



DEGREE PROFILE OF B.Ed. sum námsfrøðingur <i>Bachelor of Education in Pedagogical Development</i>

TYPE OF DEGREE & LENGTH	BEd in Pedagogical Development is a four-year degree programme consisting of 240 ECTS
INSTITUTION(S)	Námsvísindadeildin, Fróðskaparsetur Føroya <i>Faculty of Education, The University of the Faroe Islands.</i>
ACCREDITATION ORGANISATION(S)	Uttanríkis- og Mentamálaráðið <i>The Ministry of Foreign Affairs and Culture</i>
PERIOD OF REFERENCE	Valid from 2016
CYCLE /LEVEL	Bachelor, Level 6 according to EQF – LLL; 1 st cycle according to QF – EHEA.

A	PURPOSE
	To educate pedagogical educators to prepare, carry out, evaluate and document pedagogical and special pedagogical work with children, adolescents, and adults; to educate them to ponder over and evaluate pedagogical principles.

B	CHARACTERISTICS
1	DISCIPLINE(S) / SUBJECT AREA(S) The programme consists of two main parts: <ol style="list-style-type: none"> 1. General pedagogy, focusing on pedagogical principles such as upbringing, care, society, culture, formation, play, development, learning, socialization and growth in the field of day-care and special pedagogy. 2. Specialised subject qualification. The programme focuses on day-care centres, kindergarten, prep schools, recreation centres, youth centres, residential homes for children and youths, sheltered workshops and homes, and other pedagogical institutions.
2	GENERAL / SPECIALIST FOCUS A general degree in pedagogical development which qualifies the graduate to create meaningful activities promoting development for those in their care.
3	ORIENTATION Academic degree with a professional orientation
4	DISTINCTIVE FEATURES The programme is based on essential knowledge within the field of pedagogy. Focus is on pedagogical, special needs, psychological, sociological, and on general didactical themes and phenomena relevant to the pedagogical work that will be tried during practicum periods. Students will choose three specialised subject qualifications.

C EMPLOYABILITY & FURTHER EDUCATION		
1	EMPLOYABILITY	A BEd degree in pedagogical development qualifies the graduate to work within the pedagogical and special-pedagogical field.
2	FURTHER STUDIES	A BEd qualifies successful students for 2 nd cycle studies (Master's level) in related disciplines.

D EDUCATION STYLE		
1	LEARNING & TEACHING APPROACHES	Lectures, in-class teaching, individual exercises, individual presentations, various types of group work, group presentations, theme-based and other projects, workshops, practicum reports and portfolios.
2	ASSESSMENT METHODS	Written exams, take-home assignments, papers written individually or in groups, oral exams, synopses with oral presentation, portfolio with oral presentation, oral presentations, and practicum evaluations.

E PROGRAMME COMPETENCES		
1	GENERIC	<p>Academic skills: ability 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: capacity to communicate clearly and concisely orally and in writing.</p> <p>Communication skills: capacity to communicate and cooperate consciously with children, adolescents and adults under one's care, and with colleagues and other occupational groups about a wide range of subjects with focus on pedagogical development.</p> <p>Relation skills: capacity to build good relations with acknowledgement and respect and to have responsibility for good relations with those under one's care and the relations one is a part of.</p> <p>Independent working skills: capacity to work independently and to cooperate in teams; to solve concrete tasks independently and in teams.</p> <p>Problem-solving skills: capacity to identify and solve problems, and to use ethically good decision-making skills.</p> <p>Practical knowledge skills: ability to translate knowledge into practice.</p> <p>Life-long learning skills: capacity to develop and update one's learning.</p> <p>Organisational skills: ability to didactically prepare, plan, and organise pedagogical activities based on circumstance and the individual.</p>
2	SUBJECT SPECIFIC	<p>Professional skills: capacity to plan and carry out pedagogical work 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: ability to choose and use fundamental pedagogical, psychological, and didactical theories and methods when planning, carrying out and evaluating pedagogical and special pedagogical activities; ability to adapt to circumstance and the individual based on ethical and critical evaluation.</p> <p>Relations skills: capacity to build good relations with individuals with different preconditions for development, with different personalities, and interests; capacity to take responsibility for good relations.</p>

	<p>Communicative and cooperative skills: ability to communicate rationally, to adapt to a variety of situations and to demonstrate empathy; to acknowledge and to take people's various developmental potential, personalities and interests into consideration.</p> <p>Well-being skills: capacity to create a safe and respectful environment that is inspiring and promotes development; capacity to promote patience and an acknowledging and inclusive social environment with room for everyone.</p> <p>Professional development skills: capacity to evaluate praxis and take necessary steps to re-evaluate one's pedagogical approach in light of new insight and understanding; to participate in and carry out basic research and development projects within the pedagogical field.</p>
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F	COMPLETE LIST OF PROGRAMME LEARNING OUTCOMES
	<p>Upon successful 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 pedagogical system and to translate these into pedagogical practice. • Describe and analyse the democratic and Christian heritage, and how this heritage has shaped the ethical foundations under the Faroese society. • Explain and analyse the educational and formative responsibility of pedagogical institutions. • Evaluate how social framework, legal framework, and other political decisions influence every individual's life, its possibilities and quality. • Explain a variety of theories in general pedagogy, psychology, and didactics. • Analyse and evaluate theories and methods within the field of socialization, care, development, and education. • Describe and analyse various theories on how human beings grow, socialize, develop, and learn from a psychological, cultural and historical perspective. • Explain the purpose of everyday pedagogical activity. • Evaluate and document everyday pedagogical activity. • Demonstrate how to develop concrete processes of formation and projects based on recognized theories and methods to facilitate well-being and growth in every individual. • Apply relevant theory and knowledge to the field of pedagogy. • Describe and assess how pedagogical activity facilitating the best possible development and education of children, adolescents and adults can be organised. • Describe and assess how to arrange pedagogical activity facilitating influence and joint responsibility. • Describe, analyse and make decisions based on work-ethical principles. • Analyse and apply research-based knowledge in pedagogical contexts. • Participate in, observe and evaluate pedagogical developmental processes. • Assess how one's professional identity may influence attitude and working methods. • Analyse how one's professional identity influences the potential for development, learning and the well-being of those in one's care. • Describe and assess how good relations may be developed with those in one's care with multifarious developmental potential, personalities, and interests. • Describe the basic principles one must consider when creating an atmosphere of well-being for all people. • Describe how to produce healthy relations and cooperation with relevant collaborators, parents and relations.

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| | <ul style="list-style-type: none">• Describe and assess how to facilitate collaboration with various professional groups and authorities.• Analyse and apply an including pedagogic strategy in order to facilitate the development and well-being in children, adolescents, and adults.• Describe the importance of linguistic competence in terms of facilitating the improvement of language and communicative skills.• Explain the importance of multiplicity in institutions. |
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