

# The SEDA Teacher Accreditation Scheme

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The beginning of SEDA's work

Small scale induction activities for new teachers – perhaps one or two days of skills training

Should we design a universal course?

Should we make a list of everything a teacher does, describe these actions in terms of standards, then teach them and assess them, and award a qualification?

Workshop activity:

On your own, please make a note of the 8 most important things a university teacher should be able to do by the end of their first year of work

Time – Five minutes

Stage 2:

Arrange into groups of 4 people

Compare ideas and create a list of 8 on which you agree

Prepare one person to report the ideas to the whole room

Time: Fifteen minutes

Workshop activity:

Reassemble into your groups of 4

Please make a list of the 6 most important principles or values which should motivate good teaching

Prepare one person to report them to the whole room

Time: Fifteen minutes

## SEDA's first list of 8 Outcomes:

Designed a teaching programme or scheme of work from a course outline, document or syllabus

Used a wide and appropriate range of teaching and learning methods effectively and efficiently in order to work with large groups, small groups and one-to-one

Provided support to students on academic and pastoral issues in a way which is acceptable to a wide range of students

Used a wide and appropriate range of assessment techniques to support student learning and to record achievement

Evaluated their own work with a range of self, peer and student monitoring and evaluation techniques

Performed effectively their teaching support and academic administrative tasks

Developed personal and professional strategies appropriate to the constraints and opportunities of their institutional setting

Reflected on their own personal and professional practice and development, assessed their future development needs, and made a plan for their continuing professional development.



## SEDA's original 6 Values:

An understanding of how students learn

A concern for students' development

A commitment to scholarship

A commitment to work with and learn from colleagues

The practising of equal opportunities

Continuing reflection on professional practice

SEDA's Accreditation:

Scheme started in 1990.

Educational Development Services in universities then designed courses to achieve these Outcomes and Values

Many were one-year Postgraduate Certificate courses, validated at 60 credits by their university (one-third of a Master's Degree)

Many were “work-based learning” – using the participant’s activity in their job within the course

Many were a combination of generic – taught by the staff of the Educational Development Service – and subject specific, supervised by a departmental mentor.

Many were assessed by portfolios of evidence.

By 1997 we had accredited 48 institutions

Spreading beyond teachers to include anyone who supports students' learning

Learning Technologists

External Examiners

Mentors

Student Support and Guidance

Research Supervisors

Leadership of Programme Teams

Professional Development for Educational  
Developers

18 Awards

Today's scheme – focussed on professional development

Core development outcomes:

1. Identify their own professional development goals, directions or priorities
2. Plan for their initial and / or continuing professional development
3. Undertake appropriate development activities
4. Review their development and their practice, and the relations between them.

# Specialist Outcomes

(Example – Learning, Teaching and Assessment Award)

1. Use a variety of methods for evaluating their teaching roles
2. Inform their professional role with relevant strategy, policy and quality considerations
3. Extend their use of learning, teaching and assessment approaches
4. Contribute to the processes of module or programme design, implementation and evaluation
5. Provide support to students on academic or pastoral issues.

## SEDA's Values today:

1. An understanding of how people learn
2. Scholarship, professionalism and ethical practice
3. Working in and developing learning communities
4. Working effectively with diversity and promoting inclusivity
5. Continuing reflection on professional practice
6. Developing people and processes

# The UK's Professional Standards Framework

This Framework is in three parts:

Areas of Activity (what a teacher does)

Core Knowledge (what a teacher knows)

Professional Values (commitments)

Similar to (derived from) SEDA's



# The UK Professional Standards Framework

These three Dimensions are then described at four levels, typically

- 1 Postgrads who teach
- 2 Main teachers
- 3 Leaders in teaching
- 4 Senior managers with strategic commitments to teaching

See [www.heacademy.ac.uk](http://www.heacademy.ac.uk)