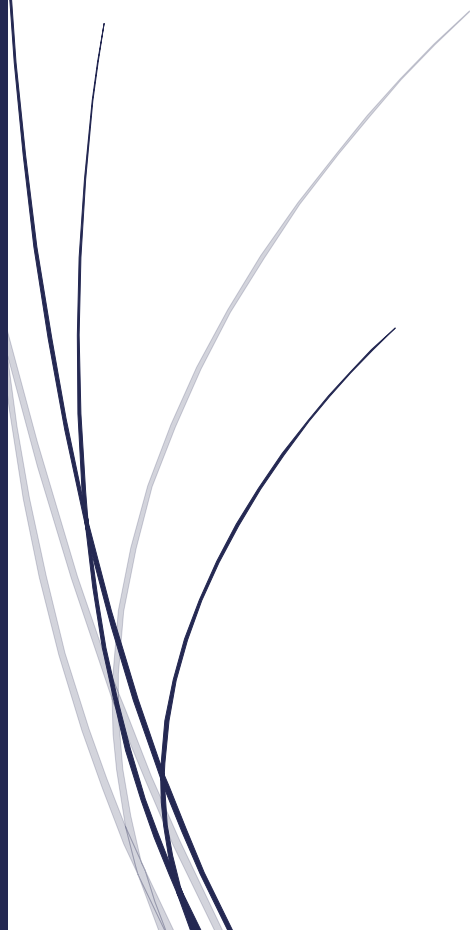


15-02-2022

The University of the Faroe Islands' Policy for Quality Enhancement for Education



Scope

The University of the Faroe Islands' (henceforth 'the University') policy for quality enhancement is aligned with the institution's *Strategic Plan, 2020-2024*, which sets out the key priorities for the Islands' only University and foremost knowledge centre. The *Plan* lays out specific commitments and priorities under six headings, the first of which is Education and Student Success. The *Plan* indicates that the overarching commitment under the latter heading is that: "With a personal commitment to each of our students, we will provide a high-quality educational experience to equip them with the knowledge, skills and intellectual capacity to contribute positively and creatively to Faroese society and to the wider world" (p. 6). The *Plan* is being operationalised through implementation plans, led by the Rector and overseen by the Board of Directors.

General Principles

1. The UFI's Policy for Quality Enhancement for Education

- 1.1 The University's approach to quality enhancement and quality assurance processes is based on (1) the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 1) and on (2) the *Strategic Plan, 2020 – 2024* (which in turn relates to the University Law¹ and related executive orders).
- 1.2 The policy for quality enhancement values, and is seeking to build, a quality culture which supports and adheres to the fundamental principles of the Magna Charta Universitatum, of which the University became a signatory in 2020.

Continuous improvement and transparency

- 1.3 The policy supports the development of a transparent culture of continuous quality enhancement in which all internal stakeholders commit to the mission and commitments of the University and assume appropriate responsibility for quality, at all levels of the institution.
- 1.4 The aim of this quality policy for education and student success is to provide the framework for quality enhancement at all educational levels, including at programme and individual course level.

Quality enhancement and programme design

- 1.5 All education offered at the University will be conceived, designed, validated and re-validated, as well as delivered, evaluated and enhanced within the framework of the Bologna Reform and an evidence-based approach to quality enhancement.
- 1.6 Quality enhancement at programme level is a continuous and a joint responsibility, a task that is to be primarily owned by the team of academics contributing to and teaching the programme.
- 1.7 The aim of all programmes is to create, enhance and guarantee the best possible, and most appropriate, experience of higher education for each and every student, in whatever circumstances may prevail.

¹ Parliamentary Act No. 58, dated 9 June 2008, on the University of the Faroe Islands, as amended in 2012.

- 1.8 All programmes offered at the University must have a well described Programme Description (*Námsskipan*) and Degree Programme Profile, written in both Faroese and English, which include:
- a highly relevant and clearly stated aim, in turn related to,
 - well-formulated programme learning outcomes, together with,
 - well-considered and appropriate approaches to teaching, learning and assessment, and,
 - generic and subject specific competences to be achieved.

Research and learning experience

- 1.9 A pre-condition for delivering a degree programme must be the availability of resources for its effective delivery. The availability of these resources, which include the availability of appropriately qualified academic staff, directly affect the quality of the programme and thus the student learning experience.
- 1.10 In line with the University's mission statement², the purpose of the University is to provide distinctive and high-quality higher education programmes, underpinned by research of high international standing, to serve the evolving needs of the Faroe Islands.
- 1.11 Our Quality Policy reflects the relationship we wish to develop between underpinning research, learning, teaching, and assessment. It takes account of the national context in which the institution operates (where, for instance, there are many other research- orientated institutions), as well as the institutional context (with a mix of full-time staff and part-time contributors) and our wider approach to strategic development.
- 1.12 Student engagement and feedback is vital and essential for the quality of teaching and the student learning experience. Students are encouraged to participate fulsomely in the institution's decision-making structures, committees, and internal quality enhancement processes.

Reflective quality culture

- 1.13 Our policy supports a reflective quality culture which values student-centred learning and social inclusion, which respects linguistic and cultural diversity, and which guards against intolerance of any kind or discrimination against students or staff.
- 1.14 This policy and related guidelines, procedures and processes will be the main pillars of a coherent institutional quality assurance system that will progressively form a systemic and systematic cycle of continuous improvement and contribute to the accountability of our institution and its constituent parts.
- 1.15 This policy requires that academic staff pay due consideration to student workload, which is planned according to level of education. The appropriate allocation of ECTS credits to programmes and individual courses (as laid out in the latest ECTS Users' Guide³) is an important part of a higher education quality culture.
- 1.16 Our policy is translated into practice through a variety of internal quality assurance processes and procedures that structure and allocate the required engagement and contributions across the institution – through which internal stakeholders support, develop and implement the policy.

² *Strategic Plan, 2020-2024*, p.5. https://www.setur.fo/media/6819/setur_strategiatlan_en_2020.pdf

³ <https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1>

- 1.17 This policy has formal status, being adopted through the relevant processes of consultation and approval and is publicly available.

Organisation

- 1.18 The Rector is ultimately responsible for the University's Quality Policy, with development and operational implementation of the systems led by a Pro-rector for Quality and Education, overseeing a central Quality Unit. Deans and programme leaders play a key role in the implementation of the policy and for the quality of operations and procedures within their respective areas.
- 1.19 A cross-faculty Quality Enhancement Forum for Education, which includes student representatives, supports the continuous cultivation of a reflective quality culture.