



Programme Description

Bachelor of Education (BEd) in Primary and Lower Secondary
Education

2022

The University of the Faroe Islands
Faculty of Education 2022

Preface.....	4
1 Introduction	5
2 Programme Title in Faroese and English	6
3 Cycle/Level (QF – EHEA; EQF - LLL).....	6
4 ECTS	6
5 Admission Requirements	6
6 Purpose of the Degree	6
7 Description of Generic and Subject Specific Competences	7
8 Learning Outcomes (Complete List of Programme Learning Outcomes)	8
9 Programme Regulations	9
9.1 Structure of BEd in Primary and Lower Secondary Education.....	9
9.2 Contents and ECTS in Each Subject Area	10
9.3 Learning and Teaching Methods	11
9.4 Teaching Placement	12
9.5 The BEd Dissertation	14
9.6 Assessment Methods (Formative and Summative Assessment)	15
9.7 Exams	16
9.7.1 General Exam Rules	17
9.7.2 Order of Exams in the Programme - (Table 3. The order of exam)	18
9.7.3 Internal and External Examiners	19
9.7.4 The Current Grading Scale - Passed/Failed.....	20
9.7.5 Re-Examination and Make-Up Exams	20
9.7.6 Unique Circumstances Need Special Consideration	20
9.8 Language of Instruction.....	21
9.9 Transfer Credits.....	21
9.10 Leave of Absence.....	22
9.11 Special Circumstances.....	22
9.12 International Exchange Opportunities.....	22
9.13 Compulsory Attendance	23
9.13.1 Compulsory Attendance - Teaching Placement	23
9.14 Student Activity.....	24
9.15 Programme and Course Evaluations	24

9.16 Complaints	25
9.17 Academic Honesty (Plagiarism and Other Irregularities)	25
9.18 Deadline for Passing the Final Exam	26
9.19 Regulations for Changes in the Programme Description	26
9.20 Other Regulations.....	26
9.20.1 Single Course Students.....	26

Preface

From the Study Board:

A programme description sets out the framework for a study programme. Along with course descriptions and the university's overall regulations, the programme description is an important reference document on the rights and responsibilities of students.

Once the programme director has heard all relevant parties, he sends the degree programme profile and programme description to the study board for evaluation and approval according to set regulations. On completion of the evaluation of a programme description and after the study board has been satisfied that all relevant parties have been heard, the study board approves the programme description and sends it to the dean for further processing.

The study board is responsible for ensuring that the various parts of the programme are cohesive, and that subjects or subject areas continuously comply with the purpose of the degree. The study board must also ensure that the instruction and exam requirements meet the purpose of the degree.

This programme description has been approved by the study board at the Faculty of Education on 29/8-2022.

On behalf of the study board,

Sigríð Vesturgarð, Chairwoman

1 Introduction

This document is the programme description for Bachelor of Education (BEd) in Primary and Lower Secondary Education. The programme is composed in accordance with the provisions in the Bologna Declaration; and the European Credit Transfer and Accumulation System, ECTS, is used to show the length of the programme and the workload of the students.

The programme is based on this regulatory framework:

- Act no. 58 from 9. June 2008 on the University of the Faroe Islands, as amended in Act no. 51 from 8. May 2012
- Executive Order no. 97 from 17. June 2021 on degrees at the University of the Faroe Islands, as amended in Executive Order no. 108 from 25. June 2021
- Executive Order no. 98 from 17. June 2021 on admission to the University of the Faroe Islands as amended in Executive Order no. 106 from 25. June 2021
- Executive Order no. 101 from 17. June 2021 on educating primary and lower secondary school teachers as amended in Executive Order no. 107 from 25. June 2021
- Executive Order no. 73 from 31. May 2013 on the marking scale and assessment
- Executive Order no. 99 from 17. June 2021 on exams at the University of the Faroe Islands

The programme description describes what is asked of a student as well as the rights and obligations a student has that has been admitted to the University of the Faroe Islands.

If a student is unable to finish his or her studies before a new programme description comes into force and consequently is caught between two programme descriptions, he or she must make arrangements with the faculty's secretary on how to complete his or her degree. The student counsellor can guide the student in such matters.

Significant changes in a programme description come into force at the beginning of an academic year.

A programme description does not include course descriptions for the individual courses nor general rules and regulations of the University of the Faroe Islands. These are found on the university's webpage.

The dean has the overall responsibility of the programme. The programme director has the academic responsibility and organises the programme.

Tórshavn, 29/8-2022

Hans Harryson

Programme director for Bachelor of Education (BEd) in Primary and Lower Secondary Education Faculty of Education, University of the Faroe Islands

2 Programme Title in Faroese and English

Title:

- Bachelor of Education (B.Ed.) sum fólkaskúlalærari
- Bachelor of Education (BEd) in Primary and Lower Secondary Education

3 Cycle/Level (QF – EHEA; EQF - LLL)

1st cycle according to QF-EHEA, and level 6 according to EQF-LLL

4 ECTS

240 ECTS.

1 ECTS is equivalent to 25-30 hours' study. A full-time academic year is 60 ECTS, equivalent to 1500-1800 hours' workload, all study activities included.

5 Admission Requirements

The admission requirements are described in the executive order on admission to the University of the Faroe Islands from 25 June 2021.

The admission requirement to the Bachelor of Education in Primary and Lower Secondary Education is having completed upper secondary school. Furthermore, applicants must have at least an A-level in Faroese and a C-level in Maths (for quota 1).

Dispensation from these requirements may be allowed if the applicant in other ways has acquired knowledge and competences that can be equalled to an upper secondary level education (for quota 2).

6 Purpose of the Degree

The purpose of the degree is found in Executive Order on Bachelor of Education (BEd) in Primary and Lower Secondary Education from 25 June 2021.

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, 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.

The degree is research-based and is at a level which qualifies the graduate to teach in other Nordic school systems, and to enter 2nd cycle studies (Master's level) in related disciplines.

7 Description of Generic and Subject Specific Competences

Table 1: Generic and subject specific competences

Generic	
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.
Linguistic skills	To communicate clearly and concisely in writing and speaking.
Cooperative skills	To communicate and cooperate with others in various contexts in a rational manner.
Independent working skills	To work independently and to cooperate in teams; to solve tasks independently and in teams.
Problem-solving skills	To identify and solve problems, and to use good decision-making skills.
Practical knowledge skills	To translate knowledge into practice.
Life-long learning skills	To develop and update one's learning.
Subject specific	
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.
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.
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.
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.
Professional development skills	To evaluate praxis and take necessary steps to re-evaluate one's work and teaching considering new insight and understanding; to participate in and carry out basic research and development projects in the field of education.

8 Learning Outcomes (Complete List of Programme Learning Outcomes)

Complete list of programme learning outcomes	
Upon completion of the programme, the graduate will be able to:	
1	describe and analyse current laws and statutory instruments for the Faroese school system, and to translate these into educational practice.
2	describe and evaluate the democratic and Christian heritage on which Faroese democracy is founded.
3	explain how Faroese cultural heritage has shaped the basic values in Faroese society.
4	analyse the Faroese school's educational and formative responsibilities
5	analyse how the school's legal framework and other political decisions influence every individual's life, its possibilities and quality
6	explain theories in general pedagogy and subject-specific fields of study
7	analyse and evaluate theories and methods in education
8	analyse and evaluate various theories – from psychological, cultural, and historical perspectives – on how human beings grow, develop, and learn
9	evaluate lesson plans based on recognised theories and methods
10	evaluate whether lesson plans create a context in which it is likely that every individual develops and learns
11	evaluate and use relevant subject-specific methods and knowledge in the various school subjects
12	evaluate one's own professional identity, considering perspective, methods, and results
13	evaluate how one's professional identity influences the potential for development, learning and well-being of those one works with
14	explain how one develops good relations with those in one's care, their developmental potential, personalities, and interests
15	explain basic issues one must consider when creating an atmosphere of well-being for all people
16	explain how one can communicate and show proper consideration in interdisciplinary cooperation
17	describe, analyse, and make decisions about ethical matters relevant to one's profession
18	analyse and apply research-based knowledge in relation to learning processes
19	participate in educational development projects
20	carry out teaching in such a way that pupils are supported in their multi-faceted and personal development
21	carry out teaching in such a way that every pupil acquires knowledge, competences, and language and study skills
22	carry out teaching in such a way that every pupil receives appropriate academic challenges
23	carry out teaching in such a way that it is likely to be motivational, encourages meaningful experiences, and engenders deep reflection
24	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
25	carry out teaching that is based on freedom of conscience, tolerance, equality, and democracy
26	carry out teaching in which ICT is a natural component

9 Programme Regulations

9.1 Structure of BEd in Primary and Lower Secondary Education

The programme of BEd in Primary and Lower Secondary Education has these general and elective courses:

Table 2 The structure of the courses

Semester			
1	Teaching and Learning I <i>Theoretical Foundations</i> (10 ECTS)	Faroese Elementary Level (10 ECTS)	Mathematics Elementary Level (10 ECTS)
2	Teaching and Learning II <i>Language and Reading Acquisition</i> (10 ECTS)	Faroese Elementary Level (10 ECTS)	Mathematics Elementary Level (10 ECTS)
3	Teaching and Learning III <i>The Role of the Teacher – School and Society</i> (10 ECTS)	Subject Specialisation I (20 ECTS)	
4	Teaching and Learning IV <i>Worldview and Ethics</i> (10 ECTS)	Subject Specialisation I (20 ECTS)	
5	Teaching and Learning V <i>Special Pedagogy and IT- Teaching Recourses</i> (10 ECTS)	Subject Specialisation II (20 ECTS)	
6	Teaching and Learning VI <i>Goals and Challenges in Teaching</i> (10 ECTS)	Subject Specialisation II (20 ECTS)	
7	Teaching and Learning VII <i>Theory of Science and Research Methods & BEd Dissertation</i> (5 + 15 ECTS)	Subject Specialisation III (20 ECTS)	
8	Teaching and Learning VIII <i>BEd Dissertation</i> (5 + 15 ECTS)	Subject Specialisation III (20 ECTS)	
Total ECTS	240		

Each semester consists of three courses

- First year students have T&L, Faroese Elementary level and Mathematics in Primary and Middle School the first year of study
- Second-, third-, and fourth-year students have T&L and a subject specialisation the whole study year.

As students take their T&L and their elementary/subject specialisation courses simultaneously, the instructors of these courses are jointly responsible for the students' teaching placement.

- Teaching placement is an integrated part of the foundational courses in the first academic year and of the subject specialisation in the 2., 3., and 4. academic year.
- Teaching placement is in the 2., 4., 6., and 8. semester.

9.2 Contents and ECTS in Each Subject Area

The BEd in Primary and Lower Secondary Education is made up of 5 main parts.

1. Educational subjects

- a. The courses called *Teaching and Learning* (abbreviated T&L) are a combination of 8 courses of 10 ECTS each which are spread over all four academic years
- b. T&L totals 80 ECTS including the course *Theory of Science and Research Methods* (5 ECTS) and the BEd dissertation (15 ECTS).

The purpose of these courses is to give students an insight into the Faroese school system and the profession of teaching in the broad sense of the word.

2. Foundational courses

- a. The foundational courses are *Faroese – Elementary Level* (2 courses, 10 ECTS each) and *Mathematics – Elementary Level* (2 courses, 10 ECTS each), spread over both semesters of the first academic year.
- b. Foundational courses total 40 ECTS

Faroese and mathematics are the major subjects in Faroese primary and lower secondary education. The purpose of these foundational courses is to equip students to teach Faroese and Maths at the primary level in the Faroese school system.

3. Subject specialisation

- a. Subject specialisations are read in the 2., 3., and the 4. academic year. Each subject specialisation constitutes 4 separate but related courses. Each course totals 10 ECTS, so that each subject specialisations totals 40 ECTS.
- b. Subject specialisation totals 120 ECTS
- c. Subject specialisations are offered in school subjects in the Faroese school system. The dean has the authority to offer other subject specialisations and

subject specialisations that are a combination of multiple subjects in the Faroese school system. (Executive Order on Educating Primary and Lower Secondary School Teachers §5).

The purpose of the subject specialisations is to give students the opportunity to study three chosen subjects in depth.

4. Teaching placement (see section 9.4)

The purpose of teaching placements is to give students the opportunity to practice and get accustomed to the role as a teacher, and to solve many of the tasks connected to being a teacher. A teacher is present in the classroom during lessons. This teacher is responsible for providing the student with support and guidance during his or her teaching placement period. The teaching placements are in the 2., 3. and 4. academic year, totalling 30 ECTS (10 ECTS each), including preparation, teaching placement, a written assignment, and an exam. Teaching placement in the 1. academic year is part of *T&L, Faroese - Elementary Level*, and *Maths – Elementary Level*. This teaching placement does not include an exam, although it has the same ECTS points as the teaching placements in the 2nd, 3rd, and the 4th academic year.

5. BEd dissertation

- a. Before students start writing their BEd dissertation, they must have passed the course *Theory of Science and Research Methods* (5 ECTS).
- b. The BEd dissertation totals 15 ECTS

The BEd dissertation is the academic crown of the degree, and it must meet the requirements for an academic paper at this level (see section 9.5)

9.3 Learning and Teaching Methods

Instructors in the BEd in Primary and Lower Secondary Education programme use a variety of instruction methods; furthermore, they must strive towards exemplary teaching.

The instruction methods used are e.g. lectures, classroom teaching, various types of group work, exercises, excursions, visits, projects, teaching placements, individual guidance, and evaluation.

Distance teaching (Zoom or Teams) may be used instead of on-site instruction when necessary or sensible.

The BEd in Primary and Lower Secondary Education Programme is a full-time study programme. An academic year is 40 weeks, and students must expect to spend between 37 ½ and 45 hours pr week on:

- Attending lessons
- Reading relevant material
- Studying relevant subjects
- Working on/writing specific papers
- Listening to lectures/ presentations
- Working in various-sized groups
- Make presentations for the teacher and peers in class – and listening to the presentations of others
- Exam preparation
- Exams
- Etc.

Instruction days a week:

- Instruction is spread over at least 3 days a week.

Number of lessons:

- There are roughly 15 lessons a week on site.

Students receive a lesson plan before the course begins.

9.4 Teaching Placement

The programme includes 4 periods of teaching placements

- 2. semester – 5 weeks - 10 lessons each = 50 lessons
- 4. semester – 5 weeks - 10 lessons each = 50 lessons
- 6. semester – 5 weeks - 10 lessons each = 50 lessons
- 8. semester – 3 weeks - 10 lessons each = 30 lessons
- Total = **180 lessons**

Every lesson will be prepared and evaluated meticulously by the student. This means that the student's workload during the teaching placement is as heavy as in the rest of the course (i.e. between 37 ½ - 45 hours a week).

In addition to teaching the lessons above, students have a right to a 2-hour consultation a week. The purpose of the consultation is that the student and his practice teacher have an open and constructive dialogue about how successfully the student has executed the various tasks that come with the position of being a teacher.

Number of consultation hours spread over 4 study years

- 2. semester – 5 weeks = 10 hours
- 4. semester – 5 weeks = 10 hours
- 6. semester – 5 weeks = 10 hours
- 8. semester – 3 weeks = 6 hours
- Total = **36 hours**

These rules apply for the period of teaching placement:

- Students may be in teaching placement individually or in groups
 - Each group may have a maximum of 3 students.
- Every student/group will be allocated to a practice advisor.
 - This practice advisor will be an instructor of a foundational course (1. L) or in the subject specialisation the student has chosen in the respective study year (2., 3. and 4. L). However, students may also teach other relevant subjects that the practice advisor is responsible for.
- In the middle of a teaching placement, the practice advisor from the Department of Education visits the placement school.
 - The practice advisor observes the student teaching a class for one lesson hour
 - Afterwards, the student, the practice advisor from the Department of Education and the practice teacher have a meeting to discuss how the teaching placement has progressed so far.
 - A template is found in the *Teaching Placement Guide* with the questions and issues to be discussed during this meeting.
- On the completion of the teaching placement, the practice teacher shall fill out an evaluation form on how the student has done in the teaching placement.
 - The practice teacher goes through the evaluation form with the student during their final conference meeting
 - After the teaching placement, the practice teacher sends the evaluation form to the office at the Department of Education.

The purpose of the teaching placement is for the students to practice their competences in:

- Class leadership
 - i.e. the ability to manage a class and to organize a lesson plan.
- Relations
 - i.e. the ability to create a safe and respectful learning environment, and the ability to connect positively and strongly with students and to facilitate a relation between students that have different developmental potential.
- Subject didactics
 - i.e. the ability to carry out a well-founded subject specific and student-centred teaching plan in the subjects one is responsible for.
- To select and/or put together appropriate teaching material
 - including paper-based material, i-books, and e-books

The purpose of the teaching placement is described in detail in the course description and in teaching-placement handbooks.

9.5 The BEd Dissertation

The fourth study year ends with a BEd dissertation, totalling 15 ECTS. The dissertation must focus on the purpose of the BEd in Primary and Lower Secondary Education programme and must meet the requirements for an academic paper at this level, making the student eligible for further studies in the Faroe Islands and abroad.

The BEd dissertation must be based on either

- a subject specialisation
- a general theme in education that the students have worked with in T&L.
- or on both.

The student must have passed all courses (i.e. at least 225 ECTS) before he or she is allowed to defend the BEd dissertation orally.

The purpose of the BEd dissertation is that the student studies the practical, academic and educational challenges of being a primary and lower secondary teacher. The student must analyse relevant questions to the field of teaching and must be able to combine academic theory and method with own experience.

Structure: The dissertation is structured around a research question. The question must be based on disciplinary and/or educational challenges that are relevant within the activities of a primary and lower secondary school. The student formulates the question together with his advisor.

- The BEd dissertation is written individually or in groups of maximum 3 students.
- The oral defence of the BEd is individual

Length:

- 1 student 60.000 characters = 25 pages (+/- 10%)
- 2 students 72.000 characters = 30 pages (+/- 10%)
- 3 students 84.000 characters = 35 pages (+/- 10%)

The maximum number of appendixes is 20.

Oral exam: The oral defence takes 45 minutes and includes:

- Presentation – 15 min.
- Discussion/questions – 25 min.
- Evaluation – 5 min.

Further information on the BEd dissertation is found in the folder *BEd Dissertation – rules and procedures 2021–2022* (“Bachelorverkætlanin – reglur og mannagongdir 2021–2022”), which is on the university’s website, and in the folder *Assessment sheet – BEd Dissertations at NÁÐ* (“Próvmetingarskjal – Bachelorverkætlanir á Námsvísindadeildini”) which will be sent to all external examiners along with the BEd dissertation.

9.6 Assessment Methods (Formative and Summative Assessment)

Formative assessment methods (also known as processive assessment) are intricately linked to the respective traditions of different subjects and fields of study; therefore, how formative assessments are conducted can vary significantly from one field to another, from one course to another.

The purpose of formative assessment, nevertheless, is always that the student understands how he is doing in the course, and to point out what the student can work on to meet the required learning outcomes central to the course.

Formative assessment is often connected to specific tasks, and is given when the student has

- written a text
- had an oral presentation
- made a physical product
- constructed a lesson plan
- participated in a discussion forum
- taught a specific class a specific subject
- etc.

Formative assessment might be done multiple times during a course, or as a more formal assessment halfway through the course.

Summative assessment is given at the end of a course when the grounds for the student's final mark are given.

9.7 Exams

Each course ends with an exam. The exam form is one of – or a combination of – the exam methods below:

- Long and short problem-based assignments
- Long and short written papers based on research questions
- Academic essays
- Synopses
- Practical work
- Oral presentations with and without an opponent
- Oral exams
- Written exams
- Portfolio
- Logbooks
- Written assignments based on the teaching placement period
- Active participation with students making 2 – 3 products through the course (see section 9.7.2). The products must be approved.

The course description and the curriculum for every course explains what exam method is used. Usually, the students may choose to sit an exam individually or in a group.

Academic texts form the basis for all written papers. The APA style is used for references.

Please note:

- In the assessment of written papers, competence in correct spelling, grammar, syntax, and clear academic writing is part of what is assessed although the focus is on to what extent the student has reached the learning outcomes.

9.7.1 General Exam Rules

The student must be enrolled to all compulsory exams in the programme. When a student is enrolled in a semester, he or she is automatically enrolled for the relevant compulsory exams.

Students who have been on leave must be enrolled for courses/semesters by the faculty's secretary. When enrolment is completed, they have automatically been enrolled to the relevant exams.

To have the right to go to exams, the student must have fulfilled all required student activities, assignments, exercises, submissions, and tests before the exam; furthermore, he or she must have met the requirements for compulsory attendance. (see section 9.13 about compulsory attendance)

Please note

- If a student does not come to an exam, he will be registered to have taken the exam with the exam mark -03
 - An exception to the rule is if the student can present documentation for sickness or similar circumstances
- Students may not take the BEd dissertation oral exam before he or she has passed 225 of the required 240 ECTS (see section 9.7.2)
- Students have up to three (3) attempts to pass an exam (or other tests). If he or she fails his first exam, he or she may be allowed to resit his or her exam twice.
- The dean may give exception to a student for a fourth (4) try in special circumstances. In case of a possible fourth re-examination, the student must send a motivated and well-founded application to the programme director who then sends the application to the dean.

All written assignments must be submitted via Moodle.

9.7.2 Order of Exams in the Programme - (Table 3. The order of exam)

Semester	Course	Exam**	Re-exam ***	Examiners	Marking scale	ECTS
1	T&L I	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	Faroese Elementary Level I	Written exam	Same as above	Internal examiner	Mark	10
	Maths Elementary Level I	Oral exam	Same as above	Internal examiner	Passed/ failed	10
2	T&L II	Active participation***** (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	Faroese Elementary Level I	Oral exam	Same as above	External examiner	Mark	10
	Maths Elementary Level I	Written exam	Same as above	External examiner	Mark	10
3	T&L III	Written assignment	Same as above	Internal examiner	Mark	10
	Subject specialisation I 1. part	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	2. part	*	-	External examiner	Mark	10
4	T&L IV	Oral presentation	Same as above	Internal examiner	Mark	10
	Subject specialisation I 3. part	Teaching placement assignment and oral defence	Same as above	Internal examiner	Mark	10
	4. part	*	*	External examiner	Mark	10
5	T&L V	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	Subject specialisation II 1. part	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	2. part	*	*	External examiner	Mark	10
6	T&L VI	Written assignment and oral defence	Same as above	External examiner	Mark	10
	Subject specialisation II 3. part	Teaching placement assignment and oral defence	Same as above	Internal examiner	Mark	10
	4. part	*	*	External examiner	Mark	10
7	T&L VII Theory of science and Research method	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	5 (+15) ****
	Subject specialisation III 1. part	Active participation (3 student activities during the course)	Written exam	Internal examiner	Passed/ failed	10
	2. part	*	*	External examiner	Mark	10
8	T&L VIII BEd. dissertation	Written assignment and oral defence	Same as above	External examiner	Mark	15 (+5) ****
	Subject specialisation III 3. part	Teaching placement assignment and oral defence	Same as above	Internal examiner	Mark	10
	4. part	*	*	External examiner	Mark	10

When reading table 3, you must pay attention to:

* The exam methods in subject specialisation may differ depending on what subject has been chosen in a subject specialisation. The reason is that the various subjects (e.g. *Textile Arts and Crafts*, *Physical Education*, *Physics & Chemistry* and *Faroese*) have different practices. Further information on exam methods is found in the course description for each course.

** Rule-of-thumb is that a semester ends with exams, i.e. at the end of January and in mid-June (see section 9.7.1)

*** Rule-of-thumb is that re-examinations are after the Easter holiday and summer holiday, i.e. in March/April and in August/September. However, if instructor and student agree upon an earlier re-examination, the re-examination may be preponed (see section 9.7.4).

**** The students work on their BEd dissertations over two semesters – a whole academic year. The BEd. dissertation totals 15 ECTS. Before the student may begin his BEd dissertation, he must have passed the course *Theory of science and Research Methods* (5 ECTS). These two courses are connected.

***** This is the exam method: Active participation (3 student activities during the course) – The activities include oral presentations, written assignments, posters, a physical product, organising a teachers' day, etc.

***** Subject specialization courses that focus on a primary and/or early secondary school subject are titled in the course descriptions as *Teaching Faroese*, *Teaching History*, etc. Subject specialization courses that do not focus on a school subject are titled *Subject Specialisation in Special Education*, *Subject Specialisation in the Transition from Pre-School to Primary School/Afterschool Club*, etc.

9.7.3 Internal and External Examiners

The examination may have an external or an internal examiner. When the examination has an external examiner, both teacher and the external examiner, who is not an employee at the University of the Faroe Islands, assess the work.

- External examiners must be approved by the Ministry of Education and Foreign Affairs

When the examination is internal, the instructor and another academic staff member at the university will assess the work.

The Executive Order on exams from 2021 stipulates that

- At least 1/3 (i.e. 80 ECTS) of the exams must be external. Teaching placements are not included.

9.7.4 The Current Grading Scale - Passed/Failed

The exam result is given according to the current grading scale (i.e. the 7-point grading scale) or as “passed/failed.”

The grading scale is described in the Executive Order on the grading scale and assessment.

The Executive Order on exams at the University of the Faroe Islands (2021) states that

- A maximum of 1/3 of the exams (i.e. 80 ECTS) may be assessed “passed/failed”. Teaching placement and transferred exams are exempt from this rule.

A more detailed description of the exam terms is described in the relevant course descriptions.

9.7.5 Re-Examination and Make-Up Exams

Re-examination: The right to re-examination is on condition that the student has attended the regular exam. In case of a make-up exam, valid documentation for the illness must be presented to the relevant faculty’s secretary at the University of the Faroe Islands on time.

Make-up exam: If a student is unable to attend an exam, the relevant teacher must be informed before the exam begins. The right to a make-up exam is on condition that valid documentation for the illness is handed to the faculty’s secretary no later than 7 days after the scheduled exam. The documentation must be sent to nad@setur.fo.

NÁD sets the day for the make-up exam. The same rules apply for make-up exams as for regular exams. A make-up exam is not a re-examination.

This applies to both re-examinations and make-up exams:

- A re-examination is set no later than 3 months after the regular exam was scheduled (see section 9.7.2)
- If a student has failed a mandatory course three times, he is unable to finish the programme.

9.7.6 Unique Circumstances Need Special Consideration

Students with learning challenges must contact the student counsellor as soon as possible. The student counsellor will aid the student with information on:

- Being tested for dyslexia
- Getting access to CD-ORD
- Having all teaching material OCR-scanned
- Longer examination time. Etc.

9.8 Language of Instruction

The language of instruction is Faroese.

- When teaching a foreign language (e.g. Danish, English and German as subject specialisation), the instructor may decide that parts of the instruction must be in the relevant foreign language, when he or she deems this necessary on pedagogical grounds.
- Guest instructors with another first language than Faroese may teach in another Nordic language or English.

9.9 Transfer Credits

If a student has passed a subject or a course at another university that is at least equivalent to courses in the programme and contains the same academic content and/or is relevant to the programme, he or she may apply for transferring the ECTS credits for this/these courses to his or her programme of the University of the Faroe Islands. No more than 60 ECTS credits may be transferred.

- Exception to this requirement can be granted if the applicant has attained a BEd in Social Education from the University of the Faroe Islands.

The procedure for transferring credits is that the student hands in an application for transfer credits to the faculty's secretary at NÁD. In the application, the student must write clearly:

- what course has been passed, and what course it should substitute.

The programme director sends the application for transfer credits to the relevant instructor for comments and approval. Once the programme director has received the instructor's comments and possible approval, he sends the application with the instructor's possible recommendations to the study board. The study board has the final say in whether the passed course can be credited.

Deadline: Students may apply for credits through the study year; however, it is recommended that students apply for credits in good time to get the credits approved and registered.

NB:

- Deadline for spring courses: 1. September (autumn semester)
- Deadline for autumn courses: 1. January (spring semester)

Further information on credits, procedures, and application forms can be found at the university's website.

9.10 Leave of Absence

If a student considers taking a leave of absence, the student counsellor is there to guide and inform the student.

The application for a leave of absence is sent to the faculty's secretary. The student counsellor is referred to for clarification.

Students that return from leave must contact the student counsellor in good time to clarify when the semester starts, what courses they must - and can - follow.

9.11 Special Circumstances

If a student fails his BEd dissertation, he can apply for re-examination before the beginning of the next semester (i.e. before the middle of August). This provision is made so that the student can complete his or her teacher education and be able to enter into the profession as a teacher before the beginning of the school year.

9.12 International Exchange Opportunities

Students in the BEd in Primary and Lower Secondary Education programme can take

- One academic year's study abroad (i.e. maximum 60 ECTS)
- Elected courses in the programme abroad.

It is recommended that students who would like to become exchange students abroad do this in the 2. or 3. study year, and that they take either a subject specialisation (40 ECTS) and/or courses in education that total at least 20 ECTS.

In both cases the student must apply for credits before he or she goes abroad to study. The programme director and the relevant instructor prepare the application for (pre)credit. The study board approves or disapproves the application.

Students also have the opportunity to

- take their teaching placement abroad

The instructor who is responsible for the teaching placement approves the teaching placement abroad and the programme director gives the final approval.

The student should seek guidance from the student counsellor and/or the programme director if he considers a teaching placement abroad.

9.13 Compulsory Attendance

Compulsory attendance in the BEd in Primary and Lower Secondary Education programme

Instructors takes roll at every lesson and are obliged to caution students who fail to fulfil their obligatory attendance.

If a student is absent more than 25% of the classes without due cause (i.e. illness, death of a close relative), he or she must – apart from the regular required tasks and assignments – either:

- (1) take an oral exam based on the whole curriculum at the end of the course.
- (2) take a written 6-hour exam based on the whole curriculum at the end of the course.
- (3) write an individual assignment that covers the substance and learning outcomes in the course.

It is up to the responsible teacher to decide what task the student must complete.

If a student is absent more than 40% of the lessons, he is instructed to:

- (4) retake the course.

NB: In such cases there is no “due cause.”

Both classes and teaching placement have compulsory attendance.

If a student is absent more than 40% of the classes in two or more courses, his study programme is discussed by the faculty leadership, and the result might be that the student is asked to terminate his studies.

9.13.1 Compulsory Attendance - Teaching Placement

The teaching placement is an integrated and required part of the programme in teacher education.

The student’s practice teacher during his or her teaching placement is obliged to report the student’s attendance for planned teaching and other mandatory activities during the teaching placement. If the student has failed to fulfil the required attendance without due cause (see section 9.13), what consequences this will have will be discussed. Possible consequences might be

- That he or she completes what he or she has missed in their teaching placement at another time

- That he or she takes the whole teaching placement period again. – In this case, the teaching placement for the relevant study year may not be approved.

9.14 Student Activity

It is expected of the student that his or her attendance is regular, and that he or she is well-prepared, participates in discussions and presentations, and that he or she takes responsibility for his or her own learning.

Communication, cooperation, and problem-solving skills are crucial in the profession of a teacher. It is therefore of the utmost importance that the student develops these skills during the BEd in Primary and Lower Secondary Education programme.

Below are indications that a student is not active. He or she

- attends class unprepared
- does not hand in papers and assignments on time
- avoids having presentations in class
- is a freeloader in group work
- does not participate actively in debates and/or discussion groups.
- is mentally absent during activities or theme weeks arranged by the faculty.

If the student continues not to fulfil his obligations, the instructor must have a talk with the student to make him or her aware that he or she does not live up to what is required of him or her.

If this talk leads to nowhere, the instructor informs the student counsellor and programme director of the situation. The student is then summoned for a talk.

9.15 Programme and Course Evaluations

To develop and quality control the BEd in Primary and Lower Secondary Education programme, all courses, subject specialisations, and the BEd dissertation is evaluated using a special evaluation form. Administration staff organise and execute the evaluation.

Courses are evaluated quantitatively and individually according to a general template used for all courses throughout the university. However, these evaluations do not prevent other evaluations to be made of the various programmes - especially qualitative evaluations.

The same evaluation form is used at all faculties throughout the university to ensure transparency of the quality of all the programmes the university has to offer.

It is important that the student evaluates, and that the result of the evaluations is used to continuously work on enhancing the programmes. It is therefore the leadership's responsibility

to know about students' experience of being students of the programme and how they have experienced the individual courses.

The general template is not used for the teaching placement.

If NÁD's leadership estimates that it needs other information than what the general evaluation form gives, it may organise other evaluations – both qualitative and quantitative evaluations – of courses, subject specialisations, teaching placements, and other educational activities at the faculty.

9.16 Complaints

Complaints about exams, exam methods, marking, exam certificates, or other assessments that are a part of an exam, must be sent to the faculty's secretary and directed to the faculty dean.

The complaint must be in writing, must give reasons for the complaint, and must be sent no later than 2 weeks after the notification of the assessment.

See more information on provisions for complaints in Act no. 58 from 9. June 2008 on the University of the Faroe Islands, as amended in Act no. 51 from 8. May 2012, section 6a.

If a teaching placement practice teacher notifies that a student has been heavily challenged during his teaching placement, this notification will be discussed with the instructor responsible for the course, the student counsellor and the programme director.

The student will be summoned for a talk and a plan will be laid out for the student.

9.17 Academic Honesty (Plagiarism and Other Irregularities)

All reproductions without a reference to the original source is fraud. Clear examples of fraud are

- submission of a paper that the student has not written him- or herself
- submission of the same paper for more than one exam
- using parts of a paper that has been submitted in another course

Furthermore, copying and paraphrasing others' material is also fraud if there is no clear reference to what is quoted or paraphrased. Furthermore, ideas that are not common knowledge and are not the students own must be referenced; otherwise, it constitutes fraud.

If plagiarism or fraud is discovered in written assignments – including exam papers and other hand-ins – the student will face consequences, and in a worst-case scenario might be expelled from the university.

9.18 Deadline for Passing the Final Exam

Students in the BEd in Primary and Lower Secondary Education programme must have passed their final exam no later than 3 years later than scheduled.

Maternity/paternity leave and/or prolonged sick leave may allow for dispensation from this rule.

9.19 Regulations for Changes in the Programme Description

Whenever changes are made to the programme description, students must be notified about whether they follow the changed programme description or the older version. Furthermore, students must be informed about when they must have completed their studies if they follow the older programme description. If the student for some reason is unable to complete his studies according to the older programme description within the deadline, he must send in an application for credits for the part of his degree that has followed the older programme description before he can continue his studies under the new programme description. In such cases the transfer credits procedure will apply (see section 9.9).

If the structure of the programme allows, the student may apply to change his studies from the old programme description to the new programme description.

9.20 Other Regulations

9.20.1 Single Course Students

Students who take individual courses follow and go to exam in individual subjects/courses but are not enrolled into a full-time study programme at the university.

Students taking individual courses come under the same regulations as full-time students (see section 9.7.1)

Students taking individual courses will be admitted to a course if there is room in the course they have applied to.

Students taking individual courses pay a fee for their studies. The fee is for

- instruction
- guidance

- exam
- administration

A special application form is used to apply for individual courses.

Further information on application forms and fees are on the university's website.