IAD Mission

To provide University level support for teaching, learning and researcher development; through leadership, innovation, collaboration and direct provision that benefits students, staff and the University’s international reputation.
Our Remit

• Provide support for staff and students in teaching, learning and researcher development
• Support programme and curriculum development and enhancement
• Focus on University level strategic priorities
IAD strategic priorities

• Increase take-up/participation
• Increase positive impact
• Develop resources/approaches that can be tailored and used by Schools
Events, resources and support:

Study Hub  www.ed.ac.uk/iad/studyhub
Undergraduates  www.ed.ac.uk/iad/undergraduates
Postgraduates  www.ed.ac.uk/iad/postgraduates
Doctoral Researchers  www.ed.ac.uk/iad/doctoral
Research Staff  www.ed.ac.uk/iad/researchers
Learning & Teaching  www.ed.ac.uk/iad/learning-teaching
Taught Student Development
Study Hub

Online resources for effective study

www.ed.ac.uk/iad/studyhub
Learning resources

Note restructuring

- Organising material into a meaningful structure
- Writing answers in response to questions
- Working out the implications of your ideas
- Planning for tests and exams
- Writing notes on a computer
- Writing notes on a computer

Making summaries

Constructing summaries under test conditions in the absence of the original text is a useful way to learn.

Ways to self-test

Self-testing is a powerful way to learn

1. Identify a topic, theme or issue you have studied recently.
2. Write a set of true or false questions about it.
3. Check against your notes. Have you left something out?

Note-making styles for classes: 1

Long-hand or typed verbatim notes

This is where you try to write down almost all of what is said and put on the screen in class.

Many students say those help you to keep with the flow of an argument. Usually you end up with too much material and you rely on key points or ideas because you are too busy getting everything down.

Note-making is thought to be more effective when it is 'synthesised'. That is when you select, summarise and translate the context deeper learning takes place.

Using e-tools

Some pros

- Can delete, rework and move text.
- Can go back and edit in comments or images.
- All your notes are in one place, so you can refer to previous classes easily.
- Can save more than one copy.

Some cons

- Drawing diagrams and mathematical notations can be tricky.
- Distraction factor – social media notifications, emails, browsing.
- Equipment dependency – running out of power, carrying weight.
- Comfort issues – eye strains, posture.

Specialist tools

- A tablet and stylus can allow you to draw diagrams and write down calculations.
- Some devices allow voice-recording at the same time as making notes so the times are synchronised.

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Presentation planner

Title:

Audience:

Content:

Objectives and key points:

Introduction/ending:

Date:

Time:

Resources and equipment:

Feedback and reflections:

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StudyHub

www.ed.ac.uk/iad/studyhub
EXAM BOOTCAMP

Exams! Three steps to success

1. Get set - prepare
2. The revision workout
3. Effective exam strategies

Self-enrol on Learn  www.learn.ed.ac.uk
Dissertation Planner

Over 3500 requests for 2019/20

Dissertation and Project Planner

About the Planner:

This generic planner is designed to help you through all the stages of your dissertation or research project, from starting to think about your question to final submission. At each stage there are useful prompts to help you plan your work and manage your time.

There are also blank spaces that you can use to plan your dissertation. We hope that you find it useful. If you have any questions or comments please contact us on iad.students@ed.ac.uk.

To request copies please email iad.students@ed.ac.uk
Engagement

• Workshop and events participants:
  o 669 UG
  o 2503 PGT
• Total number of workshops offered (UG, PGT) = 41,156 (incl. 58 online)
• Total number of study skills consultations offered = 288
Collaborations

• **Schools** (e.g. Biological Sciences, Business, ECA, Engineering, Law School, Moray House School of Education Royal (Dick) Vet, Social and Political Science)
• **Central Services** (e.g. Careers Service, Student Disability Service, Student Recruitment and Admissions, Pre-arrival and Induction)
“Good experience, time well spent.”

“Great mixture of lecture and group work helped us think about what we do and how to improve.”

“I have really enjoyed this study skill class. It is good to know that other students have the same concerns as me.”

“Nice that it wasn’t just a lecture but actual practical work to do.”

UG Study Skills workshops: https://edin.ac/2FFIptL
Postgraduate workshops

www.ed.ac.uk/iad/postgraduates

“Great workshop, would recommend to other students.”

“Every aspect of the workshop was useful. The various exercises were particularly useful as they helped us to learn by doing, rather than just being taught.”

“I really like this workshop.”

“Thanks for the very pragmatic and realistic approach, the honesty and the offering of this event.”

PG workshops: https://edin.ac/2DBKrrE
Collaborate with us

email: iad.students@ed.ac.uk
For Researchers
Researcher Development Brochures 2019/2020

• Researcher Development brochures for research staff and postgraduate researchers

• Include information on support, resources and workshops available for research staff and postgraduate researchers from the IAD
IAD Support for Doctoral Researchers

• **Workshops**
  *Managing your Research Project, Time Management, Speed Reading, Presentation Skills, Preparing for Conferences, How to be an Effective Researcher*

• **Writing Suite**

• **Online Resources**
  *Introductory Statistics, Imaging for Beginners, Prepare for Doctoral Success*

• **PhD Planner**

• **Newsletter**

• **Twitter and Blog**

• **Gradschool**
Increased Focus on School Engagement – PGR support

• Continued engagement with Schools and Colleges. Meetings to discuss PGR support held with 13 Schools and CMVM in 2019
• Play a central role in practice sharing and consultative work
• 18 PGR inductions planned for 2019/2020 so far
• New reporting tool to provide attendance information and percentage engagement on workshops by School
A new online induction course for doctoral researchers

4 weeks: Running in October and February

**Week 1**: *Getting to know you*
**Week 2**: *Starting out*
**Week 3**: *The first year*
**Week 4**: *Working with your supervisor*

- Focus on interaction and discussion
- Positive feedback and encourages networking
3 Minute Thesis

• Ran for the 7th time in 2019

• Requires Doctoral Researchers to explain their thesis in 3 Minutes with 1 slide

• Owen James won the UK final and Phoebe Kirkwood came second in the Universitas 21 Competition
Enhancement theme funded project to evaluate impact of IAD Doctoral Programme

• Collected video case studies from PhD students who had attended workshops as part of the doctoral programme
• Creating materials to help PhD students make decisions about what professional skills courses would be useful at different stages of the PhD

“If you are interested in getting the most out of your experience…IAD is a good place to go”

“I find the peer support really important”

“Really good to have a supportive environment to talk things through”
Postgraduate Peer Support Intern

A joint post with the Students Association and IAD looking at developing peer support models for Postgraduate Researchers. The aim of the project is to research, review, plan and support the development and rollout of a number of Peer Support pilots for postgraduate research students across the University of Edinburgh.
Supporting Doctoral Supervisors

- Support College and School mandatory training for supervisors; 16 briefings attended by over 400 supervisors organised in 2018-19

- Organise additional training for supervisors, including a session on Supporting International Doctoral Students

- Developing online resources to support supervisory relationships

“Dely's talk was fantastic, I learnt so much.”
IAD Support for Research Staff

The University gained the 'HR Excellence in Research Award' from the European Commission in September 2010.

We have successfully retained the Award through a number of internal and external reviews.

As of March 2019, the University retained the Award and is now one of 8 institutions who have undertaken and retained the Award at the eight year stage.
IAD Support for Research Staff

Get Connected
An informal induction event for those new to academic and research roles.

Highlights the support and resources available from around the University to new researchers through table discussions which focus on:

- Career development opportunities
- Advice on engagement, impact and consultancy
- Applying for research funding
- Information services
- Developing teaching skills

The day also includes networking opportunities for participants.

Online Guide now also available!
We are continuing to building up a bank of online guides
Career Development Support for Technicians (IAD and HR)

IAD and HR have responded to the University of Edinburgh signing the Technician Commitment action plan by jointly developing a career development framework and programme of support for technicians. **Launching October 2019.**

- **Take Charge of Your Career**
  - Provides an overview of the new career development programme for technicians, and the tools and opportunities already available from within the University, and beyond.

- **Taking Steps to Plan your Career**
  - 1 day workshop to allow technicians to understand themselves and what they want from a career.

- **Career Insights**
  - 1hr discussions with speakers and other technicians to allow technicians to explore the different career paths available.

- **Professional Registration Fund**
  - To help technicians gain professional registration through the Science Council.
Our Developing Research Culture
The Universities of Glasgow, Edinburgh and Strathclyde are working collaboratively on a 24-month EPSRC Inclusion Matters research project called **VisNET**.

The vision for the project is to identify key barriers to international collaboration for female STEM academics and to design and demonstrate new practices in networking and collaborations using collaborative technologies and online platforms.

32 STEM female postdoctoral researchers are taking part, from all three Universities and at varying levels of experience (from people only just finishing PhD through to people who are applying for and getting independent fellowships).
Evidence Base: ‘Growing the Big Grant Club’
Evidence Base (eBase): ‘Growing the Big Grant Club’ is a research project that seeks to improve the career progression of women and people from minority ethnic groups in universities by helping them to access research funding.

We will use qualitative research to understand the structural barriers faced by people from marginalised groups in academia.

We will then develop policy and practice interventions that can be implemented within universities, with the aim of disrupting research culture to be more inclusive, equal, and diverse.
Facilitating International Development Collaboration Workshops

- Members of the Researcher Development Team helped organise, plan and deliver 3-5 day workshops addressing Grand Challenges such as rural energy and low-carbon cities, in India and China.

- These workshops bring early career researchers from the UK and India or China, working in the social and physical sciences, together to understand the challenges of addressing interdisciplinary goals.

- We supported the participants in developing collaborative and interdisciplinary research projects, and in building the networks that will support them going forward.

We have published a guide sharing the good practice used and learnt in this process as facilitators and planners. This will shortly be available online.

blogs.ed.ac.uk/iad4researchers
The researcher development team helped organise, plan and deliver this years LERU doctoral summer school, which focused on research collaborations. All 52 PhD students from across Europe collaboratively authored a guide to research collaborations during the week, which will be available soon to download!

#LERU19Ed
blogs.ed.ac.uk/iad4researchers
Public Engagement with Research
7th year at the Edinburgh Fringe
Now also featuring at Belfast Imagine Festival, Glasgow Comedy Festival and the Stand Comedy Club
48 shows featuring over 40 researchers
Should reach over 2,000 members of the public!
Explorathon 2018

EXPLORATHON '18
ONE NIGHT • UNLIMITED DISCOVERY

• Europe wide event with 300 cities taking part
• 10 Events across Edinburgh
• 3515 members of the public attended events in Edinburgh
Beltane Sparks
10 Year Gathering

BELTANE SPARKS.

Workshop and competition to support collaboration in public engagement for researchers across the Beltane Network
Learning & Teaching
IAD Support for Tutors and Demonstrators (T+D)

- Workshops for new teachers on tutoring, demonstrating and marking
- Workshops for more experienced teachers (lecturing, supervising, one-to-one advising, designing courses)
- Support for seeking accreditation for your teaching
- Online courses and resources
- Individual consultation (short appointments)

iad.tutdem@ed.ac.uk
www.ed.ac.uk/iad/tutors-demonstrators
T+D Workshops and support

- 408 attendees at 23 workshops in 2018/19
- Six school and external workshops supported in 2018/19
- Online materials and case studies

Full details: http://edin.ac/2aSQU45
T+D Accreditation support

- 50+ tutors & demonstrators achieved HEA Associate Fellowship in 2018/19
- Two accreditation schemes for tutors and demonstrators:
  - Introduction to Academic Practice
  - EdTA Level 1

Find out more: [http://edin.ac/2aQSuq8](http://edin.ac/2aQSuq8)
T+D Orientation Workshops
Semester 1, 2019/20

• Introduction to Lab Demonstrating
  Wed 4th Sept
• Tutoring in the Sciences
  Wed 11th Sept
• Effective Tutoring Introduction
  Wed 25th Sept
• Assessment & Providing Feedback
  Wed 9th Oct
• Assessment & Providing F/B in Sciences
  Wed 23rd Oct
• Engaging Students in an Online Environment
  Tues 14th Nov

All of our workshops repeat in semester 2

For Bookings: https://www.events.ed.ac.uk
Full list of workshops and dates: http://edin.ac/2M9JGwH
Online Learning Network

- Re-launched in 2017 and has over 450 members
- For anyone who teaches or supports online students
- Forum to share practice in online learning

Further information - http://edin.ac/2FjhKEv
Five week online course for staff new to teaching online

Gave me experience of being an online student and a good starting point to consider my own contribution to an online course.

It was a useful introduction to ODL and I found it was pitched well without too much jargon and with a very 'human' tone which was welcome given my relatively low levels of confidence.

I felt the course gave me a real insight into what the students on my course experience, from time management to involvement, or lack there of, on a discussion board.
Practical Strategies

Short, accessible workshops offering practical ideas. Topics include:

• Introduction to course design
• Continuing Professional Development: getting started and keeping going
• Applying for the Principal’s Teaching Award Scheme
• Personal Tutoring with a Solution Focus
• Writing Learning Outcomes
Principal’s Teaching Award Scheme (PTAS)

Funding for research and development in Learning and Teaching

Supported by the UoE Development Trust’s ‘Edinburgh Fund’; additional funding for Special Calls in 2018 and 2019 from Information Services (Lecture Recording) and Careers Service (Employability)
University CPD Framework for Learning and Teaching

University of Edinburgh Continuing Professional Development Framework for Learning and Teaching

Associate Fellow
- Introduction to Academic Practice
- PG Cert in Academic Practice

Fellow
- Clinical Educator Programme
- PG Cert in Clinical Education

Senior Fellow
- PG Cert in Digital Education

Principal Fellow
- Edinburgh Teaching Award
- Edinburgh Teaching Award
- Edinburgh Teaching Award
Why a CPD Framework? (Continuing Professional Development)

• Positive impact on student learning of staff engagement with substantive CPD

• Desire to offer a coherent framework of CPD opportunities that can be tailored to different roles, career stages and personal requirements
  • Link to annual development review, individual career development
  • School plans for teaching enhancement

• Provide formal recognition and validation of staff expertise and experience
  • Link to reward & recognition (promotion)
  • Ability to respond to future external demands (HESA/TEF)
Take up of accredited CPD

• Growing and positive reaction
• Key barriers to growth
  • Workload and prioritisation

Time Well Spent: Reflections on undertaking the EdTA

As academics, we all know the feeling when we’re asked to take on something else that will compete for our time. We also know how easy it is for things to fall towards, or even off, the bottom of our to-do lists. So, why did I choose to take part in the Edinburgh Teaching Award (EdTA), and was it worth it? (Spoiler: Yes.)
It was great to meet all the wonderful teachers who took me through the PGCAP programme, particularly the courses that I undertook. You all made it really enjoyable and worthwhile. I particularly liked the fact that there was always room to explore new ideas or new ways of thinking, which was always refreshing. It was also great to meet other colleagues from different schools and establish good networks.

“It has already been immensely helpful to me, and has really transformed my approach to teaching.”

“It was great to meet all the wonderful teachers who took me through the PGCAP programme, particularly the courses that I undertook. You all made it really enjoyable and worthwhile. I particularly liked the fact that there was always room to explore new ideas or new ways of thinking, which was always refreshing. It was also great to meet other colleagues from different schools and establish good networks.”
Researching Your Teaching:
A new course as part of the PGCAP

Why use arts-enriched methods to research your teaching?
Co-designing a values-based future for digital education at The University of Edinburgh.
"The word comes from Greek: οὒ (‘not’) and τόπος (‘place’) and means ‘no-place’ and strictly describes any non-existent society ‘described in considerable detail’.

For three days in June 2019, a diverse group of students, staff and external organisations gathered to take part in an experimental workshop, exploring new ideas, experimental futures design thinking and collective ways of learning.
THE EDINBURGH FUTURES INSTITUTE UTOPIA LAB BROUGHT TOGETHER ARTISTS, SCIENTISTS, WRITERS AND THE HEAD OF FUTURES LITERACY AT UNESCO, RIEL MILLER.
THE INTERDISCIPLINARY PROJECT WAS CREATED AND DELIVERED BY JENNIFER WILLIAMS, A WRITER AND COORDINATOR AT THE UNIVERSITY’S INSTITUTE FOR ACADEMIC DEVELOPMENT. THE GROUP WERE ASKED TO CONSIDER THE QUESTION: “HOW CAN TECHNOLOGY HELP THE WORLD TO HEAL?”, AND ALSO DISCUSS WHAT THE WORD UTOPIA MEANT TO THEM.
To learn more visit: https://efi.ed.ac.uk/blog-efi-utopia-lab-pilot/

What is your utopia? #EFI_Utopia
Festival of Creative Learning Pop-ups
**Benefits** of running a Festival of Creative Learning Pop-up include:

- funding for your event
- access to Festival logos for use on your promotional materials
- access to event planning resources
- listing of your event on the Festival of Creative Learning website event calendar and the use of our event booking channel or Eventbrite platform
- access to the Festival team if you require advice on planning your event
- promotional support including the listing of your event on our website and via our social media
University of Edinburgh staff and students can run a Festival of Creative Learning Pop-up Event any time of the year.

This area of our work was developed in order to encourage people to explore new ways of learning and teaching, and to be able to provide support in a timely and flexible manner.

**Festival of Creative Learning Update: AY 2019/2020**

Partly in light of University-wide financial pressures in AY 2019/2020, we have decided to pause the Festival of Creative Learning curated week that otherwise would have taken place in February 2020. While the overall budget will be reduced for annual Festival activities, we will have more resource available for Pop-ups.
If you would like to run a small scale Festival of Creative Learning Pop-up event (up to £500), you can apply any time throughout the Academic Year.

If you would like to run a large scale Festival of Creative Learning Pop-up event (up to £3000), you can apply for a Festival Big Grant via the Action Fund Regular Grant Scheme in September and October.

If you do not require funding, but would still like to run a Festival of Creative Learning Pop-up Event and take advantage of our resources, event guidance and promotional support, as well as having your event listed on our website, you can apply at any time of the Academic Year.

• Find out more at [www.festivalofcreativelearning.ed.ac.uk](http://www.festivalofcreativelearning.ed.ac.uk).

• [Twitter @UoE_FCL](https://twitter.com/UoE_FCL) [Facebook @FCLUoE](https://www.facebook.com/FCLUoE)
EngagEd in... guides

Practical guides to student engagement for academic staff

New guides due out soon:
- research-led teaching
- interactive lectures
- lecture recording

www.ed.ac.uk/iad
Building relationships and belonging through ‘Coffee and cake conversations’

2018
- 1 staff + 3 students from same School
- £25 from IAD to spend on coffee and cake
- Starter questions to get conversation going
- Participating Schools: Chemistry, HCA, Biological sciences, HiSS, Education, LLC, Informatics, SPS, Economics, Medical School

2019
- 2 Schools ran their own coffee and cake scheme
- Biomedicine 30 students and staff involved
- Biological Sciences for students in the Zoology, Ecology and evolution Hons class
Edinburgh Network: Growing Approaches to Genuine Engagement (engage)

Open to staff and students
Approx. 6-8 events per year
Co-created learning and teaching
Building community
Student-staff partnership
Inclusive curriculum
Critique of student engagement articles
Engagement online and F-2-F
University of Edinburgh Learning & Teaching Conference 19/6/19

• 300 delegates
• >100 staff and student presenters from UoE
• 2 international keynote speakers
Key figures

• **477 posts** published on learning and teaching by staff and students
• More than **350 contributors**
• Total views: **138,632**
• Blog viewing figures peaked in July 2019: **7,065 views**
• **2,004** Twitter followers (@UoE_teaching)
• **262** Instagram followers (@uoe_teaching)

[www.teaching-matters-blog.ed.ac.uk](http://www.teaching-matters-blog.ed.ac.uk)
# Upcoming monthly themes

Please consider submitting a post related to these themes, or any other learning and teaching issue:

<table>
<thead>
<tr>
<th>Month</th>
<th>Theme</th>
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<tbody>
<tr>
<td>September 2019</td>
<td>Student Partnership Agreement</td>
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<tr>
<td>October</td>
<td>Research-led teaching</td>
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<tr>
<td>November</td>
<td>Expect the unexpected – when teaching innovations don’t turn out as anticipated</td>
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<tr>
<td>December</td>
<td>Online student authors</td>
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<td>January 2020</td>
<td>Innovative assessment methods</td>
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<td>February</td>
<td>Library and university collections</td>
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<td>March</td>
<td>Personal Tutors</td>
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<tr>
<td>April</td>
<td>Sustainability in the curriculum</td>
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Email: teachingmatters@ed.ac.uk
Teaching Matters Podcast

Check out our new podcast!  
https://anchor.fm/teaching-matters

The Teaching Matters podcast adds another space for conversations and debates around learning and teaching at The University of Edinburgh.

Listen to students and staff engage in topical conversations aligned with the Teaching Matters’ mini-series and other important learning and teaching discussions across the University.

1109 downloads!
Teaching Matters Research project

- Are you a reader of, or contributor to, Teaching Matters?
- Please tell us about your experience and views of Teaching Matters by filling in a questionnaire:

Contributors
edin.ac/2QxUG73

Readers
edin.ac/2QxH1wF

Thank you!
IAD Case Studies Website

Gathers together case studies of effective and innovative good practice in learning, teaching, researcher development and support from around the University.

Provides examples of good practice from around the University which may be helpful in providing ideas for your own work.

www.casestudies.ed.ac.uk
IAD Case Studies Website

- Search Case studies by:
  - Themes
  - Terms/phrases
  - College/Organisational Unit

- Embed case studies in other websites

- Easily create print friendly PDFs with a click for sharing

- Simplified submission process for new case studies

www.casestudies.ed.ac.uk
Rich Pickings: Creative Professional Development Activities for University Teachers

Rich Pickings, published in June 2019, offers both inspiration and practical advice for academics who want to develop their teaching in ways that go beyond the merely technical, and for the academic developers who support them.

Programme & Course Design

1) ELDeRs

- 10 ELDeRs (Edinburgh Learning Design Roadmap) in 18-19 co-facilitated by IAD (with IS)
- Programme and course design 2 day workshop
- Updated resources for the workshops
- Teaching Matters blog about ELDeRs
- Fits with other programme and course design support

- Practical strategies
- IS Course design sprints
- Stand alone PCD resources

www.ed.ac.uk/iad
Programme & Course Design

2) Board of Studies Training

- ½ day workshop for BoS Convenors & administrators
- Covers regulations and pedagogy
- Initially ran every 2 months (no previous training available), now once per semester (6 to date)
- Approx 75 attendees
- Collaboration with Academic Services
Programme & Course Design

3) Board of Studies Network

- Request from BoS convenors and administrators
- IAD and academic services collaboration
- Themes selected from those suggested by BoS colleagues
- Meeting approx. 2 times a year
- Dec 2018 Student engagement in BoS/programme and course design
- May 2019 Embedding employability in the curriculum
IAD Secondments

A secondment to the IAD provides an opportunity for academic and professional services staff to focus on a specific academic development project or initiative. Secondees play a key role in the IAD, building links between Schools, Support Services and the IAD, whilst working on initiatives that generate broader benefits for the University as a whole.

We have hosted more than 20 secondments since the IAD was launched in August 2011 and welcome people to join us on secondment to develop ideas and projects which align with one or more of the following themes:

**Strategic**
To gain understanding of and contribute to a University or national strategic priority (e.g. Employability, Widening Participation, supporting international students).

**Organisational collaboration**
Building links, sharing practice and gaining a deeper and broader understanding of how the IAD and other departments could work together.

**Pedagogic**
Involving research on effective learning or innovation in methods of teaching and learning.

**Resource or course development**
Producing or enhancing a particular course or resource, or an area of curriculum development.

If you are interested in undertaking a secondment within the IAD please contact the IAD Director, Jon Turner at:

iad.director@ed.ac.uk
Establishing lifelong learning from Day 1 – a flexible learning framework
Student-Led, Individually Created Courses (SLICCs)

As an Open Education Resource ‘Resource Pack’
http://www.slicc.ed.ac.uk/
An explanatory blog in ‘Teaching Matters’
http://www.teaching-matters-blog.ed.ac.uk/?p=1418

Simon Riley, IAD and Edinburgh Medical School
Simon.C.Riley@ed.ac.uk
Gavin McCabe, Employability Consultancy
Gavin.McCabe@ed.ac.uk
What is a SLICC? A reflective experiential learning and assessment framework using an e-portfolio

An ‘empty’ course

We define:

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

Students define:

• The content (their learning experience)
• How the LOs relate to their content
• How to will evidence completion of their LOs
SLICCs are flexible, and used in multiple ways

• Stand alone SLICC (currently during the summer, pre-Honours), where students have autonomy to create their own experience
  • Exploring semester time
  • Exploring Honours and Masters
  • Exploring student autonomy and creating their own curriculum

• Used as a learning and assessment framework to support a course that involves experiential learning – with academic input to define the type of experience with a range of student autonomy (established in pre-Honours, Honours, Masters)

• Solo and groups

• Framework is consistent – workbook, stratified learning outcomes, assessment template and rubric (using Pebblepad)
Summer SLICCs - What is involved?

• During an experience that students arrange for themselves, and undertake in their summer vacation
• Students define the academic content then reflect on their own learning and professional development
• Use an e-portfolio to log their reflections and evidence to support their development throughout the experience
• Assessment is on a final reflective report drawing on the evidence in their portfolio
• It is essentially a summer elective course for Years 1 and 2 students, for 20 academic credits at SCQF Level 8, giving students autonomy to take ownership of their learning
Some current examples of in programme SLICCs

• Particular interest from professional / vocational online learning (OL) MSc programmes (SCQF Level 11), to capture of professional learning opportunities (including MScs in Public Health, MSc in Stem Cells and Translational Neurology, MSc in Medical Imaging, MSc in Paediatric Emergency Care, and MSc in Advanced Veterinary Studies)

• **Widening Participation** – WP students undertaking Summer SLICCs to develop social and academic capital

• **Enabling community outreach to be embedded as a course for academic credit (SCQF Level 8)** – ‘Languages beyond University’ - 2nd year language students developing language and cultural competencies in local High Schools [community engagement, WP targeted].

• **Learning framework for International collaborative ventures (SCQF Levels 8, 10, 11, groups and individuals)** to enable experiential learning:
  • Network for Intercultural Competencies to facilitate Entrepreneurship (NICE; EU consortium of 8 EU universities; Edinburgh Global)
  • Social Responsibility International HE Audit programme (Erasmus+; Moray House)