



DEGREE PROFILE OF

Bachelor of Education (B.Ed.) sum fólkaskúalærari

Bachelor of Education (B.Ed.) in Primary and Lower Secondary Education

TYPE OF DEGREE & LENGTH	The Bachelor of Education in Primary and Lower Secondary Education is a 4-year first cycle programme offered by the University of the Faroe Islands (240 ECTS)
INSTITUTION(S)	Námsvísindadeildin, Fróðskaparsetur Føroya Faculty of Education, the University of the Faroe Islands
ACCREDITATION ORGANISATION(S)	Úttanríkis- og Mentamálaráðið The Ministry of Foreign Affairs and Culture
PERIOD OF REFERENCE	Valid from 2016 onwards
CYCLE /LEVEL	1 st Cycle (EQF-LLL) / Level 6 (QF-EHEA).

A	PURPOSE
	The purpose is to educate primary and early secondary pre-service teachers to prepare, carry out and evaluate teaching at every age level within the framework set out in laws and statutory instruments for the Faroese school system. On completion of the programme, the graduates should also be able to document and develop lesson plans in a variety of subjects at the primary and early secondary levels of the Faroese school system, and they should be able to discuss, explore and evaluate central themes in education and in subject-specific fields of study.

B	CHARACTERISTICS		
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2	FURTHER STUDIES	Upon completion of the programme, students are qualified for 2 nd cycle studies (Master's level) in related disciplines.
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D	EDUCATION STYLE	
1	LEARNING & TEACHING APPROACHES	Lectures, in-class teaching, individual exercises, presentations, various types of group work, group presentations, theme-based and other projects, workshops, practicums, practicum reports and portfolios.
2	ASSESSMENT METHODS	Written exams, assignments, papers written individually or in groups, oral exams, synopses with oral presentations, oral presentations, and practicum evaluations.

E	PROGRAMME COMPETENCES	
1	GENERIC	<p>Academic skills: To explore, analyse and critically evaluate claims and sources, including developing the ability to pose, describe, analyse, and interpret questions and issues from an academic perspective and to develop validly argued conclusions.</p> <p>Linguistic skills: To communicate clearly and concisely in writing and speaking.</p> <p>Cooperative skills: To communicate and cooperate with others in various contexts in a rational manner.</p> <p>Independent working skills: To work independently and to cooperate in teams; to solve tasks independently and in teams.</p> <p>Problem-solving skills: To identify and solve problems, and use good decision-making skills.</p> <p>Practical knowledge skills: To translate knowledge into practice.</p> <p>Life-long learning skills: To develop and update one's learning.</p>
2	SUBJECT SPECIFIC	<p>Professional skills: To plan and carry out teaching within the framework set out in laws and statutory instruments on education; to understand and evaluate the rationale on which teaching and other pedagogical work builds.</p> <p>General pedagogic and subject-specific skills: To choose and use theories in general pedagogy when planning, carrying out and evaluating teaching; to evaluate learning outcomes according to well-established tools within the relevant subject-specific pedagogies and fields of study.</p> <p>Communicative and cooperative skills: To communicate rationally, to adapt to a variety of situations and to demonstrate empathy; to take people's various developmental potential, personalities and interests into consideration.</p> <p>Student well-being: To create a safe and respectful learning environment that is inspiring and promotes development, in which everyone is seen, heard and valued.</p> <p>Professional development skills: To evaluate praxis and take necessary steps to re-evaluate one's work and teaching in light of new insight and understanding; to participate in and carry out basic research and development projects in the field of education.</p>

F	COMPLETE LIST OF PROGRAMME LEARNING OUTCOMES	
	<p>Upon completion of the programme, the graduate will be able to:</p> <ul style="list-style-type: none"> - describe and analyse current laws and statutory instruments for the Faroese school system, and to translate these into educational practice. - describe and evaluate the democratic and Christian heritage on which Faroese democracy is founded. - explain how Faroese cultural heritage has shaped the basic values in Faroese society. - analyse the Faroese school's educational and formative responsibilities. - analyse how the school's legal framework and other political decisions influence every individual's life, its possibilities and quality. - explain theories in general pedagogy and subject-specific fields of study. - analyse and evaluate theories and methods in education. - analyse and evaluate various theories—from psychological, cultural and historical perspectives—on how human beings grow, develop and learn. - evaluate lesson plans on the basis of recognised theories and methods. - evaluate whether lesson plans create a context in which it is likely that every individual develops and learns. - evaluate and use relevant subject-specific methods and knowledge in the various school subjects. 	

- evaluate one's own professional identity, considering perspective, methods and results.
- evaluate how one's professional identity influences the potential for development, learning and well-being of those one works with.
- explain how one develops good relations with those in one's care, their developmental potential, personalities and interests.
- explain basic issues one must consider when creating an atmosphere of well-being for all people.
- explain how one can communicate and show proper consideration in interdisciplinary cooperation.
- describe, analyse and make decisions about ethical matters relevant to one's profession.
- analyse and apply research-based knowledge in relation to learning processes.
- participate in educational development projects.
- carry out teaching in such a way that pupils are supported in their multi-faceted and personal development.
- carry out teaching in such a way that every pupil acquires knowledge, competences, and language and study skills.
- carry out teaching in such a way that every pupil receives appropriate academic challenges.
- carry out teaching in such a way that it is likely to be motivational, encourages meaningful experiences, and engenders deep reflection.
- carry out teaching with the purpose of developing pupils' ability to be empathetic, to take joint responsibility and decisions, and to respect rights and responsibilities in a democratic society.
- carry out teaching that is based on freedom of conscience, tolerance, equality and democracy.
- carry out teaching in which ICT is a natural component.