforms, which we are once again exploring.

During 2020 the following SEDA Special was published:

- Transitions Into, Through and Out of Higher Education ed. by Wendy Ashall and Wendy Garnham.

A further 5 SEDA Specials are currently under development and are addressing the following topics:

- Wellbeing
- Online Assessment
- Perspectives on L&T leadership

- Outdoor Learning
- Student Evaluation of Teaching

A SEDA Paper was also published:

- Our Days are Numbered: Metrics, Managerialism and Academic Development ed. by Roni Bamber.

We have not used the SEDA Paper format for some time, however, given the significance of this topic and the quality of the work produced it was decided by the Committee to revisit the SEDA Paper format to allow this publication to fulfil its potential.

Based on these SEDA Publications the following events were hosted:

- Transitions into HE 13 October - 21 delegates
- Transitions through HE 3 November - 31 delegates
- Transitions out of HE 1 December – 27 delegates
- Winter Festival; Metrics 15 December – 57 delegates

We have revised the one-day event format traditionally used for the launch of SEDA Specials, and have successfully adapted this as a series of 2 hour workshops, which allow different contributory authors to present their work. Initial feedback on this revised format has proved positive, and we feel it is a more applicable format that potentially allows authors of SEDA Specials to engage with a more diverse audience. Post pandemic this is a change we are likely to maintain.

During 2020 we also published 9 blog posts, which addressed topics including online learning, CPD, the Academic Professional Apprenticeship and plagiarism. Collectively, these have attracted 12,046 views, 7,320 visitors, 30 likes and 14 comments. The biggest

referrer is 'Search engines' (687 views). The most popular post 'designing out plagiarism for online assessment' received 496 views. As outlined above, in 2021 blogs remain a core activity of the Papers Committee.

In 2020 we also advertised a call for new Committee Members as a few established members had moved on. We received 4 applications and successfully recruited Dr Stephen Powell (MMU) and Santanu Vasant (UEL) to the committee. They were selected to complement the varied interests and expertise of the Committee, and have already made a positive contribution to our work.

Aims for 2021

In addition to supporting the SEDA Specials, during the 2021 academic year we are going to focus on the following areas:

- SEDA blogs – developing their profile and encouraging wider dissemination
- Ebook platforms to support access / hosting of SEDA Specials by libraries

Rebecca Turner, Chair Papers Committee

Professional Development Framework (PDF) Committee

The role of the PDF Committee

The SEDA PDF Committee administers 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. In normal times the committee meets three times a year: online once and face to face twice. However, owing to

COVID, all meetings have taken place online in 2020.

Aims during 2020

The terms of reference can be found on our website (<https://www.seda.ac.uk/pdf-committee>). We aim to fulfil these each year. The PDF committee strives to:

- Promote the SEDA-PDF awards ;
- Provide guidance on the award framework, and on individual awards
- Contribute to SEDA publications.
- Provide support for programme leaders and others in developing and reviewing their programmes.
- Undertake ratification of Accreditation, Recognition and Review recommendations.
- Monitor appropriate quality assurance procedures for accreditations of awards, institutional recognitions, reviews, appeals and terminations.

Strategy and Values

The SEDA-PDF committee has reflected on strategic issues and has worked on making the SEDA values more accessible for an international audience:

- Discussion on whether SEDA should remain the professional association for educational developers or whether it should extend its focus for a broad teaching and learning community
- Continuous work on internationalisation and inculturation experiences enriched by experiences from committee members serving as accreditors or mentors in different countries and planning of a respective round-table.
- Rephrasing the SEDA-Values in plain English to make them more accessible for an international community

Erasmus +: Creating a holistic and sustainable educational development

As part of an Erasmus + strategic partnership, SEDA PDF in collaboration with Comenius University in Bratislava has launched holistic plan for educational development at a university relatively new to educational development practice in order to encourage professional formation of university teachers. SEDA-PDF's role is to help with the design of the plan, accredit a new course for faculty members, help with testing of certain elements, facilitate dissemination of the project outcomes at its two conferences and in publications.

Key activities and achievements

Throughout the difficulties of 2020, the PDF Committee continued to

- Train Accreditors and Mentors in line with the working Policy and Processes;
- Promote SEDA PDF at SEDA conferences, Educational Developments, Twitter and on social media;
- Work in partnership with UK and overseas institutions;.

The committee completed the alignment of PDF awards to D1/2 of the UKPSF for inclusion on HESA returns and actively promoted UK and international institutional uptake of PDF awards and institutional membership.

Benefit to the public

The work of the PDF committee focusses on improving Learning, Teaching and Assessment (LTA) in the post compulsory education sector. We promote the inculcation of SEDA values for all staff who are engaged in any form of professional and academic development within post-secondary institutions which, in turn, impacts on the quality of student learning, engagement and experience nationally and internationally. The PDF

awards provide tools for anyone engaged in development to support CPD within their institutions by encouraging adherence to SEDA Values through their programmes and within their work. We impact on the quality of staff delivery of LTA and, thus, in turn on student satisfaction, success and learning. Participants continue to appreciate and praise the work of the mentors and recognisers in the PDF processes

Aims for 2021

- Promote and carry out SEDA's Strategic Plan (2019-2024)
- Promote and develop a SEDA PDF-focused Marketing Plan in support of the Strategic Plan
- Work more inclusively with both national and international members, taking on board lessons learned from mentors and accreditors who have been involved in such reviews and accreditations.
- Develop strategies for the inclusion of development activities for part-time staff and associate lecturers within institutional and programme accreditations and reviews
- Work with SEC to expand college based higher education (CBHE) participation in the award scheme
- Promote SEDA PDF awards through all SEDA promotion channels

Along with the members of the Committee, we would like to thank all the Accreditors, Mentors Named Award Coordinators who contributed to the PDF committee this year.

Committee members (some with Named Award responsibilities and all of whom are trained mentors and accreditors):

- Rachael Carkett Vice-Chair (December 2017)
- Jessica Claridge

- Roisín Curran Co-Chair (December 2017)
- Vicky Davies Vice-Chair (August 2018)
- Jenny Eland
- Elaine Fisher
- Charl Fregona Co-Chair (August 2018)
- Giles Martin
- René Schegg.

A special thank you to Ruth Pilkington her brilliant contributions and dedicated work on the committee over many years. Ruth has had an enormous impact on the work of the committee in so many ways it would need a magnum opus to describe it all. We thank her particularly for her outstanding work in promoting SEDA as a relevant and inclusive association with a major role to play at every level in the higher education and college-based sectors. We are going to miss you immensely, Ruth.

Others trained in mentoring, accreditation and/or as a Named Award Co-Ordinator:

- John Paul Foxe
- Carole Anderson

A sincere thank you to Louise Loughlin, for keeping us all on track and online.

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	2020
PDF recognised institutions	33	30	28	26	29	23	19
PDF recognised programmes	81	77	67	57	62	53	41

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

Named award	2014	2015	2016	2017	2018	2019	2020
CBHE College Based Higher Education			6	11			5
DL Developing Leaders*		11	7	12	7	1	1
DLEP Developing Leadership in Educational Practice							6
DPP Developing Professional Practice*	26	26	27	34	18	3	1
DPEP Developing People & Enhancing Practice					11	5	14
EAPD Enhancing Academic Practice in the Disciplines*	31	40	57	6	6		6
EPASS Enhancing Personal & Academic Support for Students						1	3
ELT Embedding Learning Technologies*	35	23	4	19	22	7	2
ERP Enhancing Research Practice	12	6	21	18	10		1
LDAP Leading & Developing Academic Practice	10	4	11				14
LETEL Leading & Embedding Technology-Enhanced Learning							2
LP Leading Programmes		8	14	6	6		2
LTA Learning Teaching & Assessing	255	333	261	324	373	379	2
MC Mentoring & Coaching	10	12	17			20	1
PAT Personal & Academic Tutoring*				30	11	1	3
PDF-FSEDA	13	11	17	17	20		35
RCHE Responding to Change in HE		10					7
SED Staff & Educational Development*	14	13	13	15			1
SPR Supervising Postgraduate Research	27	95	14	99	76	74	1
SL Supporting Learning	295	562	392	566	397	448	6
SLT Supporting Learning with Technology*	42	36	40	23	5	13	4
SSG Student Support & Guidance*		6		22			
STEL Supporting Technology-Enhanced Learning				14	39	78	

SL Supporting Learning							40
SLT Supporting Learning with Technology*							8
SSG Student Support & Guidance*							5
STEL Supporting Technology-Enhanced Learning							3
XLT Exploring Learning Technologies*							3

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 2020, twice remotely due to the Covid pandemic. 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)

Since the last report we have had our annual meeting with all the editorial team and broader IETI international community, and with Taylor and Francis.

We are still working on inviting a board member from China since we have a very well established readership and submission rate there and this could encourage good work. Katrina Hulme Cross discussed the falling Impact Factor (IF) with us.

Year	Journal Impact IF
2019-2020	0.993
2018-2019	1.171
2017-2018	1.106

As reported in the October report, the impact factor fell mid 2018-mid which is disturbing and with help from T and F we have begun to speculate why this has happened and what to do to return it to a better state. (The impact factor is calculated on citations across two editions i.e. two years' worth and so is always out of date and things might have improved (or not)). One decision was expanding and offering some development to reviewers, so that we can be more focused in advice, and rigorous in acceptances. Another was careful consideration and most probably turning down the majority of the very random offers of largely computing oriented 'special issues' which we receive regularly from colleague who usually haven't themselves contributed to the journal. If accepted, this leads to a great deal of work and very few appropriate articles. However, it would be really good if SEDA exec colleagues considered offering a special which is really focused on our directions, interests and current developments. I see there is a newly developing SEDA 'special' on remote teaching and learning and perhaps a IETI issue from the community on the same topic (embedding and developing the emergency practice?) could enable that conversation to continue?

We had some of those rather random offers right at the start of the pandemic, on learning and teaching developments but turned them down as very ill developed - no titles, or very computing-oriented titles. Something from the central SEDA community to continue showcasing development of and support for good innovative practice in remote/online/etc would be really welcomed. We have a really energetic uptake for the upcoming special on remote online supervision and examining, and educational development support for that, edited by Swapna Kumar

(Uni Florida) and me which will form a special later this year and spill over into another issue. Several articles already being reviewed. This has brought in articles from the US (new connections) and internationally. I recently developed some online sessions for the EARLI SIG (European association for research learning and Instruction special interest group) which will produce one quite creative article combining research and practice (on remote supervision and educational development for the special) from @ 10 European and Scandinavian colleagues which will also increase and enhance readership (and so citations).

Katrina established a focused training programme for reviewers which many of our reviewers attended (Liz submitted 50 new reviewer names to it) and found very useful. There were also two webinars for editors considering such issues as quality and poor ethical practice and I attended those. Bland also attended some of the webinars. I have been approached by others considering review for us from South Africa and New Zealand and we have been actively seeking other international reviewers. Reviewers are essential to enable development and quality, and also spread the word about the journal.

As ever Liz has been keeping us all focused and in touch and enabling the issues to be of good quality, edited and submitted on time and the editorial team have been busy sharing the discussions on directions, and managing the throughput of reviews and acceptance or rejections, and this broad team and the broader team of reviewers are helping enhance overall quality, relevance and reach (which should feed into the impact factor).

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. An innovation this year was the introduction of an online information session for aspiring applicants, which was also recorded for those unable to attend. The committee had noticed that, in recent years, some applications appeared quite speculative and not focussed on evaluation. As such the session was intended to make applicants aware of the purpose of the Grants and the criteria used. Perhaps for this reason, the number of applications fell to 24, from 44 the previous year.

Five grants of £1000 each were awarded as follows:

- *Do metrics measure up? The effect of L&T metrics on academic development*, Roni Bamber
- *Education Focused Academic Careers in Research Intensive Universities*, Shelley Parr, Anita Laidlaw, Stephanie Bull & Alison Cooper
- *Longitudinal Evaluation of SLEC: The Impact of Gaining FSEDA on individual participants*, Penny Sweasey, Celia Popovic, John Paul Foxe, Elaine Fisher, Ruth Pilkington & Sarah Wilson-Medhurst
- *Developing academics as coaches: Preparing the future-ready graduate*, Keisha Valdez & Dianne Thurab-Nkhosi
- *Developing and evaluating a dialogic pedagogy to support critical thinking*, Hilary Wason, Marion Heron

Covid-19 caused a number of delays to on-going projects from 2019 and new projects starting in 2020. In some cases, this necessitated a slight change in focus or data collection methods. However, all projects are now on track.

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, during Roz's maternity leave, to Louise Loughlin, who picked up the baton admirably and dealt very effectively with issues caused by the pandemic.

Laura Hills, Interim 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.

Elaine Fisher and Jaki Lilly continue to act as Co-Chairs but a request to the Committee for replacements resulted in

Vicky Davies agreeing to take over as Co-Chair with Elaine from June 2021.

Our thanks go to our committee members for their continued support and to Lisa Hayes (Executive Committee) as she has stepped down.

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 8 Associate Fellows (AFSEDA), 76 Fellows (FSEDA), and 41 Senior Fellows (SFSEDA) in good standing, and a further 9 candidates are registered for SFSEDA. To note, no cohort ran in 2020. The numbers of AFSEDA, FSEDA and SFSEDA have reduced across the board, which is disappointing.

87 of these colleagues participated in the 2019/20 CPD process. 87 reports were submitted and 29 triad discussions took place.

Senior Fellowship (SFSEDA)

The Fellowship Co-ordinator and SFSEDA Programme Leader roles have now been split and following interviews in March a new SFSEDA Programme Leader, Kath Botham, was appointed.

The current Fellowship Co-ordinator remained in post and an advert went out for her replacement in December with interviews scheduled for March 2021.

There was no SFSEDA cohort in 2020. It was delayed following the decision to split the roles and the SFSEDA Programme Leader's start. Currently there are 8 people registered. It was noted that care needs to be taken so that there are not too

many registrations so as not to put too much pressure on our mentor pool. Preparations are moving forward for the start of the 2021 cohort. The first session will be 1st March, with three face to face [online] sessions through to the end of April and a submission of individual claims by 20th August.

The Fellowship Co-ordinator continued to support those on the individual route.

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 20 to Feb 21 with 12 participants (2019 = 11; 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.

2019-20 cohort

12 registered on the course with one a deferral from 2018. There are a couple of universities who have sent cohorts of participants and it will be interesting to explore how this works in practice. We welcomed Marita Grimwood as the new External Examiner and 12 portfolios were submitted to her with everyone passing. In her report Marita commented that communication was good, and the

process was made clear. The process this time included a high level of flexibility offered to participants in recognition of Covid19. In that context, she wanted to thank the team for the flexibility she was also accorded.

All those who completed the programme passed, except for one who has been awarded a pass conditional on provision of further supporting evidence. In addition, two who had failed to complete the course as part of the previous cohort had dropped out. A further participant from the previous cohort, who did engage, has been granted extra time due to specific circumstances. Characteristically for those working in Educational Development, participants had come from a range of academic and professional backgrounds. Some were relatively new to the field.

There were points to consider including disappointment that participants did not engage more forensically in interrogating their practice. There was much more engagement with the 'what' rather than the 'why' and the 'how' and the 'so what'. We formally thanked Ruth Pilkington for her period as an external examiner. The course leader will include feedback from participants in her SEDA funded research small grant.

Academic misconduct:

The academic misconduct policy has now been renamed academic integrity which went to the Executive Committee on 3rd November and was approved. To note that all course participants should be made aware of it via handbooks.

AFSEDA and progression

This is still under consideration and following some discussion around concerns of reduction in Fellowship numbers it has been decided to form a

small sub group to discuss Fellowships and how to promote and increase their numbers.

FE in HE course

Although all the work has now been done on these courses it has been decided to put this on hold for the time being due to the financial constraints on FE.

CRA Personal Tutoring & Academic Advising & Supporting Student Employability & Enterprise:

In terms of the Personal Tutoring course it was decided that this is being covered by UKAT so there would be little to gain by competing in this field.

With regards to Employability it was felt that this area should be explored further.

Webinars

The webinars which were held last year were successful. In response to the pandemic the SEDA Executive has been hosting a successful series of 'occasional' webinars. With this in mind it was decided to leave offering webinars from SEC until the membership discussions have been concluded.

Externally funded projects

All programme/project leads have been invited to sit on SEC

PEBL - Partnership for Enhanced and Blended Learning

During 2020 Ruth and David began developing DBL3 – the last iteration of the course. Ruth and David are now acting as Emeritus Mentors.

DBL2 was postponed for 2 months to allow staff in institutions to deal with C19 related issues which had a range of impact upon the universities involved.

DBL2 exam board was held on 4th November - 24 STEL (1 claim not submitted), 5 DPEP.

The work of these externally funded projects are often hidden within SEDA, SEDA need to publicize these. There will be space on the new website for RB to look at writing a blogpost. The committee commended Ruth on all the work she has put into this project which has been such a success.

Erasmus+ 2020 Project Bratislava 2

This is a follow on project from earlier project. SEDA is a partner with Lund, Tartu, Comenius. The idea is again the development of a PGTA academic developer. More formalized structure for early career researcher/academics. SEDA set to get around 40-42000 Euros over 3 years. The last project was a success and did a lot for Educational Development in that part of Europe.

New initiatives

Programme Leaders Toolkit

Following development of the toolkit and testing with institutions it has been successfully launched. This will be offered to institutions as an institutional benefit and although it has had a slow take up it is anticipated that further promotion will increase its use. Thanks go to Jenny Lawrence and Mark Weyers.

Membership

There have been discussions in relation to membership and the membership offer led by the Executive. This was discussed in SEC and it was agreed that SEDA needs to improve the membership proposition and highlight membership benefits. Elaine will be involved in a T&F group with other members of Exec to look at various

membership scenarios and how we can best target new members.

GDPR

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. Elaine Fisher and Jaki Lilly , Co-Chairs of the Services and Enterprise Committee

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 2020.

Name	Surname	Committee
Karen	Aitchison	PDF Recogniser and Mentor Group
Nikki	Anghileri	Services and Enterprise
Karen	Arm	Educational Developments
Amy	Barlow	Educational Developments
David	Baume SFSEDA	Conference and Events
		Executive
Fran	Beaton	Conference and Events
Angela	Benzies	PDF Recogniser and Mentor Group
John	Bostock SFSEDA	Educational Developments
		Executive
Nicholas	Botfield	Educational Developments
Kath	Botham SFSEDA	Services and Enterprise
Nicholas	Bowskill	Services and Enterprise
Judith	Broadbent FSEDA	Conference and Events
Ruth	Brown	Services and Enterprise
Charles	Buckley	Scholarship, Research and Evaluation (SchREC)
		Executive
Rachael	Carkett SFSEDA	PDF
		PDF Recogniser and Mentor Group
Jessica	Claridge	PDF
		PDF Recogniser and Mentor Group
Ali	Cooper	PDF Recogniser and Mentor Group
Sandy	Cope	Conference and Events
Catriona	Cunningham	Conference and Events
Roisin	Curran	PDF Recogniser and Mentor Group
		PDF
		Executive
Rachel	Curzon	PDF
Nigel	Dandy	Conference and Events
		Executive
Clara	Davies SFSEDA	Executive
Vicky		PDF
		PDF Recogniser and Mentor Group
		Services and Enterprise
Carole	Davis	Executive
Frances	Deepwell SFSEDA	Scholarship, Research and Evaluation (SchREC)
		PDF Recogniser and Mentor Group
Diana	Eastcott	PDF Recogniser and Mentor Group
Jenny	Eland	PDF
		PDF Recogniser and Mentor Group
Elaine	Fisher FSEDA	Services and Enterprise
		PDF Recogniser and Mentor Group
		Executive
		PDF
Mary	Fitzpatrick SFSEDA	Conference and Events

Charl	Fregona	PDF
		PDF Recogniser and Mentor Group
		Executive
Wendy	Garnham FSEDA	Papers
Peter	Gossman SFSEDA	Educational Developments
Isobel	Gowers FSEDA	Papers
Marios	Hadjianastasis	Educational Developments
Peter	Hartley	Conference and Events
		Executive
Laura	Hills FSEDA	Scholarship, Research and Evaluation (SchREC)
Dawne	Irving-Bell	Conference and Events
Helen	King SFSEDA	Executive
Alice	Lau	Scholarship, Research and Evaluation (SchREC)
Jenny	Lawrence AFSEDA	Papers
		Scholarship, Research and Evaluation (SchREC)
		Executive
Barbara	Lee	PDF Recogniser and Mentor Group
Jaki	Lilly	Services and Enterprise
		Executive
Giles	Martin	PDF
Susan	Mathieson	Educational Developments
Lynnette	Matthews SFSEDA	PDF Recogniser and Mentor Group
Carol	Maynard	PDF Recogniser and Mentor Group
Virendra	Mistry	Educational Developments
Chris	Mitchell FSEDA	Papers
Alan	Mortiboys	PDF Recogniser and Mentor Group
Chrissi	Nerantzi SFSEDA	Services and Enterprise
Steve	Outram	Educational Developments
Pamela	Parker SFSEDA	Conference and Events
		Executive
Jo	Peat FSEDA	Executive
John	Peters	Executive
		Scholarship, Research and Evaluation (SchREC)
Ruth	Pilkington SFSEDA	PDF Recogniser and Mentor Group
Celia	Popovic SFSEDA	PDF Recogniser and Mentor Group
Clare	Power FSEDA	Services and Enterprise
		Executive
Susannah	Quinsee SFSEDA	Scholarship, Research and Evaluation (SchREC)
Rene	Schegg	PDF
Rowena	Senior FSEDA	Scholarship, Research and Evaluation (SchREC)
		Executive
Jan	Smith	Papers
Penny	Sweasey SFSEDA	Services and Enterprise
Maurice	Teasdale	Conference and Events
		Executive
Rebecca	Turner	Papers
		Executive
André	van der Westhuizen	Scholarship, Research and Evaluation (SchREC)
Santanu	Vasant	Educational Developments

David	Walker	Conference and Events
		Executive
Mark	Weyers	Services and Enterprise
Ruth	Whitfield SFSEDA	Conference and Events
Sarah	Wilson-Medhurst	Conference and Events
		Services and Enterprise
Jennie	Winter	Scholarship, Research and Evaluation (SchREC)
James	Wisdom	Educational Developments
		Executive
		Papers
		Services and Enterprise
Gina	Wisker SFSEDA	Scholarship, Research and Evaluation (SchREC)
		Executive
Alan	Wright	Educational Developments