



THE UNIVERSITY of EDINBURGH  
Careers Service

# SLICCs: Student-Led, Individually-Created Courses

Shelagh Green & Gavin McCabe

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Coimbra Employability and Education Innovation Working Groups





# What is a SLICC?

**An empty course, filled with experience and structured by reflection**

The course defines:

- The process to receive academic credit
- The Learning Outcomes (LOs)
- The assessment criteria





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The course defines:

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Students define:

- The content (their learning experience and what they want to learn from it)
- How the LOs relate to their content
- How they will demonstrate completion of their LOs – reflection & evidence





# Three aspects

- The **experience** the student is going to have.
- The **topic** the student is planning to investigate throughout their experience.
- The students' **reflection** on their approach, learning and development throughout the process and what this means for their future.







# The SLICC Learning Outcomes

## Learning Outcome 1:

The topic the student decides to investigate and learn about through their experience, and how they are going to do this



## Learning Outcome 2:

The range of skills and abilities they need for this experience and process

## Learning Outcome 3:

A specific skill they are going to actively and purposefully work on

## Learning Outcome 4:

A specific mindset they are going to actively and purposefully work on



## Learning Outcome 5:

Evaluating and reflecting on their approach, learning and development and what this means for them in the future

Experiencing

Students **PLAN**  
their learning experience  
and submit their **proposal**

Students **UNDERTAKE**  
their learning experience,  
**REFLECTING** and **CREATING** throughout

Reflecting

**REFLECTIVE BLOG** (in PebblePad)  
undertaken at least weekly

Capturing

**WEBFOLIO** (in PebblePad) – contains evidence of  
learning e.g. documents, reports, photos, video, audio

Reporting

Students  
**CONTEXTUALISE**  
own Learning  
Outcomes  
**FORMATIVE**

Tutor  
**APPROVES**  
Proposal to  
progress

Interim Report  
**FORMATIVE**

Final Report  
**SUMMATIVE**

Acting

Students **ACTS**  
on tutor  
feedback

Students **ACTS**  
on tutor  
feedback

Students &  
tutor **DISCUSS**  
SLICC outcomes



# Students' reported gains

- Enhanced skills
- Increased reflection and self-awareness
- Connecting past and present learning experiences, and linking to future plans
- Developing a 'mindset for learning'
- Assessment literacy
- Deeper and more diverse learning
- Freedom to make mistakes, but in learning from them can still get a top grade

*'A fantastic way to get the most out of a summer project & develop essential skills.'*

*'I feel like my whole attitude to learning has changed because of the process.'*

*'I am now confident, and am able to apply all these skills not only through the rest of my degree but also in my future career.'*

*'This has given me the confidence to be more independent and feel less afraid of carrying out individual projects.'*

*'The reflection really helped highlight the learning techniques that work best for me.'*



# Where SLICCs are used

## Centrally:

- Careers Service & IAD – Summer activities: Year 1 and Year 2 undergraduates (typically 4-year programme)
- Careers Service – Students As Change Agents: inter-disciplinary teams tackling external partners' challenges
- Edinburgh Global – Network for Intercultural Competence to facilitate Entrepreneurship (NICE): inter-institutional, inter-disciplinary teams tackling UN SDGs

## Disciplines:

- Across all levels of study – pre-honours, honours, masters, doctoral students
- Range of disciplines in all three University colleges

## Externally:

- Increasing range of international partners – individual universities & consortia offering virtual experiences







# Challenges and success factors

## **Design: scalable but resource-light and positive impact for all involved**

- Drawing on past experiences and expertise, e.g. Edinburgh Award ([www.ed.ac.uk/edinburgh-award](http://www.ed.ac.uk/edinburgh-award))
- Establishing a scalable model from the outset, and continuing to focus on efficiency and impact

## **Attitudes: overcoming uncertainty and the focus on assessing knowledge**

- Phased piloting as staff and institutional comfort and confidence build in awarding credit for this type of learning
- Recognising importance of knowledge, but maintaining a constant and deep focus on using reflection to assess attribute development, with extensive support for students and staff: Reflection Toolkit ([www.ed.ac.uk/reflection](http://www.ed.ac.uk/reflection))

## **Flexibility and agility: providing solutions to current and future challenges**

- Focusing on the underlying learning process and investing to keep it fully generic
- A tested and ready-to-go framework and resources that solve local curriculum design challenges





# Contacts

**SHELAGH GREEN**

Director for Careers and Employability

CAREERS SERVICE

Shelagh.Green@ed.ac.uk

**GAVIN McCABE**

SLICCs Co-Lead and Employability Consultant

CAREERS SERVICE

Gavin.McCabe@ed.ac.uk

**SLICCs Team**

sliccs@ed.ac.uk

# Websites and resources

[www.ed.ac.uk/sliccs](http://www.ed.ac.uk/sliccs)

<https://edin.ac/sliccs-resource-pack>

**Reflection Toolkit** – [www.ed.ac.uk/reflection](http://www.ed.ac.uk/reflection)

**Students as Change Agents** – [www.ed.ac.uk/careers/students/undergraduates/build-experience/changeprogramme](http://www.ed.ac.uk/careers/students/undergraduates/build-experience/changeprogramme)

**NICE: Network for Intercultural Competence to facilitate Entrepreneurship** – [www.nice-eu.org](http://www.nice-eu.org)

**GloWD Global Experimental Live-Lab Design Studio** – [www.globallywedesign.com/2020-gel-lab-design-studio](http://www.globallywedesign.com/2020-gel-lab-design-studio)

**Edinburgh Award**  
[www.ed.ac.uk/edinburgh-award](http://www.ed.ac.uk/edinburgh-award)

