



SLICC Learning Outcomes and Grade Descriptors

The information within this document is intended to help you understand how the SLICC Learning Outcomes will be assessed, and help you think and write about each Learning Outcome appropriately at the three different stages of your SLICC:

1. Proposal
2. Interim Reflective Report
3. Final Reflective Report

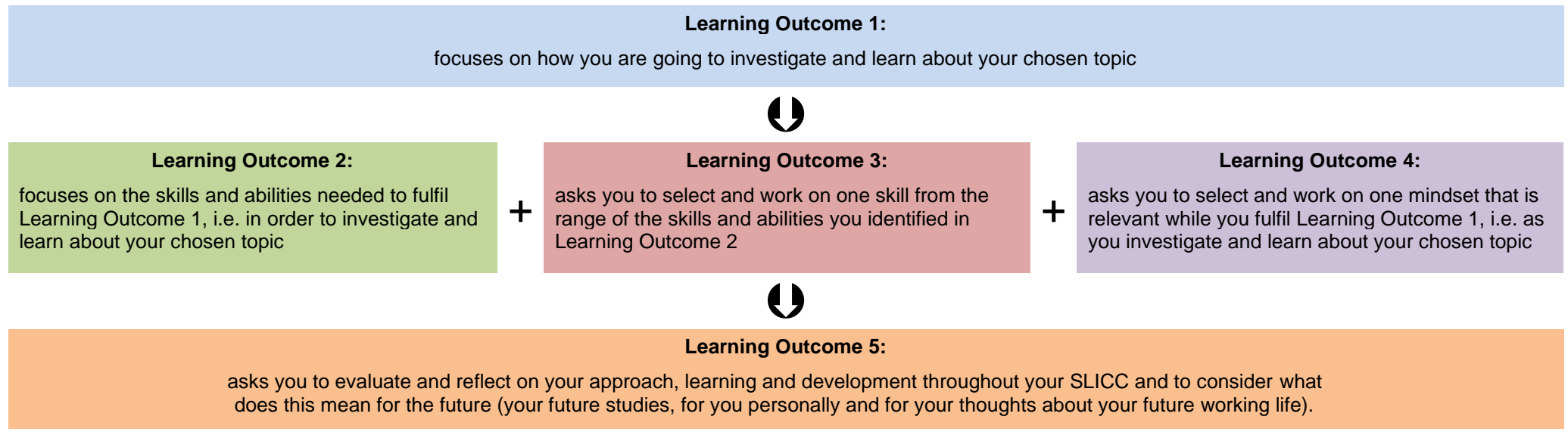
There are 3 core elements to a SLICC:

- The **experience** you are planning to have.
- The **topic** you are planning to investigate throughout your experience.
- Your **reflection** on your approach, learning and development throughout the process.

Element	Description	Example and further information
Experience	The activity which is the basis of your SLICC.	<p>A specific example of an experience would be where you have some work experience and have been asked to develop a report on potential new customers for your employer.</p> <p>Work experience, internships, volunteering, or self-proposed experiences are all relevant. For examples of previous SLICC experiences, look here.</p> <p>Alternatively, you may be undertaking a course that defines your experience to a greater or lesser extent, for example a series of practical experiences or professional interactions.</p>
Topic	What you're planning to investigate throughout your experience.	<p>You could decide to focus on the same topic included in your report or conduct research into something entirely different e.g. workplace organisation or your experience of travelling in a new culture.</p> <p>For examples of previous SLICC topics, look here.</p>

		Alternatively, you may be undertaking a course with a defined experience where you receive some guidance on what your topic is and how to address it.
Reflection	This process should be carried out throughout your SLICC. You should reflect on your approach, learning and development.	<p>Throughout your SLICC you will reflect on your experiences in your Reflective Blog, identifying what you have learned as a result and the relevance of this to one or more of the learning outcomes. You will pull your reflections together at the end of the process in a Final Reflective Report, which is assessed. In this report you will demonstrate you have a clear understanding of how your approach, learning and development have changed throughout your experience.</p> <p>For further information and support regarding reflection, please visit the Reflection Toolkit – www.ed.ac.uk/reflection. In your reflective blogs, you are advised to use reflection models to help structure your reflections.</p>

There are 5 learning outcomes that you need to meet during your SLICC:



Evidencing and assessing the learning outcomes:

To successfully complete your SLICC, throughout your experience you must produce evidence for each of the learning outcomes. Evidence is produced when you reflect on an experience or set of experiences, identifying what you have learned as a result, and the relevance of this to one or more of the learning outcomes. Further information about evidence can be found in the Student Resource Pack [‘Evidence’](#) tab.

Your grade for each learning outcome is determined by the quality of evidence you provide for that learning outcome. This will be assessed using the grade descriptor table at the end of this document.

The rest of the document has two parts – **it is important you read and use each part:**

- **Part 1: Learning Outcomes: Detailed guidance** – The learning outcomes are each described in detail, with guidance on what you should write about and evidence for each learning outcome at the different stages of your SLICC (Proposal, and Interim and Final Reflective Reports).
- **Part 2: Grade descriptors** – A table of grade descriptors is given at the end of this document and will help you understand the standard of work expected for each grade level (A to H). These same standards apply to each of the five learning outcomes, which are assessed individually at the end of your SLICC.

Learning Outcome 1 (analysis):

Individual: I am able to demonstrate how I have actively developed my critical understanding of the topic of my SLICC.

Team: As a group, we are able to demonstrate how we have actively developed our critical understanding of the topic of our SLICC.

All SLICC Learning Outcomes will focus on analysis which is the ability to break something down into separate aspects to increase understanding. However, Learning Outcome 1 has a primary focus on this and the topic you have chosen to investigate throughout your experience.

The table below provides guidance on what you should write about in your Proposal and Interim and Final Reflective Reports to meet Learning Outcome 1.

	What?	So what?	Now what?	Evidence
Proposal stage	<p>You should address:</p> <ul style="list-style-type: none"> What topic have you chosen to investigate during your experience and why? How much do you already know about the topic? 	<p>You should address:</p> <ul style="list-style-type: none"> What are some of the first questions you need to address? What do you think will be the main challenges? 	<p>You should address:</p> <ul style="list-style-type: none"> What steps will you take to start answering the questions you have identified? How can you overcome some of the challenges you identified? 	<p>What forms of evidence do you anticipate being able to use to demonstrate you have met this Learning Outcome?</p> <p>The glossary in the Student Resource Pack introduces evidence and links to further support.</p>
Interim and Final Reflective Report stages	<p>You should address:</p> <ul style="list-style-type: none"> In your own words, what are you focusing on for this learning outcome? Make this as specific as possible. How does this differ from what you expected in your Proposal? What have you done since your Proposal to progress this learning outcome? What unexpected changes, challenges and/or problems have you encountered? 	<p>Reflecting on your previous answer, you should address:</p> <ul style="list-style-type: none"> What are the main things you have learned from your experiences in relation to this learning outcome? What experiences contributed the most to this learning? How have you learned from anything that was unexpected, challenging, or difficult? 	<p>Reflecting on your previous two answers, you should address:</p> <ul style="list-style-type: none"> What are your next steps for this learning outcome – whether during your SLICC or beyond? How could what you have learned be useful in other parts of your life (academic, personal, and professional), now and in the future? 	<p>In your answers to ‘So what?’, you must insert links to specific entries in your Reflective Blog that support your answers.</p> <p>For further information and support regarding reflection, please visit the Reflection Toolkit – www.ed.ac.uk/reflection. In your reflective blogs, you are advised to use reflection models to help structure your reflections.</p>

Learning Outcome 2 (application):

Individual: I am able to draw on and apply a range of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively and critically with my SLICC, identifying where I need to improve these and/or develop new ones.

Team: As a group, we are able to draw on and apply a range of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively and critically with our SLICC, identifying where we need to improve these and/or develop new ones.

Learning Outcome 2 is focused on the application of a broad range of skills throughout your SLICC. You should consider the range of skills you will need to successfully investigate your chosen topic (referring back to Learning Outcome 1).

In applying your skills, you should recognise the skills and attributes that you already have, and explore how you adapt and develop these during your SLICC. You should also consider your weaknesses and work to improve these and develop new skills to be more effective overall.

The table below provides guidance on what you should write about in your Proposal and Interim and Final Reflective Reports to meet Learning Outcome 2.

	What?	So what?	Now what?	Evidence
Proposal stage	You should address: <ul style="list-style-type: none"> What skills and attributes do you believe will be relevant? Which are areas of strength for you? Which do you need to develop further? 	You should address: <ul style="list-style-type: none"> What challenges do you expect in using these skills and attributes during your SLICC? How will you be able to assess how effectively and critically you have used these skills and attributes during your SLICC? 	You should address: <ul style="list-style-type: none"> How can you overcome some of the challenges you identified? What steps will you take to start developing / further develop the skills and attributes you need throughout your SLICC? 	What forms of evidence do you anticipate being able to use to demonstrate you have met this Learning Outcome? The glossary in the Student Resource Pack introduces evidence and links to further support.
Interim and Final Reflective Report stages	You should address: <ul style="list-style-type: none"> In your own words, what are you focusing on for this learning outcome? Make this as specific as possible. How does this differ from what you expected in your Proposal? 	Reflecting on your previous answer, you should address: <ul style="list-style-type: none"> What are the main things you have learned from your experiences in relation to this learning outcome? 	Reflecting on your previous two answers, you should address: <ul style="list-style-type: none"> What are your next steps for this learning outcome – whether during your SLICC or beyond? 	In your answers to ‘So what?’, you must insert links to specific entries in your Reflective Blog that support your answers. For further information and support regarding reflection, please visit the Reflection Toolkit –

	<ul style="list-style-type: none">• What have you done since your Proposal to progress this learning outcome?• What unexpected changes, challenges and/or problems have you encountered?	<ul style="list-style-type: none">• What experiences contributed the most to this learning?• How have you learned from anything that was unexpected, challenging, or difficult?	<ul style="list-style-type: none">• How could what you have learned be useful in other parts of your life (academic, personal, and professional), now and in the future?	<p>www.ed.ac.uk/reflection. In your reflective blogs, you are advised to use reflection models to help structure your reflections.</p>
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Learning Outcome 3 (recognising and developing skills):

Individual: I am able to demonstrate how I have used experiences during my SLICC to critically develop my skills in the focussed area of...

- ...research and enquiry
- ...personal and intellectual autonomy
- ...communication
- ...personal effectiveness

Note: You must select only **one** of the four areas of skills above – these are from the University’s Graduate Attributes: <https://www.ed.ac.uk/graduate-attributes>
You may need to add specific skill of focus within a group, for example ‘...in the focussed area of personal effectiveness, in particular teamwork.’

Team: **As a group, we are able to demonstrate how we have used experiences during our SLICC to critically develop our skills in the focussed area of personal effectiveness, specifically teamwork.**

You will apply and develop a wide range of skills from all four skill areas throughout your SLICC – this is what is assessed in Learning Outcome 2. Learning Outcome 3 instead asks you to select one area of skills that interests you and use evidence to show how you have recognised and developed skills in this area throughout your SLICC experience.

The table below provides guidance on what you should write about in your Proposal and Interim and Final Reflective Reports to meet Learning Outcome 3.

	What?	So what?	Now what?	Evidence
Proposal stage	You should address: <ul style="list-style-type: none"> What particular skill have you chosen to focus on during your experience? Why have you chosen this skill? What are your current strengths and weaknesses in this skill? 	You should address: <ul style="list-style-type: none"> What challenges do you expect in using this skill during your SLICC? How will you be able to periodically take a step back and reassess your effectiveness in using this skill during your SLICC? 	You should address: <ul style="list-style-type: none"> How can you overcome some of the challenges you identified? How will you use your experiences throughout your SLICC to develop this skill? 	What forms of evidence do you anticipate being able to use to demonstrate you have met this Learning Outcome? The glossary in the Student Resource Pack introduces evidence and links to further support.
Interim and Final Reflective Report stages	You should address: <ul style="list-style-type: none"> In your own words, what are you focusing on for this 	Reflecting on your previous answer, you should address:	Reflecting on your previous two answers, you should address:	In your answers to ‘So what?’, you must insert links to specific entries in your Reflective Blog that support your answers.

	<p>learning outcome? Make this as specific as possible. How does this differ from what you expected in your Proposal?</p> <ul style="list-style-type: none"> • What have you done since your Proposal to progress this learning outcome? • What unexpected changes, challenges and/or problems have you encountered? 	<ul style="list-style-type: none"> • What are the main things you have learned from your experiences in relation to this learning outcome? • What experiences contributed the most to this learning? • How have you learned from anything that was unexpected, challenging, or difficult? 	<ul style="list-style-type: none"> • What are your next steps for this learning outcome – whether during your SLICC or beyond? • How could what you have learned be useful in other parts of your life (academic, personal, and professional), now and in the future? 	<p>For further information and support regarding reflection, please visit the Reflection Toolkit – www.ed.ac.uk/reflection. In your reflective blogs, you are advised to use reflection models to help structure your reflections.</p>
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Learning Outcome 4 (recognising and developing mindsets):

Individual: I am able to demonstrate how I have used experiences during my SLICC to develop my mindset towards...

Team: As a group, we are able to demonstrate how we have used experiences during our SLICC to develop our mindset towards...

- ...enquiry and lifelong learning
- ...aspiration and personal development
- ...outlook and engagement

Note: You must select only **one** of the three mindsets above – these are from the University's Graduate Attributes: www.ed.ac.uk/graduate-attributes

Learning Outcome 4 focuses on recognising and developing mindsets, which are our usual ways of thinking about something and our attitudes towards it.

The table below provides guidance on what you should write about in your Proposal and Interim and Final Reflective Reports to meet Learning Outcome 4.

	What?	So what?	Now what?	Evidence
Proposal stage	<p>You should address:</p> <ul style="list-style-type: none"> What mindset have you chosen to focus on during your experience and why? What do you believe is your current mindset in this area? 	<p>You should address:</p> <ul style="list-style-type: none"> What challenges do you expect in developing your mindset in this area during your SLICC? How will you be able to periodically take a step back and reassess your mindset in this area during your SLICC? 	<p>You should address:</p> <ul style="list-style-type: none"> How can you overcome some of the challenges you identified? How will you use your experiences throughout your SLICC to develop your mindset in this area? 	<p>What forms of evidence do you anticipate being able to use to demonstrate you have met this Learning Outcome?</p> <p>The glossary in the Student Resource Pack introduces evidence and links to further support.</p>
Interim and Final Reflective Report stages	<p>You should address:</p> <ul style="list-style-type: none"> In your own words, what are you focusing on for this learning outcome? Make this as specific as possible. How does this differ from what you expected in your Proposal? 	<p>Reflecting on your previous answer, you should address:</p> <ul style="list-style-type: none"> What are the main things you have learned from your experiences in relation to this learning outcome? What experiences contributed the most to this learning? 	<p>Reflecting on your previous two answers, you should address:</p> <ul style="list-style-type: none"> What are your next steps for this learning outcome – whether during your SLICC or beyond? How could what you have learned be useful in other parts of your life (academic, personal 	<p>In your answers to 'So what?', you must insert links to specific entries in your Reflective Blog that support your answers.</p> <p>For further information and support regarding reflection, please visit the Reflection Toolkit – www.ed.ac.uk/reflection. In your reflective blogs, you are advised to</p>



	<ul style="list-style-type: none">• What have you done since your Proposal to progress this learning outcome?• What unexpected changes, challenges and/or problems have you encountered?	<ul style="list-style-type: none">• How have you learned from anything that was unexpected, challenging, or difficult?	and professional), now and in the future?	use reflection models to help structure your reflections.
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Learning Outcome 5 (evaluation):

Individual: I am able to evaluate and critically reflect upon my approach, my learning, my development and my judgement throughout my SLICC.

Team: As a group, we are able to evaluate and critically reflect upon our approach, our learning, our development and our judgement throughout our SLICC.

Learning Outcome 5 focuses on your abilities to evaluate and critically reflect on your approach, learning and development achieved during your SLICC experience.

The table below provides guidance on what you should write about in your Proposal and Interim and Final Reflective Reports to meet Learning Outcome 5.

	What?	So what?	Now what?	Evidence
Proposal stage	You should address: <ul style="list-style-type: none"> How would you describe your current approaches to learning, to your own development, and to managing new experiences? 	You should address: <ul style="list-style-type: none"> In what ways do you think these approaches will help you during your SLICC? In what ways may they need to adapt? 	You should address: <ul style="list-style-type: none"> How do you plan to reflect on and evaluate your progress, learning and approaches throughout your SLICC? Include your planned schedule for reflecting, any stages that will be particularly important for reflection, plus any tools or strategies you plan to use. What challenges do you expect in following this plan? How can you overcome some of them? 	What forms of evidence do you anticipate being able to use to demonstrate you have met this Learning Outcome? The glossary in the Student Resource Pack introduces evidence and links to further support.
Interim and Final Reflective Report stages	You should address: <ul style="list-style-type: none"> In your own words, what are you focusing on for this learning outcome? Make this as specific as possible. How does this differ from what you expected in your Proposal? 	Reflecting on your previous answer, you should address: <ul style="list-style-type: none"> What are the main things you have learned from your experiences in relation to this learning outcome? What experiences contributed the most to this learning? 	Reflecting on your previous two answers, you should address: <ul style="list-style-type: none"> What are your next steps for this learning outcome – whether during your SLICC or beyond? How could what you have learned be useful in other parts of your life (academic, personal 	In your answers to 'So what?', you must insert links to specific entries in your Reflective Blog that support your answers. For further information and support regarding reflection, please visit the Reflection Toolkit – www.ed.ac.uk/reflection . In your reflective blogs, you are advised to



	<ul style="list-style-type: none">• What have you done since your Proposal to progress this learning outcome?• What unexpected changes, challenges and/or problems have you encountered?	<ul style="list-style-type: none">• How have you learned from anything that was unexpected, challenging, or difficult?	and professional), now and in the future?	use reflection models to help structure your reflections.
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Grade Descriptors: The grade for each Learning Outcome is determined by the **quality of the evidence** provided – descriptions and grades are given below.

Grade and mark range	Descriptor
A1 90-100	<p>Exceptional evidence of the Learning Outcome: Consistently exceptional, the work is essentially flawless.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: highly perceptive, thought-provoking, in-depth and/or creative • Thinking that is: highly critical, analytical, reflective and well considered • Structure that is: tightly focussed and precise with a highly logical, well-reasoned and clearly balanced development of arguments
A2 80-89	<p>Outstanding evidence of the Learning Outcome: Consistently outstanding, with very few weaknesses.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: highly perceptive, thought-provoking, in-depth and/or creative • Thinking that is: highly critical, analytical, reflective and well considered • Structure that is: tightly focussed and precise with a highly logical, well-reasoned and clearly balanced development of arguments
A3 70-79	<p>Excellent evidence of the Learning Outcome: Consistently excellent, with few weaknesses.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: perceptive, thought-provoking, in-depth and/or creative • Thinking that is: critical, analytical, reflective and well considered • Structure that is: focussed and precise with a very logical, well-reasoned and clearly balanced development of arguments
B 60-69	<p>Very good evidence of the Learning Outcome: Very good in most respects, the work displays comprehensive achievement of the relevant learning outcome.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: complete and comprehensive • Thinking that is: a very good synthesis, critical analysis, reflection and evaluation • Structure that is: mostly clear, well-structured and logical, with reasoned arguments
C 50-59	<p>Good evidence of the Learning Outcome: The work is good and clearly meets requirements for demonstrating the relevant learning outcome.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: average or variable, in some areas complete and comprehensive and in others limited and basic. • Thinking that is: a limited / partial critical analysis, synthesis, reflection and evaluation • Structure that is: average or variable in its clarity and logic but provides a partially-reasoned argument
D 40-49	<p>Some evidence of the Learning Outcome: The work meets minimum requirements for demonstrating the relevant learning outcome.</p> <p>It shows:</p>

	<ul style="list-style-type: none"> • Insight/Understanding that is: basic or limited, lacking detail, elaboration or explanation • Thinking that is: highly descriptive with no real / limited / superficial synthesis, critical analysis or reflection • Structure that is: not logical, is unclear, vague, imprecise, and ambiguous, providing a weak argument based on mostly unsubstantiated statements
E 30-39	<p>Limited evidence of the Learning Outcome: The work fails to meet minimum requirements for demonstrating the relevant learning outcome.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: minimal, cursory or very limited • Thinking that is: almost entirely descriptive rather than analytical or reflective • Structure that is: poor, with poorly developed or incoherent argument, or no argument at all
F 20-29	<p>Very limited evidence of the Learning Outcome: The work is very weak or shows a decided lack of effort.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is that is: negligible, illustrating no knowledge, understanding or coherent discussion of the area in question • Thinking that is: incomplete, muddled, and/or providing irrelevant material • Structure that is: negligible with incomplete or inadequately presented references, if any
G 10-19	<p>No evidence of the Learning Outcome: Extremely weak. It does not address the area in question.</p>
H 0-9	<p>0 = No submission to evidence the learning outcome.</p> <p>Up to 9 = The work is of very little consequence, if any, to the area in question. It is incomplete in every respect.</p>

