



## Referat fra bestyrelsesmøde d. 5. december 2017

- Tidspunkt:** 5. december 2017, kl. 11-12
- Mødested:** Mødedeltagerne mødtes i mødelokalet i Gróthúsið med undtagelse af Guðrún Nordal og Anders Bjarklev, der deltog via videokonference.
- Deltagere:** Ólavur Ellefsen (bestyrelsesformand)  
Marita Rasmussen (bestyrelsesnæstformand)  
Anders Bjarklev (bestyrelsesmedlem)  
Sára Joensen (bestyrelsesmedlem)  
Silja Aldudóttir (bestyrelsesmedlem)  
Svein-Ole Mikalsen (bestyrelsesmedlem)  
Sigurð í Jákupsstovu (rektor)  
Johan Hansen (universitetsdirektør)  
Guðrún Nordal (bestyrelsesmedlem)
- Derudover deltog **Hugin Skaalum**, økonomichef, ved behandlingen af punkt 3 i dagsordenen og **Bárður Larsen** deltog under punkt 5.
- Referent:** Johan Hansen (universitetsdirektør)

Den foreslåede dagsorden var som følger:

1. Godkendelse af dagsorden og referat fra sidste møde
2. Opdatering fra rektor
3. Økonomisk status
4. Indstilling af ny medlem til det økonomiske råd
5. Jura-uddannelsen - præsentation v/ Bárður Larsen
6. Budgetforslag 2018
7. Strategi og udviklingskontrakt
8. Diverse
  - 8a. Markedsføring, herunder hjemmesiden
  - 8b. Adjunktpædagogikum
  - 8c. Forordning for ansættelser



### 1. Godkendelse af dagsorden og referat fra sidste møde (10 min)

Dagsorden blev godkendt og referatet fra sidste møde blev godkendt med følgende ændring: Under punkt 3 om kampusudvalg blev følgende tilføjet: "Et bestyrelsesmedlem anførte, at udvalget bør have både et medlem fra MFS (Meginfelag Føroyskra Studenta) og et medlem fra Ráð Teirra Lesandi. Rektor vil anmode MMR om dette."

### 2. Opdatering fra rektor (20 min)

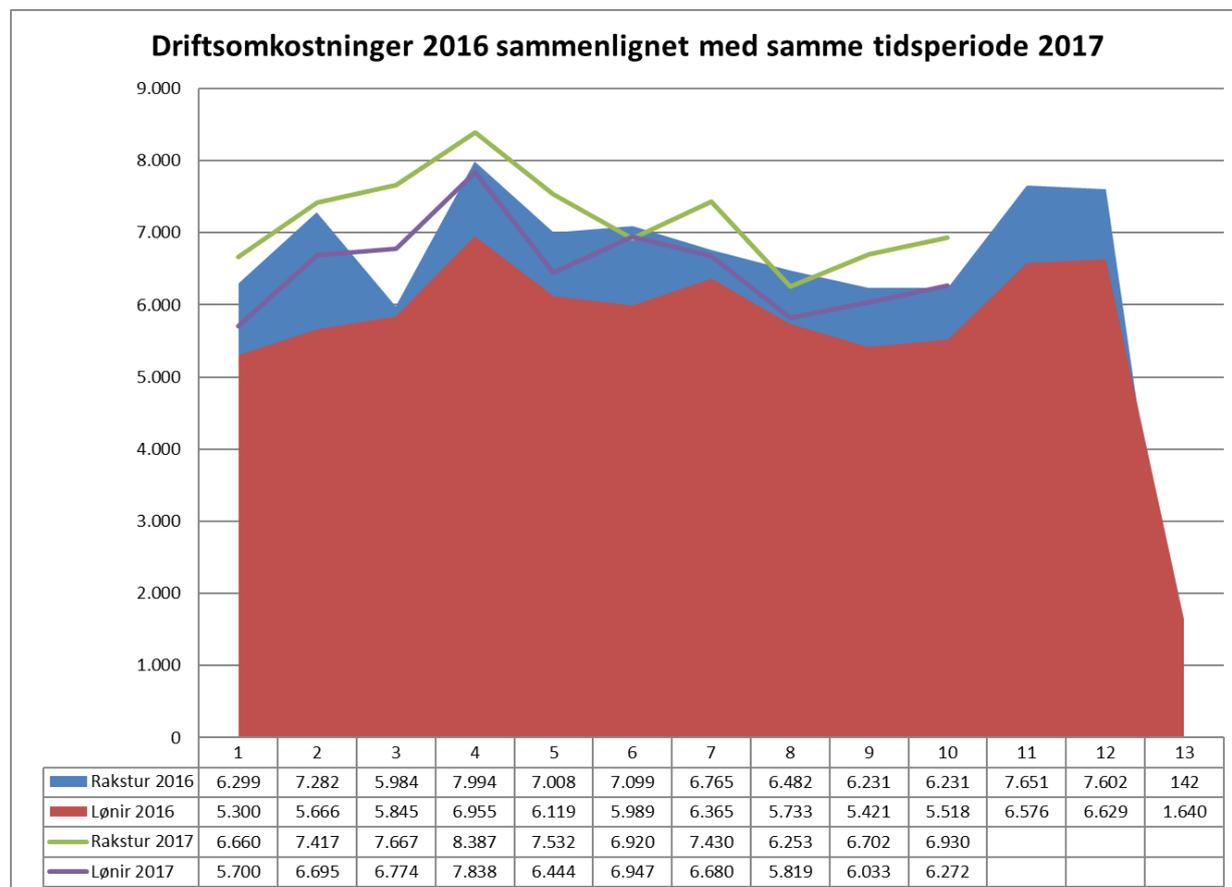
Rektor gennemgik den finansielle situation og orienterede om den pressemeddelelse angående manglende midler, som bestyrelsesformanden og rektor havde udsendt. Endvidere gav rektor en statusopdatering for arbejdet i Sjóvinnuhúsið og meddelte ydermere, at dekanstillingen på NÁD vil blive opløst i den nærmeste fremtid.

### 3. Økonomisk status (20 min)

Økonomichef Hugin Skaalum gennemgik den økonomiske status, hvori det følgende indgik:

#### Driftsomkostninger hidtil i år (januar til og med oktober)

Som nævnt i de foregående redegørelser, så er driftsomkostningerne hidtil i år, sammenlignet med samme periode sidste år, noget højere. Driftsomkostningerne frem til oktober måned var 7% højere sammenlignet med samme periode sidste år, og det er nogenlunde det samme mønster, som vi har set i de foregående måneder.





Hvis vi ser nærmere på, hvordan fordelingen af den samlede drift fordeler sig mellem lønninger og anden drift, så ser vi, at man i samme periode sidste år har brugt omkring 88% af den samlede drift til lønninger. Ser vi nærmere på, hvordan fordelingen er hidtil i år, så har vi brugt omkring 91% af den samlede drift til lønomkostninger – dette betyder også, som vi har nævnt før, at vi har gennemført store besparelser på anden drift.

Fremskrivning af driften for Fróðskaparsetur Føroya													
St kont	Beskrivelse	Bevilling	Budget	SSS	NÁD	NVD	FMD	SSD	SFD	Ialt	Underskud	Regulering	Ialt inkl regulering
11	Lønninger m.v.	75.766	77.558	9.080	21.323	12.919	6.906	15.784	12.305	78.318	-2.552	-175	-2.377
14	Køb af varere- og tjenesteydelser	10.500	10.650	5.081	2.371	1.098	600	1.121	650	10.921	-421		-421
15	Køb af inventar	1.100	700	262	113	108	50	69	44	646	454		454
16	Husleje m.v.	2.600	2.600	2.243	25	351	5	0	0	2.624	-24		-24
21	Salg af varere- og tjenesteydelser	-1.000	0	-222	-372	-67	-105	-573	-8	-1.347	347		347
52	Tilskud til enkelt personer	100	-1.000	5	0	0	0	0	0	5	95		95
54	Tilskud til andet aktivitet	0	0	50	0	0	0	0	0	50	-50		-50
57	Renteudgifter	0	100	0	0	0	0	0	0	0	0		0
63	Andre indtægter	0	0	0	-12	0	0	0	0	0	0		0
71	Interne overførsler mellem offentlige institutioner (udg)	0	0	7	0	0	0	29	0	36	-36		-36
76	Interne overførsler mellem offentlige institutioner (ind)	-2.200	-4.750	0	-18	0	0	-3.637	0	-3.655	1.455	-310	1.765
77	Overførsler fra kommuner til staten	-1.500	-1.500	-18	-1.707	0	0	0	0	-1.725	225		225
	<b>Sammenlagt</b>	<b>85.366</b>	<b>84.358</b>	<b>16.488</b>	<b>21.723</b>	<b>14.409</b>	<b>7.456</b>	<b>12.793</b>	<b>12.991</b>	<b>85.873</b>	<b>-507</b>	<b>-485</b>	<b>-22</b>
	<b>*Reguleringer</b>												
	Fra TF-Holding er bogført -1.440 tkr, men der skal bogføres -310 tkr mere i indtægter												
	Refudering af beskyttet stilling -100 tkr												
	Refudering af undlånt medarbejder -75 tkr for okt, nov og dec												

## Fremskrivning af driften resten af året

I forbindelse med fremskrivning af driften resten af året, har de respektive dekaner fået tilsendt den samlede drift frem til oktober, og de har så ud fra den konstaterede drift fremskrevet driften resten af året, som sammenlagt viser et underskud på -22 tkr. – se nedenfor og afsnittet Sammenfatning.

## Sammenfatning

Jf. ovenstående fremskrivning, så ser det ud til, at vi kommer til at holde driften inden for bevillingen, dog således, at der er ekstraordinære udgifter, som vi ikke skal medregnes<sup>1</sup>. Det drejer sig dels om de lovpligtige/kontraherende lønkontrakter, som fra 1. oktober 2017 er øget med 2,3%, og dels om ekstraudgifter i forbindelse med studerende med særlige behov. Dette har Mentamálaráðið fået besked om tidligere på finansåret.

Da vi opererer på marginaler, og at driften ikke tillader uforudsigelige udgifter, er det de små ændringer, der kan medføre, at vi havner på den negative side af bundlinjen.

Som nævnt i forrige redegørelse, så er det svært at se, på hvilken side af bundlinjen vi havner, men med de besparelser, som vi hidtil har gennemført, tegner der sig et billede af, at vi kommer til at holde driften inden for bevillingen (dog undtaget de ovenfor nævnte ekstraudgifter), men det forudsætter, at vi fortsat holder tilbage på udgiftssiden, og vi også sikrer os, at vi får de indtægter, som vi har sat os for i budgettet.

Som nævnt ovenfor, så er der igen indgået aftale mellem fagforeninger og finansministeriet om lovpligtige/kontraherende lønninger, gældende fra 1. oktober 2017, med en lønstigning på ca 2,3%. Vi kan således regne med en ekstraudgift på lønninger på ca. 446 tkr. resten af finansåret – disse udgifter kunne ikke forudsiges og er derfor ikke medregnet i denne opgørelse, da vi ikke har bevilling til disse ekstraudgifter. Denne aftale er gjort mellem finansministeriet og fagforeningerne, og derfor må finansministeriet



således give en ekstrabevilling til dækning af disse udgifter. En forespørgsel er sendt til Mentamálaráðið om, hvordan disse ekstraudgifter skal finansieres, men vi har endnu ikke modtaget svar derpå.

#### 4. Indstilling af ny medlem til det økonomiske råd

Bestyrelsen diskuterede kandidater til den ledige post som repræsentant í Búskaparráðið. Bestyrelsesformanden vil meddele indstillingsforslag til Fíggjarmálaráðið.

#### 5. Jura-uddannelsen - præsentation v/ Bárður Larsen

Bárður Larsen præsenterede forslag om at indføre den såkaldt klassiske embedseksamen i jura på Færøerne. Målet er at etablere en 5 årig embedsuddannelse, som skal være sidestillet med den uddannelse, som i de nordiske lande gik under titlen Cand.jur., men nu visse steder, f.eks. Norge, har skiftet navn til master (universitetet tilbyder i øjeblikket kun en masteruddannelse i jura). Betydningen af etableringen af en sådan uddannelse understreges af, at man regner med at omtrent 100 færinger i øjeblikket studerer jura uden for Færøerne. Præsentation kan ses i Appendix A ("Prospectus for Bachelor Program in Law and Revision of Master Program in Law"). Bestyrelsen var positivt stemt over for forslaget, men i den nuværende økonomiske situation må etableringen af uddannelsen vente. Et bestyrelsesmedlem mente, at den forventede tidsbelastning for studiet ikke er realistisk og anmodede de studeansvarlige om at revurdere timeantallet.

#### 6. Budgetforslag 2018

Rektor gennemgik udkast til driftsbudget 2018 (se nedenstående tabel), hvorunder han bl.a. præsenterede en række mulige besparelser i driften samt eventuelle ekstraindtægter.

	Fyrisiting	NÁD	NVD	FMD	SSD	SFD		játtan	
	2018	2018	2018	2018	2018	2018	2018	2018	2018
	Æ u. raðf	Æ u. raðf	Æ u. raðf	Æ u. raðf	Æ u. raðf	Æ u. raðf	Æ u. raðf	2018	Æ u. raðf
Útreiðslur									
11 Lønir	8.905	19.165	14.453	7.779	17.904	12.235	80.441	77.067	80.441
14 vørum og tænastr	5.800	2.300	1.000	600	1.000	600	11.300	11.300	11.300
15 útbúnaður	600	140	100	80	100	80	1.100	1.100	1.100
16 leiga	7.800	50	300	-	-	-	8.150	8.400	8.150
52 Tilskot til einstaklingar	100						100	100	100
54 Stuðul til annað virksemi									
71 Innanhýsis flytingar millum alm stovnar (útr)									
<b>Útr tilsamans</b>	<b>23.205</b>	<b>21.655</b>	<b>15.853</b>	<b>8.459</b>	<b>19.004</b>	<b>12.915</b>	<b>101.091</b>	<b>97.967</b>	<b>101.091</b>
Inntøkur									
21 Söla av vørum og tænastr	-200	-200	-100	-100	-200	-200	-1.000	-1.000	-1.000
63 Vanligar flytingarinntøkur									
65 Flytingarinntøkur úr útlánum									
76 Innanh flyting alm stovnar		-			-2.200		-2.200	-2.200	-2.200
77 Innanh flyting frá kommunu til land		-1.500					-1.500	-1.500	-1.500
Granskingardepilin									
Løgfrøði (endurgjald lönir)					-150		-150		-150
Stuðul til búskaparfrøði									
<b>Innt tilsamans</b>	<b>-200</b>	<b>-1.700</b>	<b>-100</b>	<b>-100</b>	<b>-2.550</b>	<b>-200</b>	<b>-4.850</b>	<b>-4.700</b>	<b>-4.850</b>
Roknskapur/aetlan	23.005	19.955	15.753	8.359	16.454	12.715	96.241	93.267	96.241
Úrslit								<b>-2.974</b>	



## 7. Strategi og udviklingskontrakt

Rektor gav en statusopdatering på det igangværende udviklingskontraktarbejde og forklarede, hvordan dette relaterer til universitetets strategidokument. Bestyrelsen diskuterede det foreløbige resultat og det blev besluttet at fortsætte diskussionen på et senere møde.

## 8. Diverse

### 8a. Markedsføring, herunder hjemmesiden

Universitetsdirektøren gennemgik planerne for forbedring af universitetets hjemmeside og planerne for at etablere samarbejde med eksterne bureauer i forbindelse med markedsføring, herunder branding, PR og konkrete kampagner. Bestyrelsen understregede vigtigheden af, at problemerne med den nuværende hjemmeside bliver løst hurtigst muligt.

### 8b. Adjunktpædagogikum

Universitetet har drøftelser med ministeriet om at overtage adjunktpædagogikum, således at undervisningen kan foregå på Færøerne i stedet for i Danmark. Rektor vil bede Hans Harryson fra NÁD om at præsentere forslaget for bestyrelsen.

### 8c. Forordning for ansættelser

Rektor gennemgik forslag til ændring af "Reglugerð fyri stórv á Fróðskaparsetri Føroya" (reglement for stillingsstruktur og ansættelse). I forbindelse med ansættelse af videnskabeligt personale (professor, lektor, studielector, adjunkt, postdoc og ph.d. nedsættes et bedømmelsesudvalg og et ansættelsesudvalg. Bedømmelsesudvalget er at bedømme primært ansøgers forskningskvalifikation/kompetencer. Der er sat krav om at to (ud af almindeligvis tre) medlemmer i bedømmelsesudvalget kommer fra andet universitet eller forskningsinstitution.

I forbindelse med ansættelse af studielektorer er det et tilbagevendende dilemma at ansøgere har ikke en forskningserfaring der med god grund berettiger nedsættelse af et bedømmelsesudvalg. Universitetets ledelse foreslår derfor at §8 stk 4 ændres således: "For akademiske undervisningsstillinger, hvor der ikke sættes specifikke krav til forskningserfaring eller -kompetencer eller som besættes for tidsrum ikke længere end et år, kan rektor tillade at bedømmelsesudvalget udelades, således at ansøgningerne kun bedømmes i et ansættelsesudvalg."

Baggrund:

I den nuværende stillingsstruktur defineres Námslektari (studielector), som del af videnskabelige forsknings- og undervisningsstillinger, således i §4:

- Professari (professor) ...
- Lektari (lektor) ....
- Námslektari (studielector) er en fulltids undervisningsstilling. Námslektari skal have gode faglige kompetencer, rimelige forskningskompetencer, administrative erfaringer i forbindelse med højere undervisning, men først og fremmest gode



pædagogiske kompetencer. Námslektari har vanligvis ikke forskningspligt, men kan fra dekanen få tildelt forskningstid.

Og i §8 stk 1 fastsættes omkring bedømmelses og ansættelseskomite således: I forbindelse med ansættelse af akademiske undervisnings- og forskningsstillinger nedsætter rektor efter indstilling fra dekan et bedømmelsesudvalg, hvis medlemmer skal have mindst samme kompetence, som den annoncerede stilling kræver. Bedømmelsesudvalgets opgave er at vurdere det faglige kompetenceniveau for hver enkelt ansøger i forhold til de krav, som er sat for stillingen i annoncen og i særlige vedtægter om stillingen. Bedømmelsesudvalget skal påpege hvilken ansøger har de bedste faglige kompetencer. Mindst to af medlemmerne i bedømmelsesudvalget skal være ansat ved andet universitet eller forskningsinstitution. Rektor udnævner formand for bedømmelsesudvalget. Formanden organiserer udvalgets arbejde og har tilsyn med at bedømmelsen er fuldgodt dokumenteret.

Og i §8 stk 4 således:  
For akademiske undervisningsstillinger, som besættes for tidsrum ikke længere end et år, kan rektor tillade at bedømmelsesudvalget udelades, således at ansøgningerne kun bedømmes i et ansættelsesudvalg.

Stk 4 foreslås ændret således:  
For akademiske undervisningsstillinger, **hvor der ikke sættes specifikke krav til forskningserfaring eller -kompetencer eller** som besættes for tidsrum ikke længere end et år, kan rektor tillade at bedømmelsesudvalget udelades, således at ansøgningerne kun bedømmes i et ansættelsesudvalg.

Bestyrelsen vedtog ændringsforslaget. Den færøske tekst skal derfor ændres som følger: § 8. Í sambandi við setan av akademiskum undirvísingar- og granskingarstørvum setur rektarin eftir tilmæli frá dekan eina metingarnevnd, hvørs limir skulu hava minst sama førleika, sum starvið, ið metingarnevndin skal meta um, krevur. Uppgávan hjá metingarnevndini er at meta um fakliga støðið hjá hvørjum einstøkum umsøkjara í mun til tey krøv, sum verða sett í starvslýsingini og serligum viðtøkum um starvið. Metingarnevndin skal vísa á, hvør hevur besta fakliga førleikan. Minst tveir av limunum í metingarnevndini skulu vera frá øðrum universiteti ella granskingarstovni. Rektarin tilnevnir formannin í metingarnevndini. Formaðurin samskipar nevndararbeiðið og sær til, at metingin er skjalfest á fullgóðan hátt.

Stk. 4. Fyri akademisk undirvísingarstørv, **har tað í starvslýsingini ikki verða sett ítøkilig krøv um granskingarførleikar og -royndir ella** sum eru sett fyri tíðarskeið ikki longur enn eitt ár, kann rektarin geva loyvi til, at vikið verður frá metingarnevndini, so at umsóknirnar bert verða mettar í eini setanarnevnd (§ 9).

Et bestyrelsesmedlem anmodede om, at der ved nye stillingsopslag gives førsteprioritet til lektorer (og dernæst "námslektarar"/adjunkter). Bestyrelsen besluttede at diskutere dette yderligere på et senere møde.



## **Appendix A**

# **Prospectus for Bachelor Program in Law and Revision of Master Program in Law**

**To Commence in August 2018 and 2021**



## 1 Preface

This Prospectus includes a proposal to the Study Board and University authorities for introducing a bachelor-level degree program in law at Fróðskaparsetrið and revising the current M.A. í lögfrøði to fit better as a continuation of the bachelor studies, resulting in a five-year degree sequence equivalent to the five-year professional law degree, traditional in the Nordic countries, that used to be called Cand. jur. The proposal includes not only the proposed curricula for the degree programs in law, but an explanation of the objectives and rationale of the proposed programs, an account of the background of law teaching at Fróðskaparsetrið, descriptions of the student populations to be served, the academic calendar, teaching methodology, grading systems, admission requirements, assessment protocols, transfers of credits, rules for the progress of study, projected budgetary and staffing requirements, and other such items, all of which are considered to be integral parts of the proposal, and many of which would be expressed as regulations governing the programs in the formal námsskipan defining the proposed studies. The intention is to draft the námsskipan in its more standard and traditional form, subsequent to approval of the proposal contained in this Prospectus and also then to draft degree profiles for submission to the Education Ministry. The námsskipan would not contain all of the items contained in this Prospectus (which would assume the status of a supporting document), but, along with the degree profiles, would be written and approved under the authority of the Act on the University of the Faroe Islands (law no. 58 from 9 June 2008, with amendments in law no. 51 from 8 May 2012) and drafted according to the standards of the Bologna process, so for example linked to actual course descriptions, learning outcomes, and so on. Conformity with the Bologna process is integral to these law programs.

## 2 Proposal

To introduce a three-year (180 ECTS credit) bachelor-level degree program in law, the degree to be called *Bachelorprógv í lóg* (abbreviated B.L.), which would commence in August 2018, and to revise the existing master-level degree program in law (M.A. í lögfrøði) integrating it with the bachelor program so as to offer two degree tracks at the masters level, one a professional practitioner's qualification (120 ECTS credits), *Embætisprógv í lóg* (abbreviated Emb.L.) presupposing a bachelors degree in law and providing the same entitlements as the Danish Cand. jur. or equivalent, and the other an academic degree, *Meistaraprógv í lóg* (120 ECTS credits, abbreviated M.L.) for those holding an undergraduate (or higher) degree in a field other than law and who are not seeking a professional practitioner's qualification. The Emb.L. and M.L. degree would both be nominally two-year programs and would be initiated in August 2021.



### 3 Objectives

To provide, in the Faroe Islands, the full legal education required as the academic qualification required to practice law in the Faroe Islands and in Denmark, i.e. that provides the right to take the relevant bar examinations. In the Nordic countries, this is nowadays a five-year legal education that, in conformity with the Bologna process, divides into three years of study at the bachelor's level and two years of study at the master's level (the names of the degrees are no longer uniform). Presently, a Faroese student aiming at becoming a full-fledged lawyer in the Faroe Islands must study abroad (typically in Denmark) for a three-year bachelor's degree in law during the sensitive period of family formation, and this often leads to students remaining abroad, whatever their original intentions.

To provide, in the Faroe Islands, high-quality legal education including the courses and subject areas commonly recognized as essential to professional legal education but within a curriculum adapted to the Faroese context, with most teaching in Faroese, with special attention to matters of law and governance in a small polity, and supported by the development of Faroese teaching materials and the development of Faroese legal language.

To use the courses taught in the degree programs to provide basic law teaching to the interested general public, continuing education and professional enhancement to those working in legal services or public administration, and course options to other programs within Fróðskaparsetrið (such as history, political science, and nursing).

### 4 Classification of Students

The student population served by the law curriculum in its full projected form (meant to become actual in August 2021) would divide into the following groups:

- Students studying for the B.L. degree.
- Students studying for the Emb.L. degree.
- Students studying for the M.L. degree.
- Students in other programs within Fróðskaparsetrið taking individual law courses as options or as service courses, by agreement with the relevant departments.
- Students studying for degrees at other universities taking individual law courses that will be recognized for degree credit at their home universities.
- Students not in university studies taking individual law courses for the purposes of continuing education or professional enhancement.
- Students not in university studies taking individual law courses for the purpose of gaining a basic understanding of Faroese law and legal institutions.



(In the current scheme of things, students in the last two categories pay something toward tuition, or have those fees paid by their employers; and this will help—as it does presently—in financing the Faroese law programs.)

In order to maintain the standards and integrity of the degree programs, admission to the programs, and to individual courses by students not studying for Faroese law degrees, will need to be conscientiously regulated. Also necessary for the degree programs are rules for progressing through the studies, specification of prerequisites and other such matters.

## 5 Background

A masters-level program in law, leading to the degree of M.A. í lögfrøði (Master of Arts in Law) was introduced in the fall of 2013 and has functioned successfully since that time. Presumably, this degree, if completed on top of a recognized bachelor-level degree in law, would constitute the academic credential required to practice law in the Faroe Islands or in Denmark, although this has not yet been put to the test. Most students have been admitted who were considered to have "sufficient legal background" to handle masters-level studies in law (or were required to take the existing Basic Law course in order to study for the M.A. í lögfrøði), but it is generally understood that, unless built upon a prior bachelor-level degree in law or the equivalent, the M.A. í lögfrøði will not provide the academic credential required to practice law. In the Nordic countries, the required academic qualification is a five-year program of law studies and completion of the relevant degrees, nowadays combining a three-year bachelor-level degree in law and a two-year master-level degree in law, in conformity with the Bologna process.

A Basic Law course was introduced early on and has attracted students from the general public and from people without a legal education working in legal areas and wishing to strengthen their understanding of Faroese law and legal institutions.

Courses in the existing M.A. í lögfrøði program have been amalgamated as optional courses into programs other than law within Fróðskaparsetrið and have been taken by those working in legal areas who wished to strengthen their competence in particular areas of Faroese law or by persons studying or working in non-legal fields where a knowledge of selected areas of law is thought desirable.

The existing M.A. curriculum in law has thus provided much that is of academic and practical value to those within and without Fróðskaparsetrið, in addition to M.A. degree students in law. But what Fróðskaparsetrið is as yet unable to offer is the five-year academic credential in law required for legal practice. This means that, in addition to losing valuable members of the Faroese community who must go abroad for their foundational legal studies, the education of Faroese lawyers fails to a significant extent to take cognizance of the Faroese legal context. In addition to answering to these



problems, introduction of a Faroese bachelor program in law would increase the range of courses available as options to students in other programs in Fróðskaparsetrið, as courses for continuing education and professional enhancement, and as offerings to the interested general public.

In 2014, a Faroese B.A. program in law was proposed but rejected as premature in the buildup of Fróðskaparsetrið. That was likely the right decision, but it now seems timely to reintroduce such a proposal.

In September 2016, the law department arranged a series of face-to-face interviews with members of the Faroese legal community in order to receive feedback from that community concerning what it expected, or hoped for, in Faroese legal education. A written questionnaire was also included in the interviews that was designed to survey which "dogmatic" law courses respondents thought essential to include in a bachelor-level program in law, and which it considered essential to include within a five-year curriculum in law, even if not essential at the bachelors level. More generally, it was discussed whether Fróðskaparsetrið should, in fact, offer the full, Nordic-style, legal education, that is, both a three-year bachelors degree and a twoyear masters degree. The interviews revealed a generally favorable attitude toward the introduction of a three-year Faroese bachelors degree in law, but it also provided insights into the sources and character of skepticism.

The input of the respondents to the interviews and questionnaires has been taken seriously in designing the curriculum here proposed. Most respondents should be reassured by the proposed curriculum, and this will be important for community support for the Faroese degree programs in law.

## 6 Recognition and Rights

The cooperation of the university and government authorities and of the Lawyers' Association will be important in securing that the Faroese Emb.L. (which presupposes completion of a bachelor-level degree in law) will be recognized in the Faroe Islands and Denmark as the academic credential entitling degree holders to take bar examinations in Denmark and/or the Faroe Islands and that the Faroese B.L. be recognized as equivalent to a Danish bachelor-level degree in law. In terms of the content and structure of the proposed curricula, we see no substantive obstacle to this mutual recognition. In addition, it is important that the existing Faroese M.A. í lögfrøði be recognized as the equivalent of the Danish Emb.L. when completed subsequent to completing a bachelor-level degree in law (180 ECTS) from a recognized institution.



## 7 Course Plans

The proposed course plans for the Faroese B.L. (meant to commence in the fall of 2018) and the Faroese Emb.L. (meant to commence in the fall of 2021) are provided in Appendix 1, where the Faroese M.L. (also meant to commence in the fall of 2021) is likewise described.

## 8 Admission Requirements and Entrance Examination

Admission to B.L. degree studies requires prior completion of an upper secondary education (miðnám), or the equivalent, satisfactory performance on an entrance examination, a high degree of fluency in Faroese, and good fluency in English and at least one Scandinavian language. The entrance examination aims at uncovering the applicant's skills in certain areas of particular importance for legal studies: analytical skills, the ability to write a clear, well-organized and well-argued text, to solve problems, and to argue for different solutions to daily or political/moral problems in a step-by-step reasoning process. Such skills can be further shaped and developed in the course of B.L. studies, but we have not the capacity to give people the basic skills that they need to bring with them to the university. The entrance examination is held once a year and may be re-taken twice.

Admission to M.L. degree studies requires prior completion of a bachelor-level degree in an academic subject, preferably one related to law, with at least average results. A high degree of fluency in Faroese, and good fluency in English and at least one Scandinavian language is required, along with satisfactory performance on an entrance examination. The entrance examination is held once a year and may be retaken twice. Successful applicants for admission may nonetheless be required to take some B.L. courses as prerequisites to commencing M.L. degree studies; this is assessed on a case-to-case basis.

Admission to Emb.L. degree studies requires prior completion of a bachelor-level degree in law, with at least average results. A high degree of fluency in Faroese, and good fluency in English and at least one Scandinavian language is required. While a bachelor-level degree in law from a recognized institution will be recognized by Fróðskaparsetrið as equivalent to the Faroese B.L. degree, successful applicants for admission may nonetheless be required to take some B.L. courses as prerequisites to commencing Emb.L. degree studies; this is assessed on a case-to-case basis.



## 9 Academic Calendar, Course Credits and Assessment

Law teaching at Fróðskapasetrið will be framed within a teaching semester of 14 weeks, with weeks 7 and 14 devoted to examinations or project submissions (for example, essays). Law courses will yield either 10 or 5 credits. 10-credit courses will run over the 14 weeks, with 12 weeks of teaching and two assessment weeks, while 5-credit courses will run over 7 weeks, with 6 weeks of teaching and one assessment week. (Exceptionally, intensive courses may diverge from this formula.) Teachers may assign assessed work at different times during the semester, but in general there will be mid-term assessment and end-of-term assessment for 10-credit courses. The assessment model for the B.L., M.L. and Emb.L. programs moves away from the traditional 100% final exam in favor of a number of smaller exams and/or projects in various formats: essay exams, oral exams, multiple-choice exams, take-home exams, essays, reports, in-class presentations, and so on. The course known as "Writing laboratory and forensics colloquium" will have a continuous assessment plan involving a number and variety of writing assignments.

## 10 Grading

Grades are awarded according to the 7-point scale.

2/3 of all examinations are assessed by external examiners.

As to the minimum requirements for passing:

The grade 02 is given for performance that meets only the minimum acceptable level of fulfillment of the objectives and learning outcomes of the relevant course.

A conversion table for converting grades on the 7-point scale into ECTS grades, and vice versa, shall be published.

## 11 Teaching Formats and Class Participation

It is considered vital to the teaching of legal and forensic skills that students be able to interact robustly with the teachers, and with one another, in class. A law class is to be considered to be a dialogic community. Therefore, students will be required to attend classes in real time. Remote attendance by electronic means is acceptable, provided that the technology enables "face-to-face" interaction. It will be the responsibility of Fróðskaparsetrið to provide adequate media for distance participation, if this option is to be offered to students. (Such a system is indeed already in place that the law teachers are happy with; it needs to remain in place and to have the capacity to serve larger classes.) Unexcused absence from classes may be penalized by reduction of the final grade, and failure to attend at least 75% of the classes will result in de-registration from



the relevant course; in that case, the student will lose the right to be examined and will have to re-take the course to receive a grade and credits.

## 12 Progress of Studies

Each full semester of studies yields 30 ECTS credits, and each credit requires, on average, 27-28 clock hours of work, according to ECTS standards. That means that a student entering full-time studies must attest to having at least 810 hours available each semester (or, for a student in half-time studies, at least 405) to devote to study, including participation in classes in real time—this is approximately 58 hours per week, or over 19 hours per week per course.

The three years of the planned B.L. degree program consist exclusively of obligatory courses; students are required to complete them in the order illustrated in the overview of the curricula included as Appendix 1, although the Program Director may allow deviations from this in response to special problems.

The program is designed for full-time study, but students unable to study full time may progress through the program on a part-time basis, following a pre-arranged plan worked out with, and approved by, the Program Director, in which the regular order of progress is preserved to the extent possible.

Students encountering special difficulties in the course of their B.L. studies may petition for a leave of absence of up to four semesters total, contiguous or noncontiguous. In such a case, the student must come to an agreement with the Program Director on a schedule for continuing and completing the degree program.

In any case, failure to complete the degree within five years from the time of entering the program will result in removal from the degree program.

Since the assessment model for the B.L. program moves away from the traditional 100% final exam in favor of a number of smaller exams and/or projects, students may only defer examinations and paper submissions for exigent reasons, such as illness or family crisis. A student may apply to the Program Director for permission to defer an examination or assignment deadline if an understanding has been reached with the relevant teacher. If granted, an arrangement will be made with the student for holding a special examination or setting a new assignment deadline.

If a student fails a course on account of failing grades for one or more examinations or assignments, the student may, at the teacher's discretion, re-take the examinations or re-submit the assignments or may possibly be given the option of taking a larger examination replacing part or all of the previous assessed work (up to 100%). Students



may be given up to three tries to pass a course. A third failure means that the student is removed from the B.L. degree program.

With the consent of the Study Board, the Program Director may remove a student from the B.L. degree program given a history of frequent failure, even if several failed courses have been subsequently passed.

The requirements for the progress of studies in the M.L. and Emb.L. degree programs can be more flexible than in the B.L. program, since the order for taking the courses is less crucial, and the program contains optional courses in three of the four semesters. Many students will have family and employment obligations that do not allow them to be in full-time law studies, and so they will take these programs on a *de facto* part-time basis. Still, there are 120 ECTS credits to be completed, including obligatory courses, optional courses, and a Emb.L. or M.L. thesis, and these are nominally two-year programs. Therefore, failure to complete the degree within four years from the time of entering the program will normally result in removal from the degree program, unless the student can demonstrate convincingly that s/he is at that time on a firm course toward timely completion of the requirements.

Students may defer exams and/or make up failures as in the B.L. program, as described above. But there is less excuse for deferment or failure for students at the master's level, and so teachers and the Program Director should be more stringent in this regard than for students in the B.L. program.

In accordance with section 20b of Law No. 58 of 9 June 2008 on University of the Faroe Islands, as amended by law no. 51 of 8 May 2012, students to the Fróðskaparsetur may submit written complaints about examinations with a 2 week deadline from the time when the Students got the decision. Reference is made to the detailed rules in Chapter 6a of the abovementioned law above mentioned, and to the website of University of the Faroe Islands.

### 13 **Transfer of Credits**

A student may transfer into the Faroese B.L. degree program and may, upon the recommendation of the program director, be granted permission by the Study Board to apply up to 30 ECTS credits from another institution to his/her Faroese B.L. degree.

Applications for credit transfers will be evaluated on a case-to-case basis. The prospects for approval will depend upon the resemblance between the courses taken abroad and those at Fróðskaparsetrið for which they are substituted. Courses replacing methodological and contextualizing courses central to the identity of the program at Fróðskaparsetrið are less likely to be accepted than traditional dogmatic courses (such as international law and different fields of “lawyers law”), where the legal position in the



Faroe Islands may not be very different from that in other countries. Only courses for which the student has received at least an average grade will be considered for transfer (courses taken pass-fail will thus not be so considered). Grades are, however, not transferred.

Students already studying at Fróðskaparsetrið, and wanting to study for a semester abroad may have up to 30 credits recognized toward their Faroese B.L. degree, but they must obtain pre-approval for this from the Study Board, pursuant to a recommendation from the Program Director.

Students may not apply credits toward their Faroese B.L. degree that have already been counted toward another academic degree.

## 14 Transition Period and Re-structuring of the Faroese Masters Degree in Law

If the Faroese bachelor-level degree program (B.L.) in law is initiated in the fall of 2018, as here proposed, there would be a transition period of three years up until the time when the first B.L. students would graduate and become available to apply for the Faroese Emb.L. They could first commence Emb.L. studies in the fall of 2021. In the academic years 2018-2019, 2019-2020, and 2020-2021 (and thereafter), students studying for the M.A. í lögfrøði will be able to take a certain number of courses in the bachelor program. To maintain a principled distinction between courses taken at the bachelor level and courses taken at the masters level, the assessment will be different for bachelor-level students and masters-level students and the shared courses taught under two numbers (and this will also apply to M.L. students after M.L. degree studies commence in 2021). However, the number of courses taught would not be increased by sharing among different categories of students. This course sharing means that the impact of the introduction of the bachelor program upon costs and staffing requirements would be minimal for 2018-2019 and would increase in steps in 2019-2020 and 2020-2021. This is detailed in Appendix 2.

### 14.1 APPENDIX 1 CURRICULA FOR FAROESE B.L. (FROM AUGUST 2018) AND EMB.L. (FROM AUGUST 2021)

Course plans for the Faroese B.L. and Emb.L. degree programs are shown below in graphic form, within the planned teaching semesters of 14 weeks. Most courses are of semester length (14 weeks, of which 12 weeks are teaching weeks and weeks 7 and 14 are assessment weeks), each yielding 10 ECTS credits, while some are half-semester courses of 7 weeks—6 teaching



weeks and 1 assessment week—yielding 5 ECTS credits each. (Exceptionally, intensive courses may diverge from this formula.)

Teachers may assign assessed work at different times during the semester, but in general there will be mid-term assessment and end-of-term assessment for 10-credit courses. The assessment model for the B.L. moves away from the traditional 100% final exam in favor of a number of smaller exams and/or projects in various formats: essay exams, oral exams, multiple-choice exams, take-home exams, essays, reports, in-class presentations, and so on. The course known as "Writing laboratory and forensics colloquium" will have a continuous assessment plan involving a number and variety of writing assignments.

The three years of the B.L. degree program consist exclusively of obligatory courses; students are required to complete them in the order illustrated in the graphic overview below, although the Program Director may allow deviations from this in response to special problems. The program is designed for full-time study, but students unable to study full time may progress through the program on a part-time basis, following a pre-arranged plan worked out with, and approved by, the Program Director in which the regular order of progress is preserved to the extent possible.

The B.L. degree program is nominally a three-year program of 180 ECTS credits. The courses other than the 10-credit B.L. thesis, fall into four categories: dogmatic public law courses, dogmatic private law courses, methodological courses, and contextualizing courses. The curriculum is adapted to the Faroese context in more than one way. Most teaching will be in Faroese and supported by the development of Faroese teaching materials and the development of Faroese legal language (in which students will participate). The dogmatic (or "lawyers' law") courses of most relevance to legal practice in the Faroe Islands (such as administrative law, and basic subjects such as contracts, torts, and property) are emphasized, while dogmatic courses, even in basic subjects, that are of less relevance in the working situation of the Faroe Islands (such as criminal law), while of course not omitted, are given less weight in the program than they might be allotted elsewhere. The emphases in the proposed program strongly reflect the general opinions of the Faroese legal community as revealed in the survey taken in May 2017. In addition, the program conduces to a clear and reflective understanding of the constitutional situation of the Faroe Islands—the legal framework within which law is practiced—which is not a special focus of other law programs.

Aside from the teaching of positive rules and principles, the B.L. degree program aims to develop the students' analytical skills and sense of the historical, social, and cultural contingencies of law and legal institutions. In this connection, consideration of the special challenges for law and legal governance of a small polity like that of the Faroe islands are emphasized. The objective is to train students not only to be skilled legal technicians but "thinking lawyers", well equipped to contribute thoughtfully and constructively to the development of Faroese law and legal institutions, which is a social responsibility of the legal profession. Thus, theoretical and prudential topics (method, analysis, interpretation, history, comparative law, legal culture, and legal theory) are taught in separate courses – classified as methodological and contextualizing courses – but likewise integrated into the teaching of the dogmatic law courses, especially in the dogmatic areas considered to be basic. What is described here may be considered a signature feature of the proposed Faroese B.L. degree program.



Finally, as emphatically asserted by several of the respondents to our survey of the Faroese legal community, a lawyer needs to be excellent in written and oral communication: the lawyer's craft involves arguing before the courts, drafting legal briefs, contracts, and other such documents, drafting legislation in service to the Løgting, and, for some, writing articles and books on legal subjects, and all this requires the ability to use language in a clear, precise, organized and well-reasoned manner. The development of these skills is a particular focus of the B.L. degree program here proposed. Since it is possible to shape and develop, but not to create, such skills in an undergraduate program, admission to the program will require adequate performance on an entrance examination designed to assess the existing skills of the applicants at analysis, reasoning and written language. Expression and communication will be assessed in all courses, in addition to substance, not least through the medium of interactive teaching. This emphasis will be supported by the dedicated 10-credit writing laboratory and forensics colloquium planned for semester three, where students will be required to do a sequence of written and oral exercises aimed at honing the expressive, communicative and argumentative skills of the kinds that are especially relevant for members of the legal profession.

14.2  
PROGRAM

## COURSE PLAN FOR FAROESE B.L.

## Semester 1

Basic course in law I							Legal understanding I						
Basic course in law II							Legal understanding II						
Administrative law							Administrative law						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

## Semester 2

Contracts							Contracts						
Torts							Torts						
Case analysis							Case analysis						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

## Semester 3

Roman law							Family law						
Faroese legal history							Faroese legal history						
Writing laboratory and forensics colloquium							Writing laboratory and forensics colloquium						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

## Semester 4

Faroese constitutional law							Faroese constitutional law						
Property and inheritance							Property and inheritance						
The purchase of goods and legal claims							The purchase of goods and legal claims						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

## Semester 5

International law							International law						
Civil procedure							Civil procedure						
Comparative law							Comparative law						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

## Semester 6



Criminal law and criminal procedure							Criminal law and criminal procedure						
Bankruptcy							Bankruptcy						
B.L. thesis							B.L. thesis						
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Public law courses	40 ECTS credits
Private law courses	65 ECTS credits
Methodological courses	40 ECTS credits
Contextualizing courses	25 ECTS credits

Basic course in law I (5 credits)  
Public and private law  
Fields of law  
Legal information

Legal understanding I (5 credits)  
Sources of law  
Legal interpretation

Basic course in law II (5 credits)  
Status of the Faroese legal system  
Faroese legal institutions

Legal understanding II (5 credits)  
What is law?  
Realism, Positivism, Pragmatism, etc.

Administrative law (10 credits)

Contracts (10 credits)  
Contract law and the theory of contract

Torts (10 credits)  
Tort law and the theory of torts

Case analysis(10 credits)  
Case analysis using Danish, Norwegian, Icelandic and American case reports

Roman law (5 credits)

Family law (5 credits)



Faroese legal history (10 credits)

Writing laboratory and forensics colloquium (10 credits)

Training in written and oral communication: organization, clarity, precision, style and cogent reasoning. Each student writes a paper under the guidance of a writing coach and gives a presentation based upon the paper to a peer audience.

Faroese constitutional law (10 credits)

Detailed consideration of the constitutional framework of the Faroe Islands under the Danish Constitution, the Home Rule Act, and the Instrument of Government

Property and inheritance (10 credits)

Law of property and property transfer, including inheritance

Sale of goods and legal claims (10 credits)

Law of sale of goods and of legal claims

International law (10 credits)

Public international law

Civil procedure (10 credits)

Comparative law (10 credits)

Jurisprudential comparison between selected legal systems and the Faroese legal system

Criminal law and criminal procedure (10 credits)

Criminal law, criminal procedure and criminal law theory

Bankruptcy (10 credits)

Law of bankruptcy and the process of bankruptcy resolution

B.L.thesis (10 credits)

Supervised research thesis on an approved legal topic (maximum length 25 standard pages of text)



The course plan for the Faroese Emb.L. degree program is shown here below in graphic form. Here, all courses are 10 ECTS-credit courses which will in principle be of semester length (14 weeks, of which 12 weeks are teaching weeks and weeks 7 and 14 are assessment weeks. (Exceptionally, courses may diverge from this formula.)

As previously indicated for both the B.L. and Emb.L. degree programs, teachers may assign assessed work at different times during the semester, but in general there will be mid-term assessment and end-of-term assessment for the 10-credit courses. As with the B.L., the assessment model for the Emb.L. moves away from the traditional 100% final exam in favor of a number of smaller exams and/or projects in various formats: essay exams, oral exams, multiple-choice exams, take-home exams, essays, reports, in-class presentations, and so on.

As stated elsewhere in this Prospectus, the requirements for the progress of studies in the Emb.L. degree program can be more flexible than in the B.L. program, since the order for taking the courses is less crucial, and the program contains optional courses ("bound options", selected from specified groups of courses) in three of the four semesters. Many students will have family and employment obligations that do not allow them to be in full-time law studies, and so they will take these programs on a *de facto* part-time basis, but they must eventually take all of the obligatory courses as students in full-time study and select from the bound options in the same manner.

The Emb.L. degree program is nominally a two-year program of 120 ECTS credits. The courses other than the 20-credit Emb.L. thesis, fall into three categories: dogmatic public law courses, dogmatic private law courses, and methodological courses. The Emb.L. curriculum continues the adaptation of legal education to the Faroese context in all of the ways mentioned in connection with the B.L. program (see above for details).

While many classical law programs make little substantive (as opposed to formal) distinction between the bachelor- and master-level programs, the proposed Faroese Emb.L. has a distinctive theoretical-methodological emphasis particularly appropriate for graduate-level studies in law, embodied in the three 10-credit courses on constitutional theory, cases and doctrines (theory of adjudication), and jurisprudence. This theoretical-methodological "anchor" may be considered a signature feature of the proposed Faroese Emb.L. that lends weight to it as an academic program. The point is to deepen the student's understanding of the nature and function of law within a constitutional framework, the nature and effect of the judicial process, and the character and underlying normative principles of legislation. All of these courses are intended to help to equip an upcoming generation of Faroese legal professionals to contribute thoughtfully and constructively to the development of Faroese law and legal institutions.

Aside from the 20-credit Emb.L. thesis, the remaining courses are dogmatic courses of several kinds: some with an international emphasis in recognition of the place of the Faroe Islands within the legal global village, and others in special areas that should be of particular relevance for Faroese legal practitioners. Of the latter, particularly those courses taught in rotation within the groups of bound options are courses that have been in demand by members of the Faroese legal community, or other departments within Fróðskaparsetrið, for the purposes of program enhancement (course options), professional enhancement, or continuing education. These will serve not only our degree students but the wider community both within and without Fróðskaparsetrið, and many of the non-degree students will pay fees for these courses that will help to finance the law programs.



Given course plans for the Emb.L. program and the underlying B.L. program, students will be able to go in various directions in writing their 20-credit Emb.L. theses. They could write on a variety of dogmatic law subjects, on comparative law topics, legal issues pertaining to fisheries and agriculture, legal history, legal theory, or—as many may choose to do—issues of law and legal governance in small polities.

In short, the Emb.L. program is designed to graduate legal professionals well trained in the everyday lawyers' craft but also well prepared to make a positive contribution, as lawlearned persons, to the general welfare of Faroese society.



## 14.3

## COURSE PLAN FOR FAROESE

## EMB.L. PROGRAM

## Semester 1

Constitutional theory								Constitutional theory							
Private international law								Private international law							
Public/Private law option A								Public/Private law option A							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Semester 2

Cases & doctrines								Cases & doctrines							
Public/Private law option B								Public/Private law option B							
Human rights								Human rights							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Semester 3

Legisprudence								Legisprudence							
Public/Private law option C								Public/Private law option C							
Emb.L. thesis								Emb.L. thesis							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Semester 4

Fisheries law								Fisheries law							
Public law option D								Public law option D							
Emb.L. thesis								Emb.L. thesis							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

Public law courses	30 ECTS credits
Private law courses	10 ECTS credits
Public/Private optional	30 ECTS credits
Methodological courses	30 ECTS credits



Constitutional theory (10 credits)

Private international law (10 credits)

Public/Private law option A: courses taught every second year (not guaranteed)  
Finance law – Tax law (each 10 credits)

Cases & doctrines (10 credits)

Public/Private law option B: courses taught every third year (not guaranteed) Law  
of the sea – Consumer law – Health law (each 10 credits)

Human rights (10 credits)

Legisprudence (10 credits)

Public/Private law option C: courses taught every second year (not guaranteed)  
Collective labor law – Public employment law (each 10 credits)

Fisheries law (10 credits)

Public law option D: courses taught every second year (not guaranteed)  
Environmental law – Building & planning law (each 10 credits)

Emb.L.thesis (20 credits)

Supervised research thesis on an approved legal topic (length 40-50 standard pages of text)



In addition to the B.L. and Emb.L. degree programs, it is proposed also to initiate a master's level program in law, M.L., which, like the Emb.L. is to be a nominally two-year program of 120 ECTS credits. The difference between the Emb.L. program and the M.L. is that the latter does not presuppose that the student has completed an undergraduate degree in law. Applicants for the M.L. degree program must have completed a bachelor-level degree (or equivalent) in another academic subject, preferably one related to law (for example, political science); and some may have also completed a master-level degree in another subject.

The M.L. degree is not meant to provide the same professional entitlements as the Emb.L., for instance, to sit bar examinations, to practice law as an "advokatur" or "sakførari" or to serve as a judge. However such entitlements can be obtained if the student later obtains a B.L. For this reason the M.L. will to a large extent be a continuation of the current Master's degree in law at the Fróðskaparsetur.

The M. L. is conceived as a master's-level degree in law that could serve as a credential for working in various domestic, foreign or international agencies, such as those dealing with human rights, child protection, peacekeeping, the environment, consumer regulation, health, fisheries, labor arbitration and so on, and in many positions in the administration.

Entering M.L. students should have a basis in basic legal matters: dogmatic subjects, methodology and contextual subjects. But rather than formal requirements to which legal courses applicants should have taken the intent is that an entrance exam in addition to their undergraduate degree should reveal which applicants have the necessary prerequisite skills. Promising applicants lacking an adequate basis may nevertheless be accepted. In such case they may be required to take certain prerequisite courses.

There is no overall course plan for the M.L. degree. It is, however, intended that the M.L. students should be able to take all the courses offered for Emb.L. students. The three "anchor" courses on constitutional theory, cases and doctrines and jurisprudence will be required. The students will also have to write a 20 ECTS M.L. thesis. Other than this there will be no required M.L. courses. A list of prerequisite competences, to be approved by the Study Board, will be issued by the fall of 2020.

In addition to that M.L. students will be able to take a number of B.L. courses as part of their M.L. studies, as specified below. These will, however, be assessed as Master's courses.

Administrative law  
Legal understanding I & II  
Case analysis  
Legal history  
Faroese constitutional law  
Civil procedure  
International law  
Comparative law  
Bankruptcy

Other parameters for the M.L. degree program, such as the assessment model, teaching formats, academic calendar and so on are the same for the M.L. program as for the B.L. and Emb.L. programs.



#### 14.4 APPENDIX 2 STAFFING AND FUNDING REQUIREMENTS FOR B.L. DEGREE PROGRAM

Budget projections for the costs of the proposed B.L. program depend essentially upon additional staffing requirements, over and above those for the master's-level law programs, and the relationship between the B.L. and the master's level programs in the transition period between fall of 2018 and the spring of 2021, which is the period between the proposed initiation of the B.L. program and the availability of the first graduates for entry into the Emb.L. degree program. Here the proposed staffing strategy and course planning for this transition period are explained, and a budget projection given.

#### 14.5 STAFFING

By far the most important deliverable of the law program or programs at Fróðskaparsetrið, both currently and for the period 2018-2021 (and perhaps some years beyond) is quality teaching in law. It is indeed important for Fróðskaparsetrið to define itself as a center of research, in law as well as in other subjects, and, the law department is firmly committed to research-based teaching as an ideal of the academy. The teaching-staff members currently manning the M.A. í lögfrøði are dedicated to this ideal and are actively engaged in scholarly research. But looked at in terms of the immediate needs of young Faroese people wishing to study law in the Faroe Islands, and of the Faroese legal community, what is most important during the next few years is for Fróðskaparsetrið to provide high-quality academic and professional teaching in law, which in turn requires attention to the development of Faroese teaching materials. There are ways of building up the research profile of Fróðskaparsetrið in law, while focusing funds and resources primarily upon the delivery of quality education during the next 5-6 years; one of these will be mentioned below. However, it is part of this proposal that the new regular staff members who will need to be hired to develop the projected B.L. program concurrently with the law department maintaining intake into the M.A. í lögfrøði through 2020 and running the proposed M.L. and Emb.L. degree programs thereafter, should have teaching, and the development of Faroese teaching materials, rather than research, as their primary responsibility. The intention will be to move such staff members, after a few years, into positions with defined research responsibilities, contingent upon performance. In other words, they will have to have built up their personal scholarly profiles in the interim. The drafters of this proposal maintain that this staffing strategy will in no way undermine the potential of Fróðskaparsetrið as a center of research, or the ambitions of staff members as scholars and researchers, even in the near term.

In any case, the following staffing protocol is here proposed:

Most of the dogmatic law courses taught in the B.L., M.L., and Emb.L. programs be taught by external teachers working in the Faroese legal community (whether in agencies, private practice, or whatnot), taking responsibility for courses in their area or areas of specialization and/or particular interest. This is the practice in the current M.A. í lögfrøði, especially since the death



of Kári á Rógvi, and is a virtual necessity given the funding currently available. This necessity proves, in fact, to amount to a virtue, as it makes inevitable a close and ongoing connection with the Faroese legal community and a sense of "co-ownership" by that community of the law programs. It will also support future employability of law graduates from Fróðskaparsetrið, and confidence in the quality of the law teaching, and there is no reason to suppose, if we are careful in our recruitment of external Faroese teachers, that regular teaching-staff member would do better teaching of dogmatic subjects. The importance of these things can hardly be overemphasized.

What are in this Prospectus called "methodological" and "contextualizing" courses, along with certain foundational dogmatic courses (such as administrative law) and the theoretical parts of such (e.g. theory of contract) would be taught by regular teaching-staff members in law, or co-taught with faculty members from other departments (e.g. Faroese legal history) or taught or co-taught by high-profile legal scholars from abroad (e.g. Roman law, parts of the course on legal understanding, parts of the course on constitutional theory or whatnot). Teaching by such imported high-profile legal scholars is, per unit, relatively costly as compared with domestic internals, but it would constitute only a small part of the teaching. In addition to allowing us to incorporate expertise in fields that we cannot presently cover well in the Faroe Islands, if such persons were hired on contract as adjunct professors for limited and specific teaching missions, then they could agree to name Fróðskaparsetrið in their publications and CV's, which would boost the institution's research profile in a much less expensive way than hiring full-time faculty members with heavy scholarly responsibilities. (Such people are, in fact, available.)

Staff with special competences will be required for teaching and coaching in the area of oral and written expression and communication, not least the course entitled "Writing laboratory and forensics colloquium". It may be that this could require a regular staff appointment; but that might conceivably be only a half-time M.L., and Emb.L. position, or it may be possible to hire a local external teacher, as for the dogmatic law courses. In the long run, much of this teaching and coaching might be put into the hands of M.L., and Emb.L. students, working as assistants—students selected for their proven excellence in written and oral expression and use of the Faroese language—and this would help in limiting staffing costs.

## 14.6 COURSE PLANNING IN THE TRANSITION PERIOD

In the period between August 2018, when the B.L. is meant to be launched, and August 2021, when the M.A. í løgfrøði is to be replaced by the M.L., and Emb.L. programs, courses taught in the M.A. í løgfrøði will overlap (i.e. be taught in common) with courses taught in the B.L. program; and Basic Law, which will be part of the B.L. is already taught—and well populated (largely by paying students), so that extra expense for launching the B.L. program will be minimal in 2018-2019. As explained elsewhere in this Prospectus, courses taught in common at bachelor and master levels will be differently assessed for B.L. and master's-level students and given different registration numbers; but the staffing costs would be as for a single course. The courses to be taught in the M.A. í løgfrøði in the transition period are shown schematically in the chart provided at the end of this Appendix.



## 14.7 BUDGET PROJECTION

In line with the staffing strategy explained above, the estimated need for teaching staff, over and above the existing staff, to cover the additional teaching required for the B.L. degree program, is for two external teachers per semester, one domestic and one foreign. A regular teaching staff member will need to be added from 01.08.2019; hiring of one námslektari is projected. In addition, running the B.L. program will require a secretary for efficient service to students and teaching staff; hiring the secretary can be deferred until 01.01.2019.

A budget projection, reasonably conservative but expressing bottom-line needs, is given here.

## 14.8 PROJECTED COSTS, ADDITIONAL TO COSTS OF THE M.A. IN LAW, FOR B.L. PROGRAM (2018-2021)

Caledar (Financial) Year	2018	2019	2020	2021
Additional academic staff: 1 námslektari (per 01.08.2019)	0	163,016	505,404	521,760
B.L. secretary (per 01.01.2019)	0	350,000	350,000	350,000
Domestic external teachers for B.L.	110,000	110,000	110,000	110,000
Foreign external teachers for B.L.	0	180,000	180,000	180,000
External examiners for B.L.	0	30,000	90,000	80,000
Miscellaneous additional and unforeseen costs	150,000	250,000	250,000	250,000
<b>Total</b>	<b>260,000</b>	<b>1,083,016</b>	<b>1,485,404</b>	<b>1,491,760</b>

This projection includes a relatively high figure for "miscellaneous additional and unforeseen costs". It is thought realistic to budget generously for such costs as there are inevitable complexities and surprises that come to light in instituting new, and relatively complex, degree programs. In particular, it is possible that an additional, half-time teaching staff member will be needed in addition to the one now projected.

Because of the common-course teaching for the B.L. and M.A. degree programs in the transition period explained above, it appears that in the spring 2019 semester, the B.L. budget will pay for 1 out of 3 M.A. courses. In the spring 2020 the B.L. budget will pay for 2 out of 3 MA courses. In the fall 2020 the B.L. will pay for 2 out of 5 MA courses. And, finally, in the spring 2021 the B.L. will pay for 3 out of 3 MA courses. This means that the annual budget for the master-level law teaching will be reduced from present levels during the transition period, returning to present



levels only in the fall of 2021. (This calculation may have to be adjusted, but it is at least roughly correct.)

The budget projection above does not take account of income derived from tuition fees charged to students not in university studies who will take individual law courses for the purposes of continuing education, professional enhancement, or general education.

#### 14.9 COURSE OFFERINGS FOR THE M.A. IN LAW (FALL 2017 TO SPRING 2021)

According to present plans, and assuming that the proposal is approved for the B.L. in law, the following courses would be offered in the M.A. in Law from the fall semester 2017 to the spring semester 2021. All of these courses are 10 ECTS points. Full-time studies require taking 30 ECTS each semester. All of the courses are electives except Legal understanding which has to be taken in the fall semester of the first year. Some problems remain to be worked out, but the following schematic plan should be correct for the most part and has been used for the purposes of present calculations.

##### Fall 2017

Collective labor law							Collective labor law							
Tax law							Tax law							
Finance law							Finance law							
Legal understanding							Legal understanding							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

##### Spring 2018

Fisheries law							Fisheries law							
Consumer law							Consumer law							
Civil procedure							Civil procedure							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

##### Fall 2018

Legal understanding							Legal understanding							
Administrative law							Administrative law							
Public employment law							Public employment law							
Building and planning law							Building and planning law							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

##### Spring 2019

Home rule and frame of government							Home rule and frame of government							
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Municipal law								Municipal law							
Case analysis								Case analysis							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Fall 2019

Legal understanding								Legal understanding							
Administrative law								Administrative law							
Faroese Legal history								Faroese Legal history							
Collective labor law								Collective labor law							
Tax law								Tax law							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Spring 2020

Faroese constitutional law								Faroese constitutional law							
Consumer law								Consumer law							
Case analysis								Case analysis							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Fall 2020

Legal understanding								Legal understanding							
International law								International law							
Civil procedure								Civil procedure							
Faroese Legal history								Faroese Legal history							
Comparative law								Comparative law							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		

## Spring 2021

Faroese constitutional law								Faroese constitutional law							
Bankruptcy law								Bankruptcy law							
Case analysis								Case analysis							
1	2	3	4	5	6	7	8	9	10	11	12	13	14		