



NICE SLICC Roadmap

What is the NICE SLICC?

Introduction

SLICCs (Student-Led, Individually-Created Courses) offer a reflective learning and assessment framework for students to gain academic credit for experiential learning. Professor Simon Riley and Dr Gavin McCabe of the University of Edinburgh, building on previous work with Professor Ian Pirie, created SLICC courses, and further information as to how these courses are implemented by staff and experienced by students can be found at the University of Edinburgh SLICC website: <https://www.ed.ac.uk/employability/sliccs>. The NICE SLICC was created in partnership with the University of Edinburgh SLICC team and the NICE programme consortium.

If you are interested in learning more about the SLICC framework or implementing a SLICC within your own institution, get in touch with us! You can contact the University of Edinburgh SLICC team at slicc@ed.ac.uk or the NICE programme team at goabroadprojects@ed.ac.uk.

Overview

The NICE SLICC is a self-designed, experiential learning assignment, where students reflect upon their experience of working within a transnational team to address a Global Challenge. The course is based on the creation of an e-portfolio, which is a space for students to provide evidence of their learning. As a supplemental and optional component of the NICE programme, the NICE SLICC adds an extra layer of virtual learning to the NICE experience. This course requires students to demonstrate the development of their skills and understanding in terms of critical analysis, application, reflection, recognising and developing their skills and mindsets, and evaluation within a defined context of their learning experience. Undertaking the NICE SLICC will enable participating students to create a learning experience which is unique to them and their own academic and professional aspirations, while demonstrating their learning and academic achievement against defined learning outcomes. This course also enables students to demonstrate their ability to exercise autonomy and initiative when tackling one of the [NICE Global Challenges](#).

The NICE SLICC requires students to propose, develop, and manage a unique learning experience that will enable them to evidence how they have achieved the learning outcomes of the course. The steps for a student undertaking a NICE SLICC are as follows:

1. Identify your team's Global Challenge and consider ways in which you can shape your learning experience around it.
2. Write your draft proposal and submit to your tutor for approval.

3. Self-direct and manage your own learning experience.
4. Actively and regularly reflect upon and document your experience with evidence and use that as a basis for writing your self-critical 'Interim Reflective Report', then your 'Final Reflective Report'.
5. Formatively self-assess and submit your 'Final Reflective Report' for summative assessment by your tutor.

Unlike the online modules, which require groupwork and interpersonal communication, the NICE SLICC involves intrapersonal communication, as students are supported to reflect on their individual learning goals. The steps identified above each require a significant amount of thought and input and will ultimately form part of a 'time-based' e-portfolio of evidence, which will be used in the assessment of the NICE SLICC.

Background

The NICE SLICC has been adapted from the SLICC framework to suit the NICE online course. At the University of Edinburgh, SLICCs have been developed to enable students to gain credit for self-directed learning. This means a SLICC is an elective-type course largely undertaken independently of university supervision. University of Edinburgh students are generally able to undertake SLICCs during the summer holiday after their first or second year. SLICCs give students the opportunity to choose their own learning experience and therefore create their own courses that they plan, propose, carry out, reflect on, and evaluate. SLICC experiences can take a wide variety of forms including (but not restricted to): placements or internships that are not credit-bearing; employment that is not part of another course; volunteering roles; personal development opportunities; and research activities. These can take place at home or away. The benefits of this underlying pedagogy have been endorsed by the Senatus Curriculum and Student Progression Committee (CSPC) at the University of Edinburgh.

Benefits for the student

Completing a SLICC allows students to think about their learning through a different lens, and provides them with an opportunity to reflect. Students who have completed a SLICC gain project management skills, practical skills and the ability to reflect. Students are provided with the chance to make decisions about the learning that they undertake on the SLICC and are encouraged to learn in a different way than they have previously.

Undertaking a NICE SLICC will enable each student to develop their abilities in self-critical reflection, organisation and time-management, self-assessment, evaluation of standards and competencies achieved, and application of prior learning in a defined context, as well as provide opportunities to further develop analytical and presentation skills. The learning outcomes are flexible to provide students with autonomy. With guidance from their assigned NICE SLICC tutor, this flexibility of choice enables students, in the context of their own chosen experience, to focus on their own particular 'skills' and 'mindset'. They can select the specific attributes that they consider are the most important to reflect upon, looking into their current and future professional and personal aims and career aspirations.

On the NICE SLICC, students focus their learning outcomes on the experiences that they have working through the NICE online modules, interacting with their teammates, and investigating their Global Challenge and potential solutions to it. Students learn how to:

- analyse situations

- apply their learning and skills to problems
- recognise skills that need further development
- reflect on their mindset to better understand what they thought, what they think, and how they might think differently about a challenge
- evaluate and reflect critically on their NICE experience, their response to it, and their growth throughout the programme.

SLICC tutors

Each SLICC student is assigned a tutor who provides feedback on the student's proposal and interim report and grades their final reflective report. Unlike facilitators for the student groups on the NICE programme, SLICC tutors act in a formal academic capacity and as such, are either academic members of staff or PhD students with teaching experience. The average tutor workload is 4 hours per student over the course of the SLICC.

SLICC learning resources

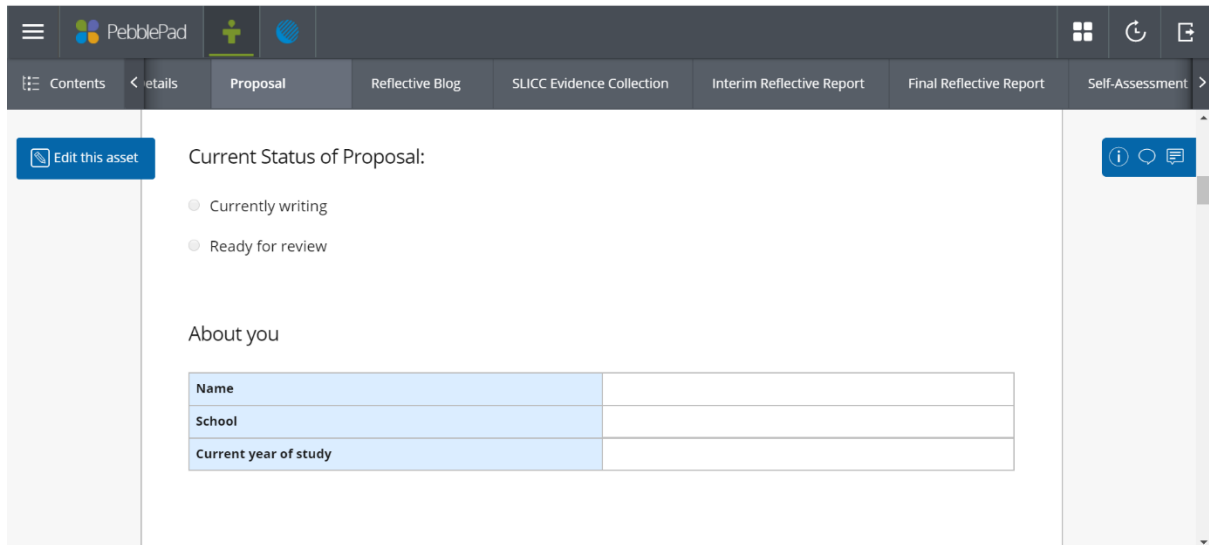
The NICE SLICC is housed on the learning journey platform [PebblePad](#) – a licensed product that is used by several universities worldwide. PebblePad allows students to access resources, collect evidence of their learning, and submit their reflective report. It also allows tutors to view those reports and reflective material to provide feedback that is accessible to students within the platform.

The [SLICC Resource Pack](#) includes a 'How to' guide covering the SLICC workbook, reflective blog, and webfolio and provides guidance for students on:

- the SLICC learning process and timelines
- reflective learning and reflective models
- developing and submitting their learning proposal
- the feedback they will receive from their tutor upon submission of their proposal
- collecting and curating evidence of their learning using an e-portfolio
- writing reflective reports on their learning
- assessment, evaluation, and feedback of the work submitted

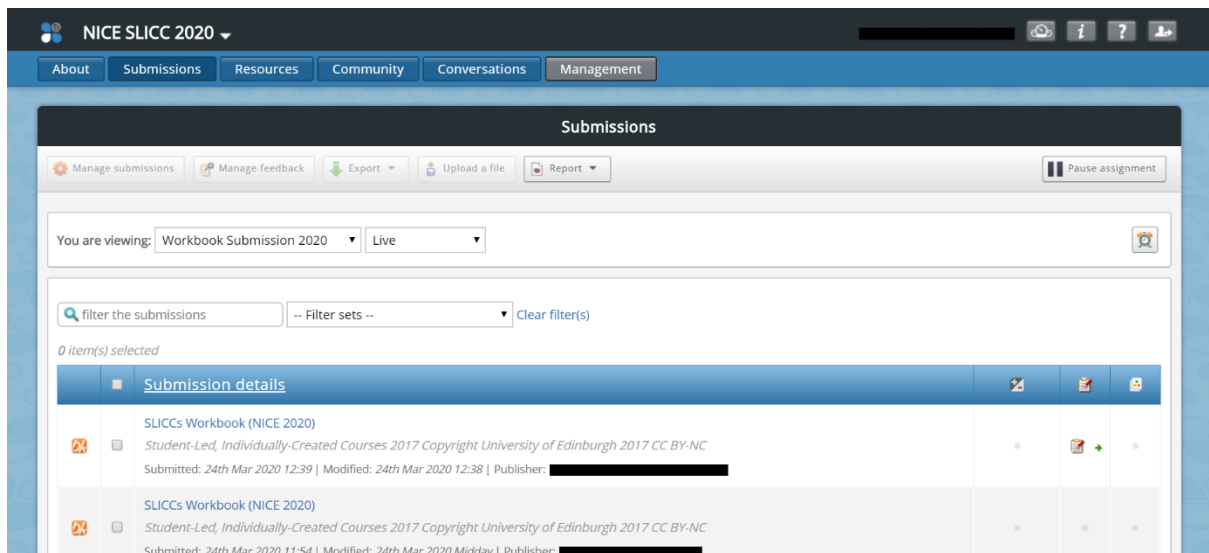
Those who are interested in creating their own version of the NICE SLICC can use other technology platforms to do so. It would be worth investigating whether students at your organisation or institution have access to an interactive, virtual platform that has the following features: e-portfolio design, customisable template, feedback tools, and activity log. You can then use the framework outlined here to develop your own course.

SLICC workbook



A computer screen displaying the SLICC student workbook on PebblePad. The tabs labelled "Proposal, Reflective Blog, SLICC Evidence Collection, Interim Reflective Report, Final Reflective Report, and Self-Assessment" are shown in a row at the top of the page. Image shows the "Proposal" page where students put in their personal details.

PebblePad ATLAS



A computer screen displaying the SLICC platform, PebblePad. The tabs labelled "About, Submissions, Resources, Community, Conversations, and Management" are shown in a row at the top of the page. Image shows the "Submissions" page with a list of student assignment submissions. Image displays platform as administrative staff and SLICC tutors would view it.

How does it work?

The NICE SLICC learning experience adheres to a defined structure that supports and enables students to self-direct and manage their own learning experience. Within this structure however, students have the opportunity to shape their learning outcomes around their interests and goals within the specific context of NICE, their transnational team, and their selected Global Challenge, provided their proposal is academically feasible and is approved by their tutor.

The SLICC journey begins with a student proposing the learning outcomes that they plan to focus on during the NICE programme. SLICC students are required to blog regularly and collect evidence of their experiential learning throughout the online modules, producing an interim report. The interim report is then turned into a final report – a formal piece of graded coursework.

In addition to the time spent working through the NICE online modules, students should expect to spend three to five hours per week on the SLICC coursework.

The process for students is outlined below.

Proposal (Step 1)

You will write and submit a formal Proposal which:

- includes a title
- describes the personal aims of your NICE learning experience
- explains how you will demonstrate each of the NICE SLICC learning outcomes
- explains how you will actively reflect on your learning throughout the experience
- does not have an official word count (proposals are generally 600 to 900 words in length)

After submitting your proposal, your assigned tutor will either approve it or communicate the changes that need to be made before it can be accepted.

NICE team-based SLICC commences (Step 2)

Once your proposal is accepted, you will ACTIVELY reflect as your experience progresses by:

- collecting evidence
- blogging once a week (less than 400 words)

Interim reflective report (Step 3)

You will complete an Interim Reflective Report which:

- will not be assessed BUT your tutor will review it and provide feedback
- will act as the first draft of your Final Reflective Report
- does not have an official word count (Interim Reflective Reports are generally 1500 to 2000 words in length)

Final reflective report

You will complete a Final Reflective Report which will:

- be assessed
- incorporate the feedback you received from your Interim Reflective Report
- be graded by NICE SLICC staff
- receive feedback

- be less than 3000 words in length

Assessment

The learning outcomes are assessed through a 100% assessed 'In Course Assessment'. There are three key components that are assessed: a summatively assessed 'Final Reflective Report' (100%) that is linked to a wide-ranging 'E-Portfolio of Evidence' (0%) of learning; and a 'Self-Assessment' (0%) that is formative.

'E-Portfolio of Evidence' (0%) – At the proposal approval stage for the NICE SLICC, the tutor will discuss and agree with the student what outputs and information need to be created, collated, and submitted in their portfolio. This e-portfolio will support and provide evidence for their learning and development of skills throughout the NICE SLICC. The student's portfolio should be constructed throughout the duration of their learning experience, demonstrating evolution, iteration, and progress over time. It must include a regular reflective blog diary. It should also contain other evidence, which may take many forms including photographs, documents, reports, feedback, video, podcasts, etc.

The 'E-Portfolio of Evidence' is used to support the assessments against the learning outcomes.

Formative 'Self-Assessment' (0%) – An important component of the final submission, in addition to the student's ability to self-critically reflect on their experience, is to demonstrate understanding of their achievements through graded self-assessment. In the 'Self-Assessment' students are required to demonstrate the alignment of the grades given by them for each learning outcome to the justification for them, and where this is evidenced within their e-portfolio.

Self-critical 'Final Reflective Report' (100%) – This report is the key component of assessment. Students are expected to document and demonstrate active self-critical reflection and responses to their learning throughout their experience. It is essential that the student's report is linked to and draws upon the 'E-Portfolio of Evidence' of their learning. Maximum word limit is 3000 words.

The 'Final Reflective Report' is assessed against the learning outcomes. The report's structure directs students to reflect upon their experience of the NICE SLICC as it relates to each of the individual learning outcomes. Additional support on reflection is available in the [Reflection Toolkit](#).

Feedback

Students will be given detailed formative feedback from their tutor at:

- a) the stage of reflecting on what they wish to do for, and achieve during, their project, whilst defining their own learning outcomes in the 'Proposal' – setting these effectively at the start is a key element to the NICE SLICC;
- b) on the 'Interim Reflective Report'. This permits students to reflect and act on this feedback before submission of the 'Final Reflective Report', but will also be an opportunity to gain deep insight into and beneficially influence the progress of their project. The 'Interim Reflective Report' is in the same format as the 'Final Reflective Report', so formative feedback is directly aligned with the final summative assessment.
- c) In addition, students will also seek, recognise, gain, capture, curate, and act upon a wide-ranging and rich collection of feedback from multiple sources, throughout the NICE SLICC. This will be an important theme in their e-portfolio of evidence of their learning.

Students will receive summative feedback from their tutor on their 'Final Reflective Report'.

SLICC journey

