Appendix B: Case Studies (fictional)

These descriptions are designed to give some indicators of the variety of profiles and experiences that would be eligible to apply for different categories of ULTRA. Everyone’s experience is unique however. Attendance at the ULTRA Introduction and Guidance workshop, and discussion with your ULTRA mentor and/or ED Dev colleagues can also help to identify which is the most suitable category for you to apply for.

Example 1. D completed her PhD and post doc at Liverpool during which time she undertook GTA training and additional workshops to support her teaching. She took up a three year post in another university where a teaching qualification was not a requirement. She then returned to take up her current (grade 8) post at Liverpool. She is a successful researcher with high hopes of making senior lecturer soon. She was not required to take CPS as part of probation but did take some relevant workshops. On arrival back in Liverpool, D developed two new undergraduate modules to complement those already offered on a successful programme, and to allow her to bring her own research expertise to teaching in the department. D enjoys teaching and has developed a particular interest in the issue of induction of new students. She has been asked to take on the role of first year tutor next year. Apply for Fellow

Example 2. Y is employed on a teaching and scholarship pathway with several years of experience. He has a PGCert in Learning and Teaching in Higher Education is enrolled on the PG Dip/Masters programme. He teaches on several modules at different levels and has designed some for which he is module leader. He has been given the lead role in organising the department’s induction programme for new students and also sits on the School Committee for Student Experience. He is interested in the concept of the ‘flipped classroom’, and after attending a workshop on this topic, he made changes to one of his modules to address issues that had arisen from teaching large classes. Recently he supported one of his colleagues to make changes to her module, with a similar class size. He has contributed to several CPD workshops, particularly around his interests of designing online assessments and developing students’ presentation skills. He is very keen to carry out research and publish in the field of pedagogical research, and has already presented his work at two internal Learning and Teaching conferences. Apply for Senior Fellow

Example 3. C has worked in the English Language Centre for six years. He holds qualifications in English Language Teaching, and has experience of teaching international students in FE and HE. He has extensive experience of coordinating a large pre-sessional course, as well as working in teacher training and teacher development. Currently, C’s main responsibility is to oversee all aspects of the delivery of two of the English Language Centre’s English Courses. This has involved building the capacity of pre-sessional tutors, responding to tutor feedback, reviewing and revising the curriculum and implementing changes to systems for quality assurance and administration. Recently he led his team through an external quality assurance process in order for the Centre to gain British Council accreditation. He attends CPD workshops regularly and plans to present his work at the next Learning and Teaching conference. Apply for Senior Fellow
**Example 4.** X is a learning technologist with over 7 years experience supporting learning and teaching in higher education. She has a background in software design and development in industry, but over time has developed her interest and expertise in education. In her current role she plans and runs the centrally-provided Technology Enhanced Learning (TEL) training programme and manages online support resources. More recently she has contributed to institution-wide TEL initiatives, and she has supported individual staff members to examine and change their teaching practice, making use of TEL resources. In addition she provides support at school/departmental level and assists their planning and managing change processes. Recently, X presented an aspect of her work at an academic conference, and she plans to develop her paper into an article for publication in a peer-reviewed journal. **Apply for Fellow**

**Example 5.** B is a Head of School with aspirations to further senior appointments. Together with his EPVC he has designed and implemented a Faculty process for radical curriculum review, aimed at streamlining the Faculty’s portfolio of programmes and simultaneously making them more attractive to potential applicants. He is committed to making sure that the programmes in his School build on the research strengths of his staff. He has scrutinised existing quality and assessment procedures carefully and implemented changes which protect both the quality of the student experience and staff research time. He was previously active in the HEA Subject Centre and although he does not himself publish in this field he has put in place structures that support and encourage those of his staff who are interested in pedagogical research. **Apply for Senior Fellow**

**Example 6.** J is currently a GTA doing her PhD. She has undertaken GTA training and attended additional CPD workshops to support her teaching. She teaches on a single module in her department, leading several seminar groups per week. She follows the rubric prescribed by the module leader, but is responsible for planning the detailed content and learning strategies for individual sessions, providing guidance to individual students. She marks their coursework and gives feedback in accordance with the assessment criteria. She works as a team with other GTAs and the module leader in evaluating the module and moderating the assessed work. **Apply for Associate Fellow**

**Example 7.** Dr. G is a senior clinician in a local hospital. He contributes to the teaching of the medical students at Liverpool by supervising their clinical practice, mentoring their progress, and assessing their hospital based assessments. He provides occasional lectures in the Medical School on his specialist expertise. He attends moderation and CPD sessions in the Medical School and in Centre for Lifelong Learning. **Apply for Associate Fellow**

**Example 8.** Y is currently a Head of Faculty. She has been teaching in HE for over 20 years in the UK and internationally. Previously as a Head of Department in another institution, she led a major curriculum review in line with changing requirements in the discipline. She has been responsible for mentoring a large number of senior staff in teaching and learning roles. She has published widely on pedagogy, regularly contributing to conferences and articles and has a national reputation as an expert in innovative approaches to teaching in her discipline. She has led a innovative faculty-wide initiative on improving feedback to students which has been evaluated as having significantly increased student satisfaction and engagement. Y. Has been given a cross-institutional role to review and develop policy on feedback. **Apply for Principal Fellow**