



Annual Report

of the

Staff and Educational Development Association

2021

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Introduction

Where 2020 was a time of rapid change in response to the Covid-19 pandemic, 2021 has provided the opportunity to begin to reflect on this and on the evolution of practice that has taken place. The online experience has become the norm for teaching, meetings and events which has resulted in a shift in the opportunities available for dissemination and sharing practice. SEDA has responded to this providing supportive online spaces and platforms to enable educational developers to learn from each other and share practice. This has included a total of 13 events and 22 blogposts, as well as the stimulating correspondence via the JISCMail list and electronic publication of IETI, Educational Developments and a SEDA Special on Wellbeing in Higher Education. The ways in which SEDA operates its own committees has also transformed to enable us to be more efficient, effective and responsive. We have over 70 different individuals engaged in our committees which brings a richness and variety of expertise and skills. The facility to meet online has also opened up opportunities for international colleagues to participate more fully.

Our support of research and development has continued through the provision of five £1000 grants (selected from 33 proposals) and partnership in a number of international projects: *Designing holistic and sustainable educational development to improve student learning* (Erasmus+ funded), *PEBL - Partnership for Enhanced and Blended Learning* (supported by FCDO's SPHEIR programme) and *Partnership for Enhanced and Blended Learning in West Africa (PEBL WA;*

supported by the Australian government's Department of Foreign Affairs and Trade).

Membership

We maintained our fees at the 2019 level and took active steps to retain and increase our membership. To do this we introduced stronger profile-raising activities, engaged directly with institutions who had unpaid fees, and offered membership to non-member institutions at a special rate for the rest of 2021 and the whole of 2022. This led to an increase in institutional membership from 78 in 2020 to 92; institutional associate membership from 45 to 53; and individual membership from 211 to 233.

We were also keen to better understand our members' preferences in terms of activities and what they valued in SEDA. To this end we ran a survey which attracted 47 responses including 29 individual, 12 institutional and 6 both. It was clear that our menu of activities and services continued to be valued with mention by the respondents of our publications, events, professional recognition (SEDA Fellowships), and the general SEDA JISCMail list. A particularly strong emphasis was placed on the importance of SEDA as a supportive and collegial community providing a source of evidence-based and scholarly information, ideas, opportunities to share practice and professional development.

It was noted that educational development is now an activity that takes place across a range of roles in higher education institutions, however it might not be named as such – supporting and leading educational change is perhaps a broader term that might be recognised by these colleagues. Suggestions for new SEDA provision to support these roles included short, digestible, practical content and

accompanying collaborative sessions (which we have picked up through our blog and webinars), training provision or accreditation for student representatives, and formal mentoring or coaching schemes for newer Heads of Educational Development or academic developers. These latter two led to discussions this year on refreshed and new activities to be launched in 2022, including the SEDA Fellowship Scheme and a Student Partnership Award. Both are being developed in response to the continuously changing nature of the sector and the broadening of educational development roles across institutions.

SEDA Executive Committee

Our Co-Chairs, Executive and Sub-Committees have continued to be productive and committed to the SEDA values and mission. Events, SEDA Fellowships, Research & Scholarship, Publications and Projects have all still been happening and developing. 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 and introduced shorter action-focused meetings in addition to our formal agendas.

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. We are partners on three international projects and network internationally through our membership of the International Consortium of Educational Developers (ICED). We also maintain active links with a range of higher education-related organisations in the UK including WonkHE and JISC.

SEDA Communications

This year we established a fixed-term group to explore how we might better raise our profile and advertise our services. The group noted that SEDA tended to rely on its existing membership and connections to have knowledge of its activities, and that we could do more active promotion of the association. To this end we endeavoured to send more regular Tweets connected to our blogposts, events, publications, and PDF activities; we introduced regular SEDA members' updates, and a more strongly branded email template for sharing information via the JISCMail list. This has resulted in an increase in the number of blogpost views and meeting our targets for online event registration (including paid-for webinars). We will continue to maintain this level of presence in social media and use it as a platform for maintaining and raising our profile within the higher education sector.

The SEDA blog has been reinvigorated this year and, from September, we aimed to publish at least once per fortnight. The blog continues to be popular with both potential authors and viewers. The number of visitors to the blog has increased from 7320 in 2020 to 8591 this year. More than 100 views came from each of the UK, USA, Ireland, Netherlands, Finland, Australia, Philippines, Austria, Canada, France, and South Africa, with a further 31 countries each viewing at least 10 times. As well as posting contributions from SEDA members on a range of themes, we also ensured connections were made across our activities through the 'Season of SEDA Specials'.

The SEDA JISCMail list now has 2036 subscribers (up from 1923 in 2020), with 1305 posts being made during 2021. 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 continuing to relate to learning and teaching issues arising directly from the pandemic and an increasing recognition for supporting inclusivity. 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. JISCMail continues to be a supportive community that offers a lifeline to educational developers in their support for front-line teaching staff.

Alongside the JISCMail list the community continues to make more and more use of Twitter. @seda_uk_ now has 6, 241 followers (an increase on the 5,998 followers last year). Our LinkedIn page has 658 followers on LinkedIn (up from 453) and is used to promote the full range of SEDA activities.

Profs Carole Davis and Helen King, 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 through 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.

2021 in Review

General issues

The work of Conference Committee across 2021 was dominated by problems caused by the continued impact of the pandemic. Our main foci were:

- Reviewing and revising events into online formats
- Ensuring that online events received the necessary administrative and technical support
- Identifying sector trends which may determine the most effective formats/structures for future events
- Reviewing financial constraints which will affect future planning
- Identifying proposals and alternative strategies on event organisation for consideration by SEDA Executive.

Committee membership

On a positive note, as in previous years, we have been fortunate to benefit from the stability of committee membership and the commitment of committee members. In response to the continued need to be more agile and creative in how we engage with the SEDA community, we have continued monthly committee meetings via Teams/Zoom, augmented by short weekly catch-ups involving the Co-Chairs.

There was a change in Co-Chairs as Mary Fitzpatrick took over from David Walker as Co-Chair in July and Pam Parker took over as Co-Chair from Peter Hartley in December 2021. Mary and Pam and the whole Committee thank them for their exemplary work in keeping the Conference and Events committee going during the start and first year of this pandemic and appreciate the continued advice and support of both experienced Co-Chairs in the conference and events programme and plans.

To continue to develop relationships across the sector, Catriona Cunningham has become a member of the Committee as a representative of Scottish Higher Education Developers (SHED).

We thank members (past and present) for the enormous contribution they have made to SEDA and to the success of our events over the last 12 months.

Conferences

The established pattern of two residential conferences per annum in 2021 was not possible due to the pandemic. This continued to create planning issues as the SEDA Office had booked venues well before the pandemic to achieve the best financial deal. This meant that postponements were negotiated through SEDA Office.

The continuing pandemic led to the planned December 2021 conference being changed to an online event. The cancellation with the venue created a financial penalty. The May 2021 conference venue was moved 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 Summer Conference June 2021

This two-day online conference focused on *Brighter Future - Opportunities for Educational Change* with 106 bookings across the two days.

There were two keynotes, with one comprising of student papers, and 21 papers and workshops across the two days.

Discussion with ACU colleagues before the event confirmed that additional technical support was required to offer the event in the planned style/format. Committee members identified an independent consultant with the necessary skillset, Matthew Phillpott, who provided a seamless experience and who received excellent feedback for his preparation and support for the event. As a result, he was also commissioned to support the Winter Event.

SEDA/SHED Winter Event 2021

The planned in-person SEDA/SHED conference was changed to an online event and this ran in December across two days with 51 bookings. The programme comprised two keynote events (both panels) and then eight sessions.

One-day events

The Conference and Events Committee were supported by colleagues across SEDA Committees who provided sessions which expanded our online offering throughout 2021. Some of these are included elsewhere in the report.

Reflections on the programme of events

While the programme of events maintained high quality and received positive feedback, overall participant numbers were disappointing. Several factors contributed to this, including:

- The proliferation of online events targeted at HE staff:
Many of these have been very high-quality, offering both synchronous and asynchronous participation through recorded video streams.
- Financial constraints:
Many (if not most) of the online events in competition with SEDA offerings were offered free or at very low-cost. This coincided with serious cuts in the

professional development budgets for many colleagues engaged in educational development.

- Uneven publicity for our events: There were some difficulties in updating the SEDA website with event information which may have confused prospective delegates.

Despite the continued uncertainty resulting from the global pandemic and now the recovery, the Committee is aiming to maintain a comprehensive online programme of events throughout 2022 and is planning to reintroduce face-to-face residential conferences at a time when it is safe to do so.

The pandemic has increased our experience and confidence in online delivery. This provides a means for SEDA to extend its reach and we intend to maintain a substantive online offering in the future.

Aims/Actions for 2022

The Conference and Events Committee will review the traditional pattern of two residential conferences per year from 2022 and propose a revised structure (e.g. perhaps one residential and one online to enable a greater international presence).

The Committee will continue to 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, Committee priorities for 2022 are to:

- review 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.

- introduce recorded/live-streamed elements for both residential conferences and shorter face-to-face events.
- enhance SEDA's online presence through an extended programme of webinars and other online events (working in collaboration with SEC and SEDA Executive colleagues).
- review the processes and timescales for publicising events (e.g. how information is fed into the website) and make recommendations to SEDA Exec.
- review provision for early-career staff and educational developers and the many 'first time attendees' at residential conferences with a view to establishing their long-term relationships with SEDA.
- review the format and timing of the Educational Development of the Year award, enhancing the guidance for applicants and exploring opportunities for delegates to participate in the judging process.
- expand our collaborations with other HE agencies (e.g. AdvanceHE, SHED, ALDinHE and ALT).
- review 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.

Pam Parker SFSEDA and Mary Fitzpatrick SFSEDA, Co-Chairs, Conference and Events Committee

Educational Developments Magazine

Educational Developments is SEDA's

quarterly magazine, highly valued by SEDA members. It carries 3000-word articles of topical interest, often written in a lively, more journalistic form than the traditional academic paper. In step with the professionalising of the work of educational and academic developers, its articles have become more scholarly in the 22 years of its existence. Our “target” readers range from full-time educational developers in units, through people with educational development responsibilities as part of their portfolio, to those who are interested in matters such as learning, teaching, assessment, course design and the wider process of educational reform.

Individual SEDA members benefit by receiving the right to download each issue; institutional members have rights to 10 downloads; non-members can purchase single or multiple copies, as one-time purchases or by subscription. After a year, the issues go on SEDA’s open access pages of the web site. During 2021 we negotiated an agreement with EBSCO to make every article since issue 21.1 (March 2020) and into the future, available through their discovery service. We hope this will make our authors’ work more accessible around the world.

This year we published four issues with 31 articles and five book reviews, with SEDA news and information about SEDA publications and events. As in 2020, the pandemic overshadowed our work. We published 10 very varied articles loosely related to the rapid changes required to maintain good teaching and learning, from which two themes emerged. Firstly, that issues and their possible solutions which had been developing long before the pandemic were accelerated by the crisis. Secondly, whether the innovations and changes which had been implemented were temporary fixes or likely to become established new (or improved) practice.

We published an article that combined these themes into the challenge of choice – status quo, evolution or transformation. Other articles discussed the relationship between the crisis and the marketisation of the sector, the impact on relationships between staff and on concepts of collegiality, the danger of losing advances in accessibility and inclusivity, new forms of groupwork, new arrangements for fair assessment, new forms of teaching observation and dialogue, shifting a practical course on-line, and coping with invisible on-line students. Colleagues from the University of the Highlands and Islands shared their long experience of distributed and networked education, and students and staff from the University of Worcester contributed clear advice on how to get the best from the new conditions.

There were other important themes in the volume. Six articles contributed to the development of our profession – a new framework for institutional reward, recognition and career development, a discussion of leadership in educational development activity, research into effective approaches to developing awareness of disability, considerations of copyright and open access in academic work, the value of partnerships with students, and what can be learnt about significant contributions to student engagement from an analysis of a bibliography.

The processes of programme and curriculum design are at the core of long-lasting and deep-seated improvements in student learning and we published six articles on this theme. Two described practical processes for organising major reforms, two showed how course design could support important aspects of student experience, such as well-being and authentic engagement, and two discussed

how course teams could move towards high quality blended and on-line learning.

As the professional development of academic teachers and everyone involved in student learning is such a major part of an educational developer's work, we always publish on aspects of this. Of the eight articles this year, one was an opinion piece which reviewed the effectiveness of the UK's professional standards framework and another was how the ubiquitous PG Certificate could be replaced by a whole-institution development model, using taught and experience pathways. We offered articles on the effectiveness of CPD workshops, using a combined message and process approach to improve the experience of the PG Cert, and involving students in the development of reading lists that acknowledge diversity. An Australian contributor sent us an article on protocols for observing the learning activity of very large classes, and in contrast we had a piece on how coaching skills could be deployed as an element in dissertation supervision. Finally, two colleagues who worked with international students drew educational developers' attention to the difference between a judicial and an educational approach to handling cases of academic misconduct.

Educational Developments is SEDA's magazine. The Editorial Committee plans each issue by commissioning and receiving articles of topical interest, reviewing them, preparing them for publication, and handing them over for professional proof-reading, design and production. Each issue is published as a PDF. The Committee is always interested in any proposal or submission, so please consider contributing. This year Amy Barlow (University of Portsmouth) stepped down from the Committee and we would like to record our thanks for her work on

the publication.

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 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 Special are supported by the Committee, with a named 'agent' to support the peer review, feedback and editing process.

Throughout, SEDA Papers Committee has sought to remain responsive to the challenging circumstances in which the whole of SEDA is operating, both internally and externally. This has involved embracing the potential of online events and blog posts to both raise the profile of SEDA, as well as provide accessible and relevant development opportunities for the SEDA community.

It is noted that sales of SEDA publications have gradually declined over the years; however, 'sales' figures are not reflective of the full audience of SEDA Specials. Each new SEDA Specials is distributed to all institutional members and is also distributed to participants as part of the fee paid to online events linked to SEDA Specials. Therefore, sales figures do not represent the extent to which SEDA Specials are distributed across the sector. Current work to develop an e-book format / publication through Routledge is anticipated to benefit the profile and sales of SEDA Specials going forward.

Aims for 2021

We did not formally revisit the aims of the Committee in 2021; we focused on our core business of developing and publishing SEDA Specials. However, the committee was heavily steered by SEDA Executive, responding promptly to the steers around income generation / profile raising, self-organisation and admin. This shaped the focus and activities SEDA Papers undertook during this calendar year. We have kept in mind SEDA's main objective – the advancement of education for the benefit of the public.

Key Areas of Work for 2021

1. Published one SEDA Special: SEDA Special 45: Wellbeing in Higher Education, Eds Katryna Kalawsky & Sarah Turner; we ran three highly successful online workshops on the themes explored in this special which attracted 75 fee-paying participants.
2. SEDA Special 46 (Student Evaluation of Teaching) was finalised, ready for publication in 2022.
3. Developed a call for a SEDA Special on Online Practice Course to capitalise on the learning that had taken place during the pandemic; seven

expressions of interest were received, and Tab Betts was selected to edit the SEDA Special.

4. Revised the pricing of SEDA Specials to bring these in line with related paid for publications from across the sector. It was felt the original price of £14 undervalued the work editors / authors contributed to SEDA Specials and the importance of these publications. From 2021 all SEDA Specials are priced at £20.
5. Moved over to an online only / digital format for **all** SEDA Specials. For those *already published* discussions took place with the web-provider to develop an instant download of the PDF following receipt of payment. This follows on from the moves made in lockdown to the online distribution of SEDA Specials, and also the reduced capacity in the office to support the distribution of SEDA Specials.
6. Explored and formalised an agreement with Routledge for future SEDA Specials to be produced as e-books through Routledge's 'Focus' series, which was selected after a careful review of publishing options. Focus is primarily an e-book publication of 25,000-50,000 words; SEDA Papers Committee will use the proposal form to undertake the initial review / feedback to ensure proposed publications align with SEDA values, prior to undergoing review by Routledge. It is anticipated the new format will raise the profile of SEDA as it can potentially open up new markets (e.g. libraries / international audiences) that do not traditionally engage with SEDA through existing routes. Three SEDA publications are being progressed through this new route. The Committee would like to acknowledge the significant work James Wisdom and Stephen Powell

have undertaken in support of this move.

7. Organised the 'Season of SEDA Specials' which ran from September to December 2021; we used this to place a spotlight on recent SEDA Specials. Through this we relaunched the SEDA Blog and scheduled two online workshops. We featured six recent SEDA Specials and planned two online workshops linked to SEDA Special 41 (Doing a Good Job Well) and SEDA Special 42 (Reflective Practice). Attendees received a free copy of the related SEDA Special as part of their fee; in total 26 participants attended the workshop connected to SEDA Special 41, which were well received and positively evaluated. The workshop linked to SEDA Special 42 was postponed until January 2022.
8. Relaunched the SEDA Blog (with the support of Helen King). Since September 2021 weekly posts have been made to the SEDA Blog on a diverse range of topics and formats. On average each blog is attracting around 600 views. We are now attracting a growing number of unsolicited blog contributions and hope that as the blog gains momentum it will become self-sustaining.
9. Review of the SEDA publication archive and back catalogue with a view to streamlining physical storage and ensuring future accessibility of the digital archive. In 2022 we plan to explore options for online hosting / access of this digital archive.

Plans for 2022

1. Engage in the SEDA Governance review – increasingly we feel the work of the Papers Committee has extended into the remit of other

Committees and welcome this review to both streamline and focus our work.

2. Continue to develop and support the SEDA Focus Series.
3. Maintain and further develop the SEDA Blog; currently we are exploring ways to both recognise and raise the profile of the SEDA Blog, and inviting 'guest editors' in to produce a series of themed blog posts.
4. Reflect on the successful series of online events connected to SEDA Specials and build on this format for future Focus publications.
5. Horizon scan for future topics / areas of interest that could develop into future SEDA Specials.
6. Consider 'sales' of SEDA publications and how opportunities for these can be opened up through the accessibility of instant downloads (via SEDA) and the Routledge e-book format.

Rebecca Turner, Co-Chair, Papers Committee

Professional Development Framework (PDF) Committee

SEDA Values and Outcomes

The SEDA PDF Committee continued to engage with different national and international universities on educational values and outcomes in higher education through its accreditation work. This dialogue has become more and more important as higher education fragments and tries to understand its role and the purpose of learning. The Committee has emphasised a discourse to reflect on how to embed its values and outcomes in an international setting, especially emphasising inclusivity and diversity, as during accreditations the Committee has been challenged by (cultural) views on separated and segregated forms of education. This dialogue has resulted in

an openness to different interpretations of the values, but SEDA remains committed to its values. The following recommendations were proposed:

- We will talk with anybody about PDF.
- The SEDA values will be made prominent, alongside the outcomes and processes, from the start of the conversation and throughout.
- SEDA will stress that the values (and outcomes) are not negotiable. However, we are happy to discuss local interpretations of them.
- In considering a proposal, we shall focus on plans and actions more than on words.
- We shall judge according to our mission, by asking, each time:
 - Would this implementation of SEDA-PDF improve education in the particular setting?
- We shall make explicit, in relation to explicit although possibly sometimes emergent criteria, the reasons why we made the judgement we did.
- We shall continue to publish an evolving account of our criteria, for clarity and as part of a continuing conversation with the global higher education sector.

Furthermore, it is envisaged to promote the outcomes of intercultural discussion in future publications.

New Badges

The PDF Committee has realised that each holder of SEDA accredited programme is an ambassador for SEDA. For this reason, the committee has created different badges that can be used for email signatures and other purposes. The badges' names are based on the named awards of the holders.

Fellowship Accreditation

The FSEDA and SFSEDA schemes have been in existence for a number of years and have attracted participants from across the higher education sector both in the UK and overseas. SEDA has undertaken a review of the schemes to establish their fitness for purpose through, *inter alia*, an annual survey of current participants and also in light of different ways of working the Covid-19 pandemic has established, that has led to an adaptation of the programmes. The location of the programme within the institutional context of SEDA provides and assures a continuous discussion on further developments of the fellowship programmes.

A future desire to encourage educational development departments or centres to regard FSEDA as a standard to aim for with suitable staff was mentioned as a long-term goal.

René Schegg and Giles Martin, Co-Chairs, PDF Committee

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;
- contribute to a financially viable membership offer.

Co-chairs:

Jaki Lilly (until June 2021) then replaced by Vicky Davies.

Elaine Fisher (until October 2021) then replaced by Clare Power.

Our thanks go to all our committee members for their continued support, in particular Kath Botham and Penny Sweasey who stood down from the committee in October 2021.

Key Activities and Achievements

SEDA Membership

Type	2020	2021
Institutional	76 (+2 special offers)	83 (+9 special offers*)
Institutional Associate	45	53
Partner Institution	1	1
Individual	202 (+9 special offers*)	233

* Note on membership special offer July 2021

- SEDA offered membership to non-member institutions at a special rate for the rest of 2021 and the whole of 2022.
- During this time, 9 new institutional members joined (Aberystwyth, Cardiff Met, Durham, Plymouth Marjon, University Centre Leeds, Cambridge, Hertfordshire, Northampton, St Andrews).

SEDA Fellowships

	2020	2021
Associate Fellowship Holders	8	25
Fellowship Holders	76	75
Senior Fellowship Holders	41	43
Senior Fellowship Registrants	9 (no cohort ran in 2020)	7

93 of these colleagues participated in the 2021 CPD process. 93 reports were submitted and 27 triad discussions took place.

The SLEC course (leading to FSEDA) did not run in 2021 due to discussions regarding the format of both FSEDA and SFSEDA provision. The SFSEDA offering ran and a total of seven new colleagues successfully gained SFSEDA.

FSEDA and SFSEDA provision were both due to be reaccredited by SEDA-PDF in November 2021, however the current accreditation was extended for 12 months in agreement with the PDF Committee in order that the provision be reviewed in the light of the following:

- appropriateness of the format of the offering
- resourcing of the courses/provision
- the need to appoint new FSEDA and SFSEDA Programme Leads, as well as the CPD Coordinator, allowed for a review of the current job description
- Financial viability being reviewed

A working group comprising members of both SEC and Exec were engaged in the

review of the above: in November Clara Davies (Vice-Chair Exec), together with the SEC Co-Chairs finalised the following:

- format of the FSEDA/SFSEDA offerings both of which will now adopt the cohort approach previously followed by SFSEDA;
- revision of the job descriptions of the FSEDA/SFSEDA Scheme Leads and the CPD Coordinator role;
- advertising of, interviewing and recruitment of colleagues to the above posts in accordance with SEDA procedures
- preparation of the PDF accreditation documentation, with a view to achieving this in early 2022. We successfully appointed to the above roles in December 2021: the appointment of two overseas SEDA colleagues to the fellowship lead roles responds to the increased participation in the schemes from colleagues worldwide. The new CPD Coordinator is based at a private HE provider, and this speaks to the diverse range of institutions that SEDA now engages with.
- Re-accreditation of the SEDA Fellowship provision was successfully achieved in February 2022.

Future Plans

- Following ongoing evaluation of the above fellowship offerings, SEC is planning to review the current requirements for Associate FSEDA.
- SEDA has been approached by Oxford Brookes University to consider alignment of a new Postgraduate Certificate for academic developers against FSEDA. Early discussions have taken place (led by Clare Saunders Vice-Chair Exec) and will continue in 2022.

Projects

The following project continued in 2021:

Designing holistic and sustainable educational development to improve student learning

SEDA is a partner in this Erasmus+ funded project (2020-2022) led by the University of Economics in Bratislava, which is aimed at designing a holistic plan for educational development at a university relatively new to educational development practice in order to encourage professional formation of university teachers. SEDA's role will help with the design of the plan, accredit a new course for faculty members (gained in 2021), help with testing of certain elements, facilitate dissemination of the project outcomes at its two conferences and in publications.

The following project completed in 2021:

PEBL - Partnership for Enhanced and Blended Learning

SEDA was a partner in this ACU-led project designed to address the critical academic staff shortages many east African universities are currently facing. It enabled universities to share scarce teaching resources through quality assured, credit-bearing degree courses, delivered through blended learning. The project was supported by DfID's SPHEIR programme.

The following project commenced in 2021:

Partnership for Enhanced and Blended Learning in west Africa (PEBL WA)

SEDA is a partner in this ACU-led two-year capacity building project. It will support 12 partner universities in Ghana and Nigeria to build capacity through training and the development of quality assured, credit-bearing blended courses.

It is foreseen that one round of module development will run over the two-year project period, resulting in the development of 12 blended modules. In addition, it is expected that over 1,200 academics and over 5,000 students will benefit from the project through training, tools and frameworks. The project is supported by the Australian government's Department of Foreign Affairs and Trade.

*Vicky Davies SFSEDA & Clare Power
SFSEDA
Services and Enterprise Committee Co-
Chairs*

SEDA wishes to thank the following people, all of whom served on a SEDA Committee during 2021.

Name	Surname	Committee
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
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 and Research
Penny	Burden	Executive
Rachael	Carkett SFSEDA	Professional Development Framework
Jessica	Claridge	Professional Development Framework
Silvia	Colaiacomo SFSEDA	Professional Development Framework
Sandy	Cope	Conference and Events
Catriona	Cunningham	Conference and Events
Roisin	Curran	Professional Development Framework Executive
Rachel	Curzon	Professional Development Framework
Nigel	Dandy	Conference and Events Executive
Clara	Davies SFSEDA	Executive
Vicky	Davies	Professional Development Framework Executive Services and Enterprise
Carole	Davis SFSEDA	Executive
Frances	Deepwell SFSEDA	Scholarship and Research
Jenny	Eland	Professional Development Framework
Elaine	Fisher FSEDA	Services and Enterprise Professional Development Framework
Mary	Fitzpatrick SFSEDA	Executive Conference and Events
Charlotte	Fregona	Professional Development Framework Executive
Wendy	Garnham FSEDA	Papers
Peter	Gossmann	Educational Developments
Isobel	Gowers FSEDA	Papers
Marios	Hadjianastasis	Educational Developments
Peter	Hartley	Conference and Events Executive
Laura	Hills FSEDA	Scholarship and Research
Dawne	Irving-Bell	Conference and Events

Helen	King SFSEDA	Executive
Alice	Lau	Scholarship and Research
Jenny	Lawrence AFSEDA	Papers Scholarship and Research Executive
Jaki	Lilly	Services and Enterprise Executive
Gemma	Mansi	Executive
Giles	Martin	Professional Development Framework Executive
Susan	Mathieson	Educational Developments
Virendra	Mistry	Educational Developments
Chris	Mitchell FSEDA	Papers
Chrissi	Nerantzi	Services and Enterprise
Steve	Outram	Educational Developments
Pamela	Parker SFSEDA	Conference and Events Executive
Jo	Peat FSEDA	Executive
John	Peters	Executive Scholarship and Research
Ruth	Pilkington SFSEDA	Professional Development Framework
Gabriela	Pleschova	Professional Development Framework
Stephen	Powell	Papers
Clare	Power SFSEDA	Services and Enterprise Executive
Susannah	Quinsee SFSEDA	Scholarship and Research
Clare	Saunders	Executive
René	Schegg	Professional Development Framework
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Rowena	Senior FSEDA	Scholarship and Research Executive
Jan	Smith	Papers
Penny	Sweasey	Services and Enterprise
Maurice	Teasdale	Conference and Events Executive
Rebecca	Turner	Papers Executive
André	van der Westhuizen	Scholarship and Research
Santanu	Vasant	Educational Developments Papers
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 and Research
James	Wisdom	Educational Developments Executive Papers Services and Enterprise

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