



A SHORT  
**HISTORY** *of* **SEDA**

AN  
UNDERSTANDING  
OF  
how people learn

**SCHOLARSHIP**  
**PROFESSIONALISM**  
& **ETHICAL PRACTICE**

*Working in and developing learning communities*

**Continuing reflection on  
professional practice**

*Continuing reflection on  
professional practice*

Working effectively  
with **DIVERSITY** and  
promoting inclusivity

**DEVELOPING PEOPLE** AND **PROCESSES**

# A Short History of SEDA

The big issues for educational developers in 1993 had been around for some time, and some still are today. How can we teach better? How can students learn better? How do we innovate and modernise? How do we offer a decent higher education to all our citizens, at all stages of their lives? And could teaching in HE remain an activity which required neither training nor qualification?

On May 19th 1993 SEDA was formed from a merger between the Standing Conference on Educational Development (SCED) and the Staff Development Group of the Society for Research into Higher Education SRHE (SDG). Soon SEDA Scotland, Flexible Learning in Higher Education and the Association of Educational and Training Technology (which became the Learning Technology Group) linked with it. Also in 1993 SEDA was one of the founding associations of the International Consortium for Educational Development; its International Journal of Academic Development was launched in 1996.

Many elements of the merger are still recognisable today – a programme of conferences and one day events, a range of publications, the Teacher Accreditation scheme for the training and certification of HE teachers, grants to sponsor research, membership subscriptions and benefits, a Newsletter, and an administration (then provided by Jill Brookes in Birmingham).

By 1994 the Chair, David Baume, was describing SEDA as “the professional organisation for staff and educational development in the UK”. One of SEDA’s major contributions to higher education has been to create and sustain this new profession.

Frequently, SEDA’s members testify to the informal benefit of joining a community of like-minded people, while an early formal step was the establishment of SEDA Fellowships – a scheme through which SEDA members could develop and be accredited for their knowledge, skills and values as educational and staff developers, with a commitment to annual reviews of professional development.

SEDA was an early beneficiary of the abolition, in 1992, of the “binary divide” – as SCED was strong in the Polytechnics and SRHE was born within the universities, SEDA’s mission was clearly the improvement of student learning in higher education, wherever the students were studying. This openness enabled SEDA to respond to the transformation of the Colleges of HE and the teaching of HE courses within the FE colleges, as well as growing an important international dimension. In 2001 SEDA employed a development officer to research and extend its work into HE in FE.

The Dearing Enquiry was a turning point. In 1996 Liz Beaty and David Baume gave evidence on SEDA’s Teacher Accreditation scheme. It’s success was music to Dearing’s ears. By 1997 SEDA was working with the Booth Committee on establishing what became the national model. UK HE now leads the world in the training and

qualification of its teachers because SEDA created and drove the process.

It was ironic that the Institute for Learning and Teaching in HE (ILTHe) – which SEDA had worked to create – should have triggered an existential crisis in the Association. A high proportion of those who attended SCED’s and SEDA’s conferences and workshops, and who wrote and bought the publications, were enthusiastic lecturers looking for new and better teaching methods. Whereas SEDA has always been a financially independent membership association, agencies like the ILTHE and the Learning and Teaching Subject Network now had public funding and a mission to serve the needs of these mainstream lecturers.

While SEDA relished the growth of interest in teaching and learning, in 1999 it resolved to focus its work on developing the professional body of educational developers, the leaders of the professional qualification courses, and the much larger number of colleagues whose academic and professional work included educational development activity. This stance led eventually to the SEDA line: “Supporting and Leading Educational Change”.

The Funding Councils were directing investment into educational change and enhancement. Programmes such as the Teaching Quality Enhancement Fund and the Fund for the Development of Teaching and Learning were increasing the level of activity. The programme for Teaching and Learning Strategies repositioned many of SEDA’s members into roles as designers and implementers of policy and strategy for their institutions.

SEDA has adapted the Teacher Accreditation scheme to create a wide range of awards for the professional development of all the staff who con-

tribute to the improvement of students’ learning. This service has grown into the “Professional Development Framework”, and has been deployed by SEDA’s members throughout the sector.

As SEDA became a professional association it developed its role as an advocate for educational development and engaged in consultations and lobbying, in relation to responses to White Papers, national strategic plans such as the Centres of Excellence, the Select Committee enquiry into “Students and Universities”, the role of pedagogic research in the Research Assessment Exercise and giving direct advice to agencies and ministers. Perhaps SEDA’s most significant contribution was to contribute its experience to the creation of the Professional Standards Framework, now serving, and being owned by, the whole HE sector.

There is still much to do. The pedagogy of higher education needs deeper and more systematic research and evaluation. Teachers and those who support learning are looking for professional development throughout their working lives. Our inherited models of higher education are clumsy and expensive, and students deserve better. In particular assessment and course design need radical reform. Citizens around the world aspire to enjoy higher education. SEDA’s mission remains: to support and lead educational change.

*SEDA Chairs, Vice Chairs and Co-Chairs have been David Baume, Arnold Goldman, Sally Brown, Carole Baume, Liz Beaty, Randal Macdonald, Hazel Fullerton, Barry Jackson, Kristine Mason O’Connor, James Wisdom, Shân Wareing, Liz Shrivess, Lawrie Phipps, Caroline Stainton, Julie Hall, Mike Laycock, Stephen Bostock and Pam Parker.*

## Training and accrediting HE teachers

SCED created the scheme for the accreditation of the UK's HE teachers, and SEDA developed it. It was based on objectives which teachers should be able to demonstrate, and six values which should underpin their work. Registered institutions are supported to design their programme, their institution validates it, SEDA recognises it and successful participants receive a SEDA Certificate. By the end of 2012 over 6,285 teachers had been accredited and programmes had been recognised in Australia, New Zealand, Singapore and Sri Lanka. The two awards today are called Learning, Teaching and Assessing (for full teachers) and Supporting Learning (for people with some teaching responsibilities) and they fully conform with the UK's Professional Standards Framework.

In 1997 SEDA and the Association of University Teachers set up the Booth Committee to create a national teacher accreditation framework. This was adopted by the ILTHE and many institutions moved their programmes across.

*The Committee Chairs and Coordinators who led this work for SEDA between 1994 and 2001 were Liz Beaty, David Baume, Jessica Claridge, Chris Rust, Liz Shrives and Tony Brand.*

## The Framework for Professional Development in Higher Education

The Teacher Accreditation process for creating awards was quickly taken up by a group for support staff (to use the phrase of the time). The "Professional Development in HE" award was launched in 1996. It met one of SEDA's guiding principles - the focus on student learning – by acknowledging that in every institution there are many staff whose work strongly influences the quality of that learning but who are not directly employed as lecturers.

PDHE was the first of many new awards to support programmes for the development of all HE staff at various stages of their careers. In 2000 the expanding

range was conceptualised as a "Framework for Professional Development in Higher Education" (SEDA-PDF).

There are now 16 awards (beyond the two teaching awards) covering topics such as External Examining, Embedding Learning Technologies, Mentoring and Coaching, Enhancing Research Practice and Student Support and Guidance. By the end of 2012 1,670 certificates had been awarded.

*The Committee Chairs and Coordinators who have led this work for SEDA have been Pat King, Jeanette Collins, Chris Rust, Liz Shrives, David Baume, Tony Brand, Ruth Pilkington, Stephen Bostock, Lynnette Matthews and Jenny Eland.*

## Fellowships

SEDA's unique Fellowship scheme has been at the centre of its commitment to develop the profession. Launched in 1994, it enables members to develop and demonstrate their competence in educational development at different stages of their careers. It is now a three stage scheme – for Associate Fellowship, Fellowship and Senior Fellowship.

External examiners have assured its standards (John Cowan at first, then Carole Baume, Lorraine Stefani and Sally Brown), and many candidates have used a mentoring process to develop their application. A process for supporting continuing professional development has been added. 66 members have been awarded FSEDA, and 33 SFSEDA.

Candidates and Fellowship holders have been supported with Handbooks, meetings, group work, CPD reviews, Newsletters, mentors and Masterclasses, and – from 2001 – the SEDA Summer School.

The main route to Fellowship is through the 12-week, online and mentored Supporting and Leading Educational Change course. Participants on the route to Associate Fellowship can start with a four week on-line workshop for early career academic developers. These courses were originally developed in 2006-7.

*The Fellowships awards are now integrated into SEDA's Professional Development Framework. The Committee Chairs and Coordinators who have led this work for SEDA are Carole Baume, Andrew Castley, Rhona Sharpe, Helen King, Peter Kahn, Clare Pickles, Stephen Bostock and Shân Wareing.*

## Conferences

SEDA Conferences and one-day events are members' main opportunities to build friendships, actively network, and strengthen themselves in their institutional roles.

The pattern of annual spring and autumn residential conferences with a number of one-day events was inherited from SCED. The spring conference reaches out to new communities and partnerships, while the autumn conference is focused on the professional development of SEDA's members.

Every author of a SEDA Paper or Special offers a one-day event on publication, and one-day events on topical issues (e.g. Response to Dearing, Preparing for the Centres of Excellence) have always been in great demand. An addition in recent years has been SEDA's Writing Workshops.

With up to 8 events for around 30 participants and 2 conferences with c.150 attendees each year, in its 20 years SEDA may have offered 9000 occasions for individual learning, development, networking and friendship.

*The Committee Chairs and Coordinators who have led this work for SEDA have been Joyce Barlow, Su White, Kristine Mason O'Connor, Rakesh Bhanot, John Peters, Julie Hall, Celia Popovic, Pam Parker, Fiona Campbell and Claire Taylor.*

# Publications

SEDA inherited 65 publications in SCED's Papers series. In 1997 SEDA launched its "Specials" format – 50 page, 20,000 word publications with a direct and practical application. By 2012 SEDA had published 124 Papers and 32 Specials. About 35 are in print at any time and a CD service provides out-of-print publications.

In 1994 SEDA agreed with Kogan Page (now Routledge) to publish "The SEDA Series" for staff and educational developers – there are 24 books currently available in the series.

Also in 1994 the merger with the Association of Educational and Training Technology brought "Innovations in Education and Training International", which became SEDA's refereed scholarly journal. In 1999 IETI (renamed from "Training" to "Teaching" and published by Taylor and Francis) was included in the Social Science Citation Index, confirming its status as a research periodical.

SCED had launched The New Academic – "The Magazine of Teaching and Learning" - in 1991 for academics interested in thinking about and improving their teaching, their students' learning and the processes of course design and assessment. SEDA also inherited a Newsletter from SCED. As part of SEDA's repositioning after the formation of the ILTHE, The New Academic was incorporated in 2000 with the Newsletter into Educational Developments, SEDA's new quarterly magazine of scholarly, refereed articles for the educational developer and those with developmental responsibilities.

*The Committee Chairs, Editors and Coordinators who have led this work for SEDA have been Sally Brown, David Jaques, Elizabeth Mapstone, Ivan Moore, James Wisdom, Ranald Macdonald, Gina Wisker, Phil Barker, Peter Knight, Chris O'Hagan, Neil Thew, Philip Frame, Mark Schofield, Caroline Stainton and Jac Potter.*

# Seda's Research and Scholarship

Central to SEDA's mission has been the surprisingly contentious position that the pedagogy of HE and the support and leadership of educational change can and should be both scholarly and researched. The merger with the Staff Development Group of SRHE brought a programme of annual research grants to support publication and since 2002 a committee has managed SEDA's interests

in research, evaluation and scholarship, through the grants programme, events, the sponsorship of a reading group which meets at Conference, and the supervision of SEDA's refereed journal, IETI. SEDA has awarded at least 83 grants since its formation.

*The Committee Chairs who have led this work for SEDA have been Ranald Macdonald, Frances Deepwell and Nancy Turner.*

# SEDA's organisation

SCED had decided to support its volunteers' enthusiasm with Jill Brookes' administration, which enabled SCED and then SEDA to grow and develop. The finances were tight, but slowly SEDA's treasurers began to report modest surpluses. With c100 institutional and c150 individual members, SEDA today has a turnover of around £340,000 p.a. and holds reserves for six months of operations. Much of SEDA's business is now handled by a Services and Enterprise committee.

In 1999 SEDA became a company limited by guarantee, and in 2001 it was registered by the Charity Commission. In 2004, when Jill closed her business, SEDA engaged the services of Roz Grimmitt and her team at the ACU.

Through nomination to the Roll of Honour, SEDA has recognised 22 of its members for their exceptional contribution to the work of SEDA, or to staff and educational development generally. Between 2001 and 2006, SEDA met regularly with an Advisory Board drawn from the wider HE sector.

SEDA has always worked through partnerships with other associations – through shared conferences, joint working groups, memoranda of cooperation etc. In the 1990s its strategy was

to build its own and support others' networks and regional groups. In recent years this partnership has been expressed through joint projects with agencies such as the Joint Information Systems Committee and the Higher Education Academy.

The burden of SEDA's work is carried by the Co-Chairs, the executive and the committees. In its 20 years the shape and number of these committees has shifted around, but there are rarely fewer than eight. Some are large (executive and PDF may have over twenty members) while the smallest might have perhaps eight. In any one year SEDA is run by the efforts of between 80 and 100 volunteers, with editorial boards and referees as well. Working with and for SEDA has been, and will continue to be, one of the most powerful forms of development for the people who make up the educational development community.

*SEDA's Treasurers and Deputy Treasurers have been Caroline Armstrong James, Eric Macfarlane, Simon Ball and Maurice Teasdale. James Wisdom is the Company Secretary. The Services and Enterprise committee has been chaired by Tony Brand and Shân Wareing.*

This history has been prepared by James Wisdom, John Lea and Pam Parker. Further detail can be found on the web site [www.seda.ac.uk/about](http://www.seda.ac.uk/about)

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# The last 20 years

- 1992 Conservative Government elected (Major)  
Further and Higher Education Act – ends binary line  
Teaching and Learning Technology Programme (ends 2001)  
Choosing To Change – David Robertson (HE Quality Council) – Credit schemes
- 1994 Teaching Quality Assessment introduced (HE Funding Council For England)
- 1995 Electronic Libraries Programme  
Fund for the Development of Teaching and Learning (ends 2009)
- 1996 Tomlinson Report: Inclusive Learning  
Enterprise in Higher Education ends.
- 1997 New Labour Government elected (Blair; Brown 2007)  
HEQC Graduate standards report  
National Committee of Inquiry into Higher Education – The Dearing Report  
Quality Assurance Agency for Higher Education formed
- 1998 Teaching and Higher Education Act – tuition fees  
Widening Participation funding from HEFCE
- 1999 The Institute of Learning and Teaching in HE (White Paper) Learning to Succeed: framework for post-16 learning.  
Computers in Teaching Initiative ends  
The Teaching Quality Enhancement Fund (ends 2005)  
Learning and Teaching Strategies
- 2000 National Teaching Fellowship Scheme  
HE in FE – Development fund for teaching and learning
- 2001 Higher Education Staff Development Agency formed  
Compulsory FE teaching qualifications using FENTO standards  
Rewarding and Developing Staff in HE programme  
UK E-university set up (ends 2004)  
Foundation Degrees launched
- 2002 Roberts Report – postgraduate training  
Scottish Quality Framework – Enhancement-Led Institutional Review
- 2003 HEFCE forms working party for UK Professional Standards
- 2004 Higher Education Act – top up fees  
The Higher Education Academy set up  
Universities Scotland Learning & Teaching Committee expands into Scottish Higher Educational Development  
Leadership Foundation set up  
Equipping our Teachers for the Future (White Paper) – sets up Institute for Learning for FE  
The Tomlinson Report: 14-19 Reform rejected, A levels preserved.  
Teaching Quality Information web site established
- 2005 The National Student Survey introduced  
Centres for Excellence in Teaching and Learning funded (ends 2010)  
Lifelong Learning Networks set up
- 2006 Leitch Report – emphasis on skills in F&HE  
The UK Professional Standards Framework launched
- 2007 New Regulatory Framework for FE teaching qualifications  
Beyond the Honours Degree Classification – The Burgess Group Report
- 2008 The Research Excellence Framework replaces the RAE
- 2009 Aimhigher scheme introduced
- 2010 Coalition elected (Cameron/Clegg)  
Browne Review published
- 2011 (White Paper) Students at the Heart of the System  
UK Professional Standards Framework revised
- 2012 Lingfield reports – backtracking on FE teaching qualifications  
Key Information Sets (KIS) introduced