
Periodic Review of the Teacher Education Programme

Teacher education today and tomorrow: Existing in the tension between practice and academia, what is the teacher education profile to be?



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Internal periodic review of the teacher education programme in the Faroe Islands commissioned by the University of the Faroe Islands

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*Periodic Review of the Teacher Education Programme. Teacher education today and tomorrow:
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Abbreviations

EHEA	European Higher Education Area
ESG	<i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i>
FoE	Faculty of Education
PRP	Periodic reviews of programmes
TEP	Teacher Education Programme at the University of the Faroe Islands
T&L	Teaching and Learning
ULT	The University Leadership Team

Foreword

We welcome the fact that the Teacher Education Programme (TEP) is the first in the University's Periodic Review of Programmes (PRP) that aims to ensure the quality of the university's degree programmes and their development. As our work progressed, the timeliness of the review became evident. Moreover, we have become increasingly expectant of what it may result in.

Many have contributed to the success of the review. First, we thank the University Leadership Team (ULT) for pushing for a review of the TEP. We also want to thank them for their part in the work, for listening to us and for meeting many of our wishes.

Without the well-qualified and enthusiastic role played by our external advisors, Elsebeth Jensen (PhD in Didactics, Via University College, Aarhus, Denmark) and Randi Myklebust (PhD in Multicultural Education, Volda University College, Norway), we would not have accomplished what we have. They asked the right questions, kindling reflections on issues we might not have considered otherwise.

Without informants, there would be no review—at least not one grounded in what is happening in the field, and consequently, not the overview of the current state of the field, which was commissioned. Therefore, the knowledge gleaned from the informants is the primary data our work is built on. This includes external stakeholders, such as the Co-Operation Council and teaching practice supervisors, and internal ones, e.g. the university's leadership and students. The TEP instructors, who are responsible for and directly influence the programme's quality, are the most critical informants, and their input has carried the most weight. Furthermore, they, together with the University Leadership Team (ULT) and those who oversee the programme, are to implement the review's recommendations. We want to thank them, especially for their enthusiasm for and involvement in this review.

Lastly, we thank the university for prioritising the TEP now that PRPs have commenced. This points to the interest in and focus on the programme at the university and in society.

The TEP is often discussed in the media, sometimes grabbing the headlines. It is one of the oldest higher educational programmes in the Faroes and has undergone minor and significant changes over the years. At the same time, the programme has been and continues to be central to Faroese society, pivotal to its development. One may wonder why there has hardly been a review of the programme previously. Therefore, this opportunity to review it is welcome. We are very grateful for being entrusted with leading this review, and we hope it will make a difference and form a base for teacher education in the Faroes, both today and tomorrow.

On behalf of the review team,

Frida Poulsen, Programme Leader

1. Introduction

Teaching is an ancient profession and continues to play a vital role in any society. Since it is intrinsically wound up with primary and lower secondary education in the Faroe Islands, the Faroese TEP plays a central role in our society. Therefore, it is also something many opine about. The Faroese TEP has undergone a significant reform, from a professional programme to a more academic degree. In the Faroese context, it means moving from a programme offered at an independent teacher education college to becoming part of the university in 2008, where the focus is research-based education and research in education. This move, both in the Faroes, the Nordic countries, and internationally, has given rise to a debate on what teacher education should be (Harryson, 2023c; Iskov et al., 2023). This debate is fuelled by, among other factors, the fact that the incentive for teacher education is simultaneously political, academic, educational and cultural. In other words, teacher education must meet social and political needs, meet current challenges and anticipate and prepare for the future. At the same time, teacher education should be research-based and produce new knowledge. Furthermore, it contributes to maturing and socialising the students (Jensen et al., 2023, p. 6).

The Executive Order regarding educational programmes at the University of the Faroe Islands (Kunngerð fyri útbúgvingar á Fróðskaparsetrinum, 2021) states that bachelor's degrees of 240 ECTS points are profession-oriented bachelor's degrees (Art 1.3.2). The Faroese TEP may be located between typical university degrees and typical professional degrees and between theory and practice. The tensions between these and the debates resulting from them give rise to our core question: *What is the profile of teacher education, both in a current and a future context?*

To navigate the academic and professional context, recent research (Iskov et al., 2023) recommends that teacher education discover or rediscover its identity in writing, discourse and practice (Jensen et al., 2023). Therefore, these questions are pivotal and of great importance to focus on in connection with the review, which takes its bearings from the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), especially ESG 1.9, the pivot around which this review turns (2015).

As such, it is necessary in a review of the TEP that this complexity is not simplified but is seen as a prerequisite for giving reasonable recommendations for teacher education, both for today and for the future.

The figure below shows the four main areas that impact the TEP, leaving their marks on its main traits. These are society, the profession (practice), academia and the individual.

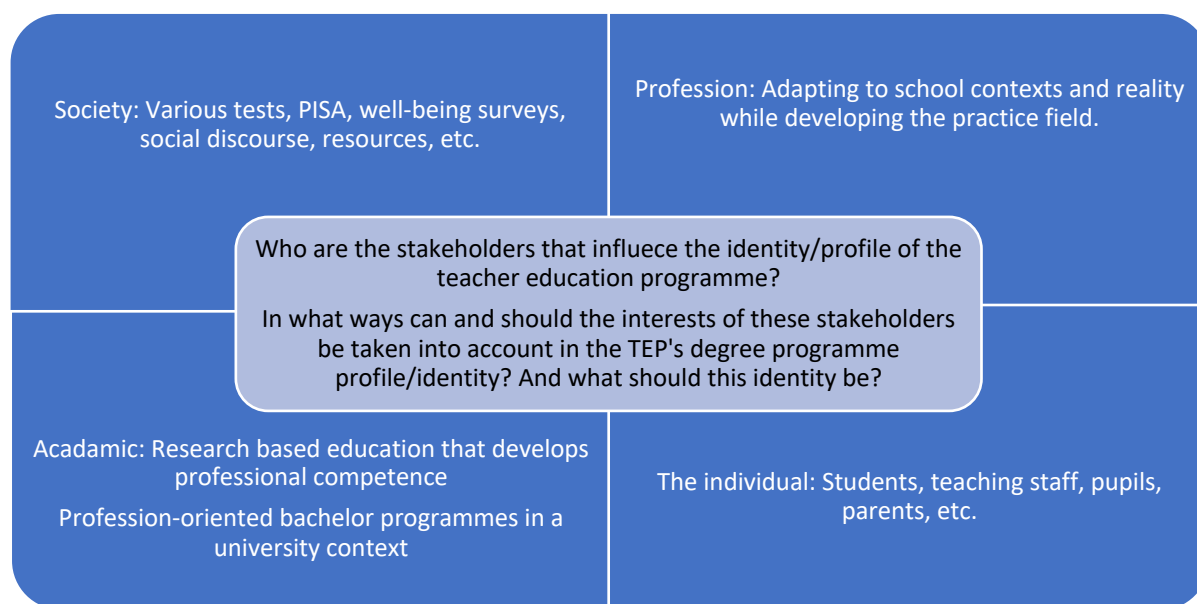


Figure 1: Four areas essential to the TEP profile. The figure is adapted from Jensen et al. (2023).

As the figure above shows, four areas influence teacher education and its distinguishing traits. But what holds these areas together? where do their interests overlap? and where are they in conflict? How can these areas supplement each other and contribute to a precisely worded degree programme profile/identity for teacher education, considering both academic and professional interests?

Under “Academic” in the figure, developing professional competence is included even though this signifies a central difference between a “professional bachelor’s programme” (a Danish construction, referring to a non-university profession-oriented programme) and a typical university bachelor’s degree. Although the Executive Order regarding educational programmes at the University of the Faroe Islands (Kunngerð fyri útbúgvingar á Fróðskaparsetrinum, 2021) defines the TEP as a profession-oriented bachelor programme, the central purpose of such programmes is not described as professional development, which it is in the Danish Executive Order regarding professional bachelor’s programmes. On the other hand, the Faroese Executive Order stipulates that all programmes offered by the university must be research-based.

However, this does not need to be a dichotomy, an either/or. Even though the central purpose is not directly stated as professional development, this may still be relevant and be a main wish of stakeholders, both political authorities and the compulsory education system (cf. Harryson 2023a).

2. Background and Reflections on the Teacher Education Programme

The TEP became part of the University of the Faroe Islands in 2008. A few factors both influenced and hastened the merger. In 2005, the Minister of Culture commenced a process to merge Faroese higher education institutions. The process began with coordinating operations at the University of the Faroe Islands and the Nursing College of the Faroe Islands, with the intention of merging them into one institution of higher education.

A report, *Álit um lærara- og pedagogútbúgvingina* (Zachariassen et al., 2006), on the TEP and the social education programmes that included recommendations to reform said programmes, was handed to the Minister of Education in 2006. Arguing for its recommendations, the report e.g. states:

Considering the challenges of modern society, both for individuals and society as a whole, schooling and education should be prioritised highly. Globalisation, IT, media, competitiveness and individual needs set demands ought to be reflected in the degree programmes offered to Faroese youth. In this light, the degrees in social education and teacher education are pivotal for a society's culture and knowledge infrastructure. An increasing number of countries (incl. Nordic countries) place these programmes at the university. There is a desire to update these degrees' legal and regulatory framework in light of the Bologna Process in higher education, which most European states have adopted. (p. 3)

The report also points out that most of our neighbouring countries offer social education and teacher education programmes at the bachelor's and master's levels at universities and other higher education institutions.

Faroese pupils' poor results in the PISA tests in 2005 and 2006 also hastened the fusion process. In his Opening Address in 2006 (*Ólavsøkufrágreiðing løgmans*, 2006), the prime minister says:

Without a shadow of a doubt, teachers' professional competence is crucial for our compulsory education system, and a key aspect in their development is a substantial revision of teacher education and social education programmes. Next spring, a new bill on modernising the teacher education programme will be submitted to parliament. The plan is to create teacher education and social education programmes at the bachelor's level. In the future, these programmes shall, in every aspect, be of the same standard as similar programmes in the EU and our neighbouring countries. This is necessary if teachers and social educators are to be able to meet ever-increasing challenges (p. 33)

The Teacher Education College (*Føroya læraraskúli*) and the University of the Faroe Islands were merged in 2008.

2.1 The Structure of the Teacher Education Programme

The TEP is now one of the two main programmes at the Faculty of Education (FoE), the other being the social education programme (see the university's organisational chart in Figure 2 below). In addition to educating teachers and social educators, the FoE offers course programmes in subject specialisations to teachers (40 ECTS) and social educators (30 ECTS), a supplementary programme for teachers and social educators with degrees prior to 2008 who wish to upgrade it to a bachelor's degree (30 ECTS), and other continuing education courses. Since 2018, the faculty has offered a programme in upper secondary teaching and learning (60 ECTS) and, for teaching staff at the university, a course in university teaching and learning (10 ECTS). Since 2021, the FoE has been part of the Postgraduate Diploma in Faroese as a Second

Language and the Master in Leadership and Management in cooperation with the Faculty of Faroese Language and Literature and the Faculty of History and Social Sciences, respectively.

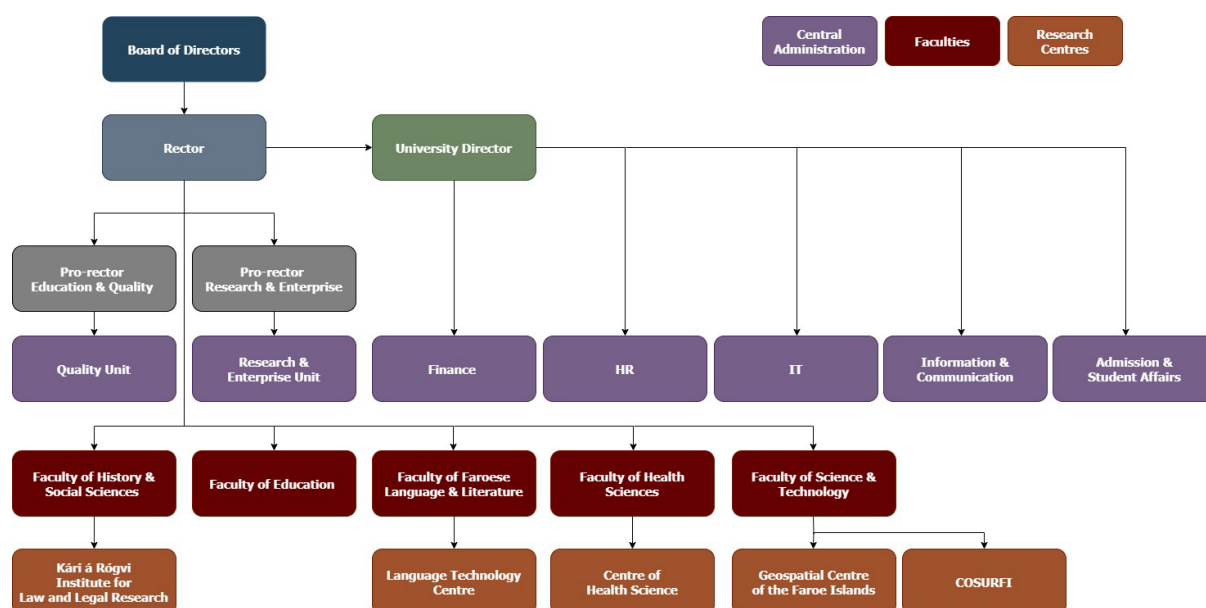


Figure 2: Organisational chart of the University of the Faroe Islands. (Bygnaður á Fróðskaparsetrinum, 2023)

As seen in the above figure, the FoE is one of five faculties at the university with several support functions above it, e.g. the Quality Unit and the Research and Enterprise Unit. These units were established in 2020 (Fróðskaparsetur Føroya, 2020). The FoE, unlike the other faculties, does not have a research centre.

In 2021, the FoE's management structure was strengthened. Under the Dean, two Deputy Deans were appointed, who also are Programme Leaders for the TEP and the social education programme respectively, and a Research Leader, whose task is to develop and lead research at the faculty.

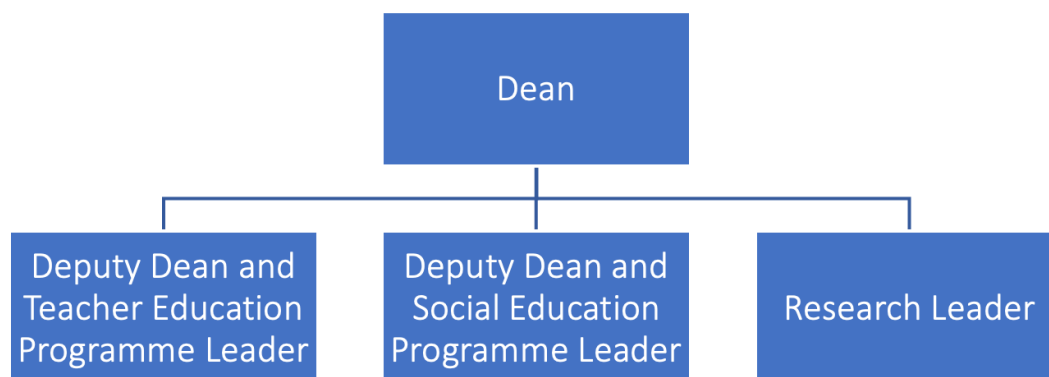


Figure 3: Organisational chart of the Faculty of Education

2.2 The Staff Profile

The faculty has 36 employees, equalling an FTE (Full-Time Equivalent) of 32.8 staff members (Fróðskaparsetur Føroya, 2024, p. 3). Of these, 21 work in the TEP, two of which are currently on leave. Several are not in full-time and/or permanent positions. The organisational structure is shown in Figure 3 above. All supporting functions, such as HR, student services, student counsellors, secretaries, etc., are moved to the central administration (see Figure 2 above). New regulations for employing staff at the University of the Faroes Islands were implemented in 2023 (Fróðskaparsetur Føroya, 2023).

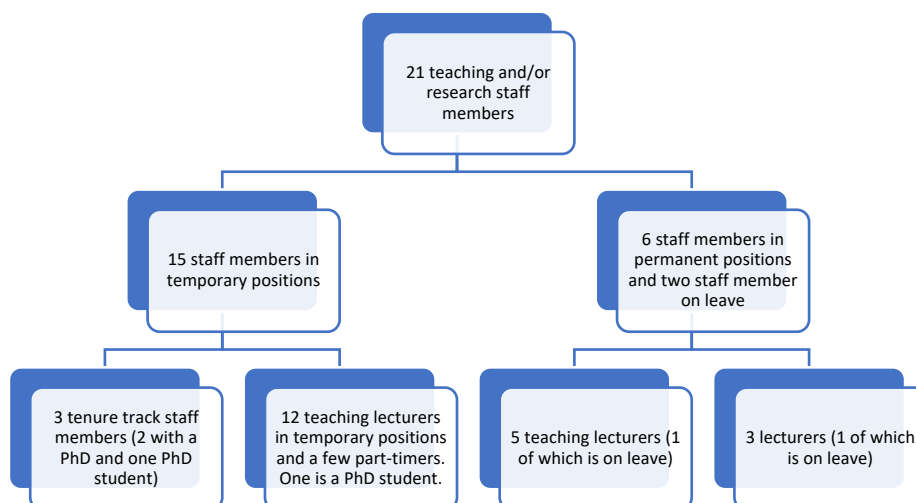


Figure 4: TEP staff profile, number of staff members and employment status.

As the figure shows, 21 staff members are instructors and/or researchers in the TEP, of which two are on leave during the academic year 2023/2024. In addition to these two, six staff members who teach and/or research are in permanent positions. They are either lecturers or teaching lecturers in permanent positions. The other staff members are in temporary positions, i.e. almost two-thirds of the staff. Three of these are in tenure track positions, one of which is a PhD student. The other two were put on a tenure track upon completing their PhD.

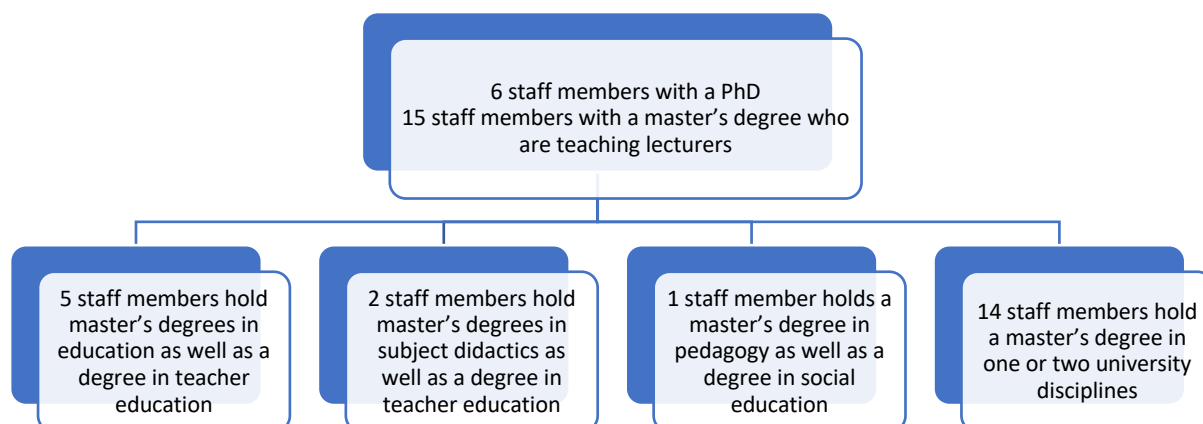


Figure 5: TEP Staff profile

Six staff members in the TEP hold a PhD. The other 15 hold master's degrees and work as teaching lecturers. Four of these are in a permanent position, besides one on leave. This means that 2/3 of the teaching lecturers are not in permanent positions. According to Art. 3.1. in the Regulations Governing Positions (Posts and Roles) at the University of the Faroe Islands, following the Bologna Process, "the minimum requirement for academic research and teaching positions is a recognised Master's level degree." However, holding a PhD is becoming increasingly necessary to be employed. A PhD is needed for a tenure-track position (see Art. 5.2 in the same regulation). Research and teaching staff who do not hold a PhD are encouraged to pursue one. Art. 4 on permanent and fixed-term posts says: "Teaching Lecturers will meet high standards of subject expertise (ideally, and increasingly as we move forward, holding a PhD), be academically competent, and should be committed to the delivery of excellent teaching and learning based on up-to-date research and scholarship within the relevant field." Five teaching staff hold a Danish MEd in Education or in Educational Psychology and are qualified primary and lower secondary teachers. Also, two staff members are primary and lower secondary teachers holding a master's degree in subject didactics. One staff member is a social educator with an MEd in Educational Psychology. Fourteen of the staff members hold a master's degree in one or more university disciplines, and many are experienced teachers and have taken courses in upper-secondary teaching and/or in learning or university teaching and learning.

2.3 The Teacher Education Programme's Content

As noted above, the TEP became a 4-year university bachelor's degree (240 ECTS) in 2008. Over the past 15 years, since the merger of the institutions, some changes have been made in the programme's structure and content. Today, the programme is divided into the following parts: 1) Courses in education, i.e. Teaching and Learning (T&L) (65 ECTS); 2) Foundational Faroese (20 ECTS); 3) Foundational Mathematics (20 ECTS); 4) Subject specialisations (3 specialisations, 120 ECTS in total, of which 30 ECTS in teaching practices); and 5) Bachelor dissertation (15 ECTS). Teaching practices are part of every academic year and are integrated into the subject specialisations. The teaching practice is tied to Foundational Faroese and Foundational Mathematics during the first year. The Faroese TEP is similar in structure to programmes in the other Nordic countries, being an integrated programme (Harryson, 2023c) and comprises courses in education, school subjects and teaching practices (Harryson, 2023b).

1. year	2. year	3. year	4. year
T&L I 10 ECTS	T&L III 10 ECTS	T&L V 10 ECTS	T&L VII 5 ECTS
T&L II 10 ECTS	T&L IV 10 ECTS	T&L VI 10 ECTS	BEd dissertation 15 ECTS
Foundational Faroese 20 ECTS	Subject Specialisation I 40 ECTS	Subject Specialisation II 40 ECTS	Subject Specialisation III 40 ECTS
Foundational Mathematics 20 ECTS			
Teaching practice Three weeks, 10 hours a week	Teaching practice 5 weeks, 10 hours a week	Teaching practice 5 weeks, 10 hours a week	Teaching practice 5 weeks, 10 hours a week

Figure 6: The structure of the TEP. Source: Fróðskaparsetur Føroya (2023)

The TEP is described in detail in the programme description for the TEP (Fróðskaparsetur Føroya, 2022). The programme description discusses the ECTS course load in detail, admission

requirements, the programme's purpose, its generic and subject specific competences, programme learning outcomes, the degree programme profile and regulations for the programme (ibid.). On completion of the TEP, a student has taken 24 courses. Six subject specialisations are offered every academic year. In total, 36 courses are offered a year in the programme, four in each subject specialisation (i.e. 24 subject specialisation courses, of which six are teaching practices), seven courses in T&L, the BEd dissertation, and two courses in foundational Faroese and two in foundational mathematics. In addition to these, individual courses and continuing education courses are offered. In the current academic year, five such courses are on offer: two in woodwork, a continuing education course in special education, a PhD course in university teaching and learning, and two supplementary diploma courses in Faroese for those who hold a foreign teacher education degree and are required to take this course to get a permanent position in the Faroese compulsory education system (Fólkaskúlalógin, 1997, §35, stk. 2).

The Executive Order regarding teacher education of 25 June 2021 (Kunngerð um útbúgving av fólkaskúlalærarum, 2021) states that

the purpose of the teacher education programme is to educate teachers in line with current legal regulations for the compulsory education system. 1.2. The programme is research-based, on a level recognised in our neighbouring countries, and qualifies for further studies. 1.3. The programme shall give competences in planning, implementing and evaluating diverse lesson plans so pupils can develop based on their abilities. 2.1 The education of primary and lower secondary school teachers takes place at the University of the Faroe Islands (Art. 1)

2.4 The Quality of the Teacher Education Programme

When teacher education is debated, the pivotal question is often:

By what standard shall the quality of a TEP be measured? Research in the field points to at least four quality parameters (Harryson, 2018, pp. 6 - 7):

In some circles, the primary interest is mapping out the immediate and evident weaknesses in the teacher education programme. Here, potential pitfalls are in focus. Others focus on whether the programme prepares the students to handle the many challenges in a primary or lower secondary school. Here, the focus is on how robust the graduates are. Elsewhere, the core question is whether the programme can educate good primary and lower secondary teachers whose pupils do well in national and international tests. Here, the issue of competence is central. Lastly, some focus on whether the programme meets the requirement for an academic degree as set out in the Bologna Process. Here, the focus is on internalisation and academisation. These four quality and evaluation criteria do not cancel each other out but are often considered separately in teacher education research.

Considering the Nordic context, Harryson (2018, p. 9) continues and notes that

in a Nordic context, the four issues – together and individually – have resulted in the compulsory education system and the teacher education programme being constantly debated. The debates, which are found both at teacher education institutions, among politicians and in the media, have focused on, e.g.

- the duration of the teacher education programme
- academisation and research-based education
- profession orientation and specialisation
- internalisation and teaching practices (Haug, 2008; Rasmussen, 2006; Terhart, 2004).

These debates' point of departure have usually been taken for granted: The teacher education programme is not good, relevant or effective enough (Hopmann, 2006, p. 113), but with the right initiatives, it can become good (enough) in the future (Terhard, 2004, p. 29).

However, although researchers differ on these issues, they do agree that (Harryson, 2018, p. 10)

- the definition of and expectation for what a teacher can do expands every decade (Ben-Peretz, 2011)
- teacher education programmes are heteronomous and challenging; therefore, it can be difficult to know beforehand whether a teacher education reform will automatically be “a reform for the better” (Crowe, 2008)
- if the TEP instructors tasked to implement the reform do not receive adequate preparation time and continuing education, and give each other competent feedback, a reform's impact will be limited (Haug, 2013, s. 69).

Several reviews have been conducted of the Faroese compulsory education system. All their recommendations have, to one degree or another, pointed to the TEP, e.g., a well-being survey (Kák et al., 2023), PISA-test (Olsen et al., 2023), research on inclusion in the Faroese compulsory education system (Poulsen, 2023), recommendations on changes in the legal framework for the compulsory education system (Lydersen et al., 2023), recommendations on how children can flourish, develop and learn in primary and lower secondary school (Knudsen et al., 2023) and lastly, Barnaverkætlanin (The Children Project), which foremost goal is to make the Faroes the best country in the world for children to grow up in (Barna- og útbúgvingarmálaráðið, 2023).

When considering these documents in a teacher education context, the conclusions they come to are worth keeping in mind; so is one of the recommendations (3.b) in the *External Review of the University of the Faroe Islands*:

The Faculty should be supported by the relevant stakeholders to **become a leading contributor to a process of Continuous Professional Development** for all existing teachers and pedagogues in the Faroes, possibly, but not only, through master's level provision. The recently created Co-operation Councils for the teacher and pedagogue educations can be expected to play a strong part in this important initiative (Foley et al., 2022, p. 8).

It is worth adding that the Faroese TEP is in a unique position compared to other Nordic countries (perhaps except for Finland) as for applicants (Harryson, 2023a, p. 24). Stakeholders, e.g. the Co-operation Council (see 5.3 and 6 for more on the council), believe it is of utmost importance that the relatively high number of applicants is upheld (Harryson, 2023a, p. 24). As for now, the TEP has been able to supply the need for teachers. Still, several factors suggest that the need is increasing, considering, e.g., an expansion of double teacher systems and/or co-teaching called for in several recommendations, and the recommendation that classes be limited to a maximum of 20 pupils (Knudsen et al., 2023; Lydersen et al., 2023). The number of TEP students has been constant over the past six years (Harryson, 2023a), an intake of about 35 students each year, i.e. 140 students are in the TEP in any given year, making it the biggest programme at the University of the Faroe Islands. Few drop out of the programme compared to other programmes at the university (Harryson, 2023, p. 29). On average, 32 students graduate annually, making the TEP the programme with most graduates at the university.

2.5 Coherence

Both in a Nordic context and internationally, the increased academisation of profession-oriented degrees has widened the gap to the relevant professions. Periodic reviews show that students experience a significant gap between the programme's content and the learning processes they participate in (Haastrup et al., 2013; Holen & Lehn-Christiansen, 2017; Iskov et al., 2023; Styrelsen for Forskning og Uddannelse, 2018; Uddannelse- og Forskningsstyrelsen, 2021). One way to work with and understand these challenges is to try to strengthen the programme's integrity through the idea of coherence (cf. Part 4 on focus areas). Research shows that students who find the programme both coherent and meaningful also develop professional knowledge and competence to a greater degree than others, and they identify more with and are more dedicated to the profession (Heggen & Terum, 2013; Iskov et al., 2023; Smeby & Heggen, 2014; Terum & Heggen, 2016). The great challenge is how to structure learning processes in the programme and support the students so that they, on their own, can create meaningful connections and develop professionally (Iskov et al., 2023, p. 7), as shown in Figure 7 below.

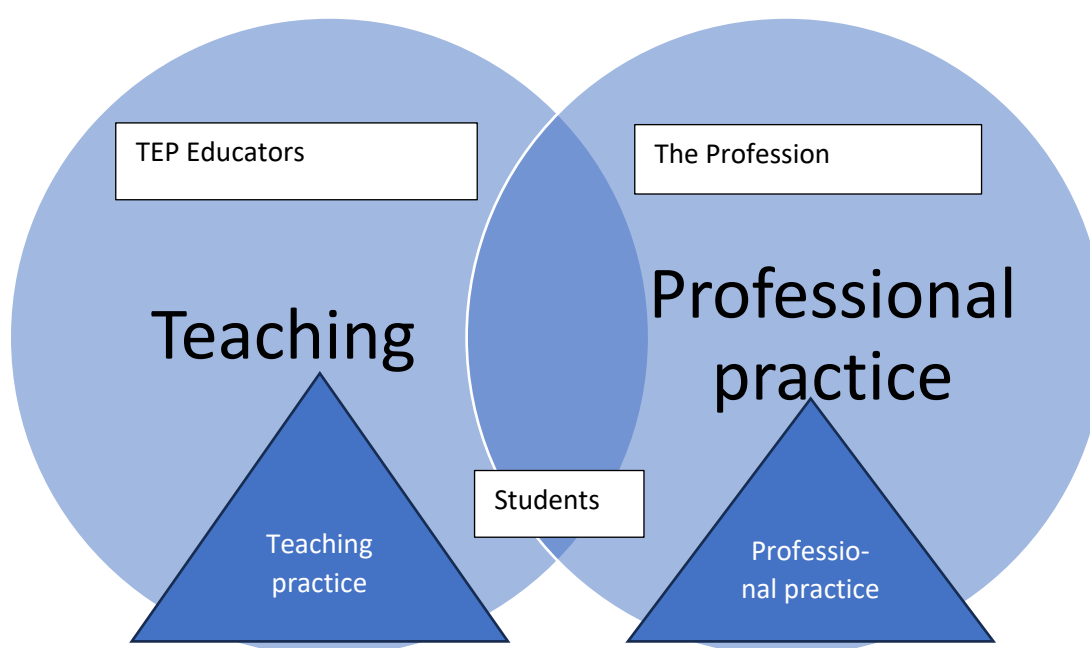


Figure 7. The two arenas students must navigate (Jensen et al., 2023; drawing on Jelsbak og Nielsen, 2018).

The students need to be both in the educational and professional arenas. A profession-oriented programme, therefore, must ensure that the students themselves can make meaningful connections between these two arenas so that their degree can give them the competence to develop professionally for their future profession (Jensen et al., 2023, drawing on Jelsbak and Nielsen, 2018).

In this connection, the idea of coherence is relevant because the complexity of teacher education cannot and should not be diminished by using a homogenous field of knowledge or simply focusing on short or long teaching practices. The professional challenge requires the mastery of a variety of academic approaches and disciplines. Iskov et al. (2023) point to the following distinction in research on the concept of coherence in teacher education:

1. Coherence on a systemic level. As others do, Tatto (1996) emphasises the significance of having a vision and purpose supported by leadership, instructors, and other stakeholders, such as teaching practice supervisors and the Co-operation council. According to Hammerness (2006) and Hermansen (2020), this support should be systemically maintained within the university setting. This means teacher education must be supported and understood from a conceptual and systemic context.

2. Coherence from a student perspective, focusing on university instruction and the teaching profession. According to Jensen et al. (2019), students, e.g. through their teaching practices, need to be able to take the teaching profession into the university learning context to create connections between the two fields. This helps students experience coherence and, in doing so, enables them to develop their professional identity in their profession.

3. Coherences from a content perspective (Hatlevik & Havnes, 2017) focuses on the importance of coherence in the programme's content considering the development of students' professional competence (Iskov et al., 2023). This, in return, is linked to professional identity as an essential part of the programme—something different and more than how the profession is formally identified (Iskov et al., 2023, p. 10). In other words:

A common challenge of professional education is how to handle the complex composition of analytic thinking, skilful practice and wise judgement and to integrate these aspects of expertise into a consistent professional identity (Heggen & Terum, 2017, p. 24).

How can this professional identity be supported in a fragmented programme located among other programmes in a university setting, where leadership, instructors, politicians, teaching practice supervisors, etc., do not necessarily have a shared view of what the programme is about?

Research shows that these various stakeholders often see and understand the programme from different professional cultures, priorities, and views on academia and its status (Heggen & Terum, 2017; Hermansen, 2020; Terum & Heggen, 2016).

Despite this, meta-researchers do not think that teacher education's heterogeneous and diverse nature is to be diminished or that a more consistent structure is to replace it. Buchmann and Floden (1992) argue:

When working against fragmentation in education, coherence must not be confused with consistency. (...) While consistency implies logical relations and the absence of contradictions, coherence allows for many kinds of connectedness, including (...) conflicts and tensions (s. 5).

In other words, students must be supported and enabled to make connections and associations, imagine coherence in their studies that are characterised by heterogeneous and multidisciplinary knowledge, experiences and content. To make theories relevant to practice and practical experiences relevant to theory, a prerequisite is shared or mutual insight into each other's fields—their arenas and social stages (Strauss, 1978)—and the interaction between the fields and their ways of knowledge (Haastrup et al., 2013). It is precisely this that this review will focus on.

3. The Primary Impetus

The primary reason for commencing PRPs at the University of the Faroe Islands in the fall of 2023, of which the TEP is the first to be reviewed, is the recommendations made by the international review team (Foley et al., 2022). PRPs are key both to quality assurance in the university's programmes and to the path to full Faroese membership in the European Higher Education Area (EHEA) and the Bologna Process.

Neither the introduction of PRPs nor the recommendation, however, are surprising. Discussions on joining the EHEA, initiated by the Bologna Process in 1999, have been ongoing in the Faroe Islands for several years. The university immediately started to adapt its educational operations to the Bologna Process and several reports and political documents reflect the same concerns, including the report mentioned above on the TEP and the social education programmes from 2006 (Zachariassen et al., 2006).

In the official report *Visjón 2015 – Mál og vegir* (Vision 2015 – Goals and Paths), which the Prime Minister's Office published in 2007, the goal was to “implement the Bologna Process to ensure quality and mobility. In 2015, the Bologna Process will be fully implemented in the Faroe Islands so that the education sector uses the same approach as other European countries” (Løgmannsskrivstovan, 2007, p. 45). A primary strand in this process is establishing a quality assurance system that ensures transparency, competitive power, mobility, compatibility and monitoring of educational quality. Later, the political authorities have often discussed the Bologna Process, which is mentioned in more than one coalition process. Internally, the university has, over many years, worked to organise the institution's operations to meet the Bologna Process's requirements. Nevertheless, the Faroes are not yet a formal partner in the EHEA.

A part of this cooperation is periodic reviews of the university and its programmes. The first review of the University of the Faroe Islands took place in 2013-14. One of the conclusions the first international review team came to in their report, *Evaluering af Fróðskaparsetur Føroya* (Review of the University of the Faroe Islands), was that a “unified quality assurance systems for the whole university should be developed. ... The Bologna Process at the university should continue with more formal support for the Bologna group, ensuring implementation of the process (2015; p. 17). However, this recommendation was not sufficiently implemented before the Quality Unit was formed in 2020. The *Strategic Plan 2020-2024* states:

We will invest in a Quality Unit within the University administration, led by a Pro-Rector, which will develop, in dialogue and partnership with students, staff and external stakeholders, clear policies and procedures for assuring and enhancing the quality of all our programmes – in accordance with the Bologna Process. These policies and procedures will be implemented fully and consistently, creating a transparent culture of continuous enhancement. (Fróðskaparsetur Føroya, 2020, p. 6-7).

Since the Quality Unit was formed, a sustained and purposeful effort has been made to develop an internal quality assurance system based on general European principles set out in the ESG. The ESG sets out ten focus areas on the quality of degree programmes and issues relevant to such programmes, staff, students and support functions. The basis for this review of the TEP is especially ESG 1.9. The overall concern in ESG 1.9 is monitoring and PRPs, setting out what should be evaluated. ESG 1.9 stipulates that the PRP process should consist of a focus on

- the content of the programme in the light of the latest research in the given disciplines, ensuring that the programme is up to date;
- the changing needs of society;

- students' workload, progression and completion;
- the effectiveness of procedures for assessing students;
- student expectations, needs and their satisfaction with the programme; and
- the learning environment and support services, and whether these are fit for the programme's purpose.

An external review of the University of the Faroe Islands was conducted in 2021-2022. The Ministry of Culture and External Affairs commissioned the review. The ministry is obligated by law to organise such reviews (Lóg um Fróðskaparsetur Føroya, Art. 3.3). Part of the external review team's remit set by the ministry was to focus mainly on quality assurance and enhancement of the programmes at the FoE (Foley et al., 2022). One of the team's conclusions regarding quality assurance and development at the FoE was:

The main educational programmes delivered by the Faculty are fundamentally sound, and their practicum parts, are in their main respects consistent with those offered across the Nordic region and more widely. We recommend that the further development of the programmes will best be supported by their being the **first in the University to be subject to the new Periodic Review arrangements** proposed in our earlier recommendations – a process which should be the *de facto* 'deep dive' into the curricula. (Foley et al., 2022, p. 6).

Concerning PRPs of all degree programmes at the university, the international review team added that “it is reasonable to expect all Programme Teams to be reflecting continuously upon their overall ‘product’” (Ibid., recommendation 1.d). In other words, all who oversee an educational programme are responsible for its quality; therefore, quality assurance, development, and PRPs are a cooperative team effort.

The international review team's recommendation commenced a PRP system at the University of the Faroe Islands, where the TEP was the first to be placed under the microscope.

The PRP system is a part of the internal quality assurance system at the University of the Faroe Islands, which builds on the ESG. In preparation for implementing PRPs, the Quality Unit, in cooperation with the Bologna Group¹, developed and adopted a guideline for PRPs. The guideline stipulates, e.g. that international advisors “who have relevant disciplinary profiles are appointed to the PRP process. Their role is to function as advisors to the internal review teams.” At the same time as a guideline was developed for all educational programmes at the university, the ULT decided that the Quality Unit, an advisory support function, should prepare the first PRP. The first step in this process was to meet with the leadership of the FoE and the TEP programme leader to delineate what a periodic review entails, what its purpose is, and why such reviews are necessary and vital. If the Faroes are to become a part of the EHEA, one indisputable requirement is PRPs; they form a good and transparent basis that engenders trust in Faroese degree programmes both in the Faroes and abroad. The next step in preparing the review was to appoint an internal review team, of which the programme leader was to be the chair. The faculty was responsible for selecting one or two staff representatives and one student representative. Also, two neutral international advisors, which the Bologna group approved, were to be connected to the group. The final make-up of the review team included the Programme Leader, the Programmes Coordinator and a former head of the FoE in the role of a specialist, as well as the two staff members of the Quality Unit. No student representative was appointed.

¹ The Quality Enhancement Forum (QEF, referred to as the Bologna Group), in which all faculties are represented, is a forum with the authority to decide on quality assurance procedures for educational programmes. The remit of the QEF is set out in the document “Terms of Reference for the Quality Enhancement Forum” (2022).

4. Focus Areas

As noted above, ESG 1.9 sets out the overall terms for the review, but it was necessary to choose some areas on which to focus. The external review team recommended going into depth with curricula (Foley et al., 2022, p. 5). A curriculum is not limited to the programme's study plans but also includes the legal framework, Executive Orders, the programme description, the degree programme profile, course descriptions, the programme's framework, reviews, other programme documents, guidelines, etc. Other curriculum-related issues are course content, structure, progression, workload (ECTS), examination types, assessment methods, the bachelor's dissertation, and the cohesion between the various parts of the programme.

To meet both ESG 1.9 requirements and the recommendation of the international review team In a proposal, the Quality Unit's suggested that course descriptions and lesson plans be evaluated in light of course and programme purposes. This could be done using a Matrix analysis (see appendix 8) that gives an overview of how the programme is put together and structured (e.g. the progression in the programme and the balance between theory and practice). Furthermore, the Rector wished that one of the focus areas to be explored in greater depth was the subject specialisations and how these might be structured differently. In this context, it was pointed out that several educational institutions in Norway that educate teachers have a tradition of grouping subject specialisations according to related fields of study, emphasising interdisciplinary cooperation.

In several meetings, the internal review team discussed how the review could be organised in practice and which focus areas were most relevant. The team concluded that before it is possible to make an in-depth exploration of the curriculum, understood as a focus on the content and workload of lesson plans, it is necessary first to gain a general overview of the programme. The focus areas were also inspired by and shaped in a meeting with Professor Elaine Munthe, a member of the University of the Faroe Islands' Board of Directors and a specialist in TEPs (Appendix 10; cf. Fundarfrásøgn, 2023). In our discussions, Munthe emphasised that the review process itself is important and an opportunity for development because it is in the process itself that one reflects on the focus areas, questions are posed, good discussions are had, and an awareness of the programme's qualities are strengthened. Munthe emphasised the notion of *coherence* in the programme (i.e., how its parts are related and the progression between them) because it is a critical quality criterion (Fundarfrásøgn, 2023). Partly based on this, as well as discussions in connection with preparing and planning the review, we agreed to centre on the following two focus areas:

- (1) Coherence, progression and cooperation between T&L, subject specialisations and the BEd dissertation (see Figure 8 below); and
- (2) Societal needs, relevance, resources, and competences needed to reach the degree goals.

The figure below maps the first focus area, emphasising coherence, progression and cooperation between T&L, subject specialisations, teaching practices and the BEd dissertation.

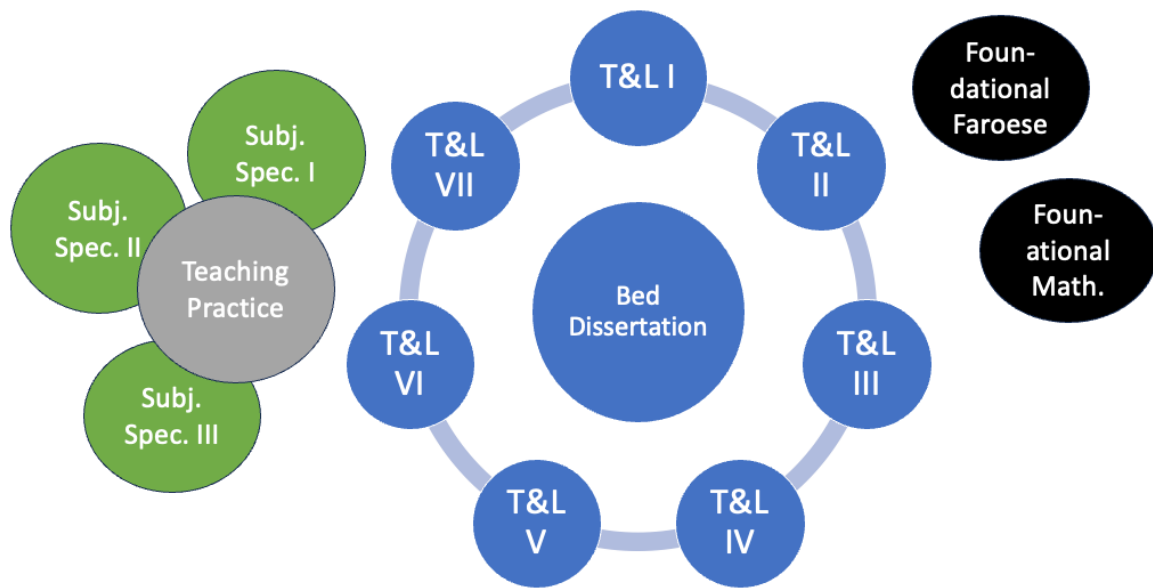


Figure 8: Focus area 1: Coherence, progression and cooperation

Focus area 2 focused on societal need, relevance, resources and competences needed to reach the goals of the TEP, part of which was to hear the perspectives of stakeholders both within and outside the university.

Already in the first workshop with the TEP instructors (see discussion and conclusions in Part 6), it became clear that the task the review team had set for itself to explore would be more time-consuming than expected. Therefore, it became necessary to limit the scope of the review.

5. Method

This review focuses on a current state analysis of the TEP in terms of its legal framework (Kunngerð fyri útbúgvingar á Fróðskaparsetrinum, 2021; Kunngerð um útbúgving av fólkaskúlalærarum, 2021; Løgtingslóg um Fróðskaparsetur Føroya, 2008), the Programme Description (Fróðskaparsetur Føroya, 2022), the Degree Programme Profile (Fróðskaparsetur Føroya, 2023b), Course Descriptions (Fróðskaparsetur Føroya, 2023c) and the perspectives and knowledge of both those involved in the programme and external stakeholders. We have emphasised a democratic process throughout, also in finding informants, wanting to hear from as many stakeholders as possible without focusing on particular individuals. In other words, we have tried to give all stakeholders a voice in the review.

This review employs Situational Analysis (Clarke, 2005; Clarke et al., 2018; Clarke et al., 2022), a methodological and theoretical approach to analyse situations, focusing on processes between and within systems. This approach is well-suited as a (meta-)theoretical basis for this review since the various areas that form its empirical basis are also parts in the current state analysis. The review team has discussed who the stakeholders are that influence the TEP's different aspects and how they do so. Based on this, we have defined the empirical arena. This has naturally been based on previous research and accomplished in cooperation with the external advisors. The empirical arena has been populated with the stakeholders/material we believe can help us put the spotlight on the review's focus areas as well as help us answer and interpret our questions.

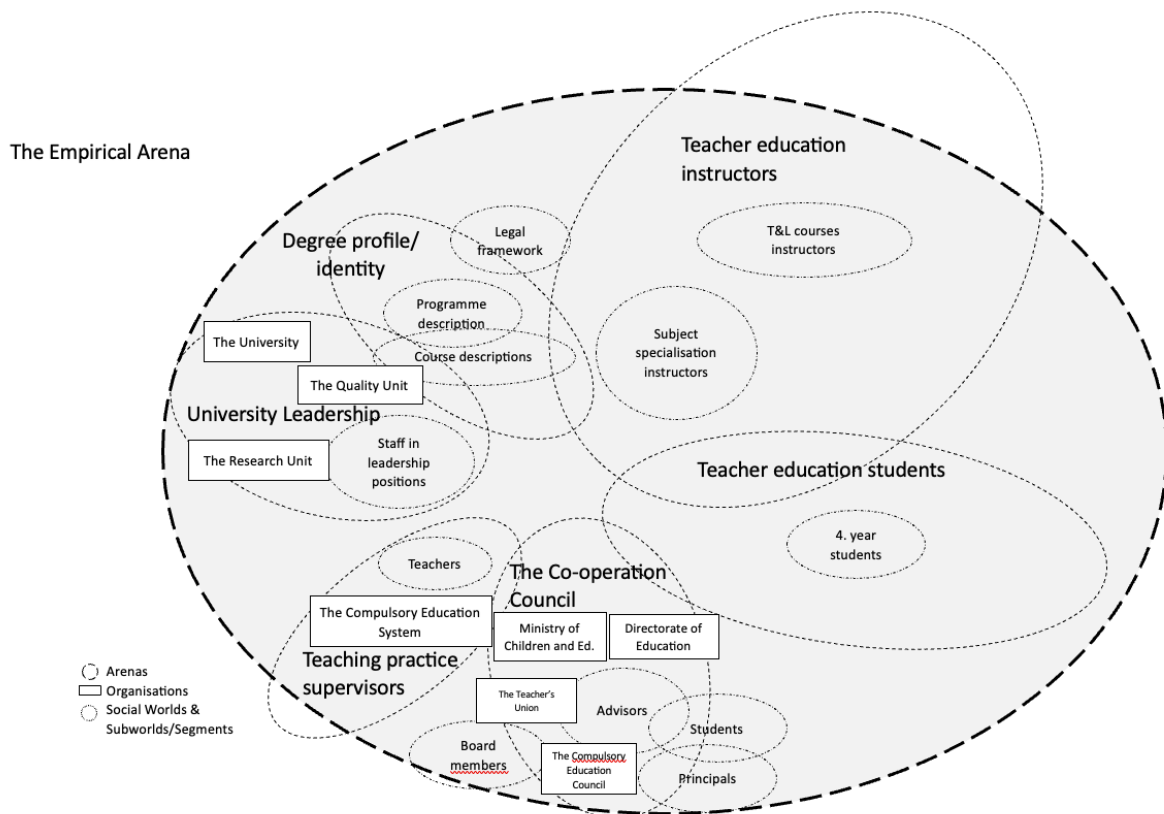


Figure 9. The review field

As is evident from the above figure (Figure 9), the empirical arena is designed based on the landscape of the field of education. This means that we do not have an idea of an absolute

reality but rather that reality is constructed. As such, this review is social constructivist (Potter, 2007) and poststructuralist (Dreyfus et al., 2017), and it has taken form throughout the review period. That is, knowledge is always constructed on previous knowledge and adapted; therefore, the review process and the sources it is based on are approached hermeneutically (Boell & Cecez-Kecmanovic, 2014), inspired by informants, the empirical material, research suggested by the external advisors, discussions with external advisors, and discussions and debates within the review team. It can be claimed that the review team and the external advisors are part of the review landscape since the review process, our choices, and our interpretation of the material have been made based on our experiences, convictions and knowledge. A pivotal part of our work has, therefore, been the inclusion of external advisors, who have been able time after time to confront our internal presuppositions and potential blind spots. Likewise, the review team's diverse professional and personal composition has enabled us to face each other's perspectives and presuppositions.

The review field has been organised in six arenas, from which we have drawn our source material. The first arena includes the instructors in the TEP, who are our primary sources. All the instructors were invited to workshops and divided into two groups: instructors in subject specialisations and in T&L. Between 14 and 16 instructors participated in three workshops (see Appendix 1, 5, 6 and 7 on themes and questions for this arena). Each workshop's purpose, questions and content are described in detail in chapter six, where the empirical material is presented.

The second arena is students in teacher education, where all fourth-year students were invited to participate in a workshop. It was attended by 23 students (see Appendix 3 on themes and questions for this arena).

The third arena is the Co-operation Council, established in the Executive Order regarding teacher education. The council's purpose is to nurture cooperation between the stakeholders that oversee the education of primary and lower secondary teachers and the teaching profession as a whole. The Co-operation Council is composed of one representative appointed by each of the following: the Minister of Children and Education, the Compulsory Education Council, the Directorate of Education, NÁM (a public publisher of teaching materials), the University of the Faroe Islands, the Faroese Teacher's Union, The Municipalities' Association, and students in teacher education. The representative appointed by the minister is the chair of the council (Kunngerð um útbúgving av fólkaskúlalærarum, 2021, § 13). See Appendix 4 on themes and questions for this arena.

The fourth arena is teaching practice supervisors, who completed a teaching practice supervision and mentoring course in June 2023. Of the 24 supervisors, 13 participated in a workshop (see Appendix 5 on themes and questions for this arena).

The fifth arena is the ULT, where the Rector (who is also Pro Rector for Education and Quality), the Pro Rector for Research and Enterprise, and the Dean of the FoE participated in one meeting. See Appendix 6 on themes and questions for this arena.

The sixth arena is a variety of documents related to the programme: The programme description, the degree profile, course descriptions, documents written about the programme (such as annual review reports), archives and other literature/research on teacher education.

As shown in Figure 9, dotted lines demarcate the various arenas to indicate how we believe they overlap, having shared and diverging interests. So, the field consists of arenas and oases with unique and common areas. This requires the ability to work despite differences and

disagreements. The prerequisite, one may claim, is diversity, including various professional cultures and ideas about what is meaningful and relevant.

Using this type of analysis of the field, we aim to analyse processes and positions, the goal being to conduct a well-grounded review that forms the basis for recommendations for the TEP in the Faroe Islands, both in its current and future states.

6. The Empirical Data

The ULT, the Quality Unit, and the FoE Leadership Team met in early June 2023 to discuss how the review should be organised and who should be on the review team (see Appendix 10).

The review team was formed in August, and external advisors were appointed. After that, the team met several times to organise the review (see Appendix 10).

Workshops with the various informants were organised into six parts (see Figure 10 below; cf. Figure 9 above)

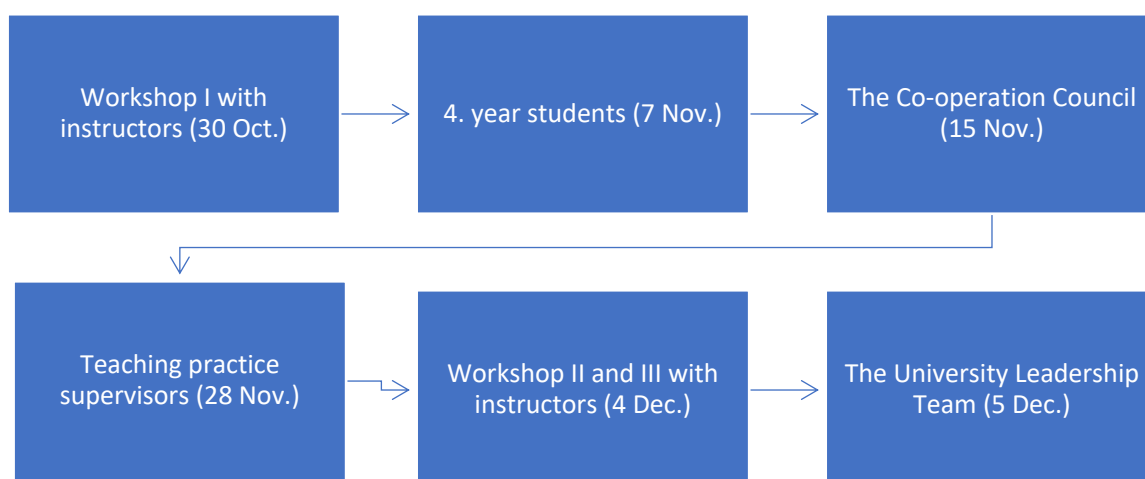


Figure 10. Overview of workshops with informants

The review team organised the workshops. The external advisors were consulted before and after the workshops, e.g., when discussing the results. The workshops were built progressively one upon the other and were planned along the way in close cooperation with the external advisors.

6.1 Workshop I: Instructors at the Faculty of Education

In the workshop with teacher education instructors, the participants were asked to

- analyse (matrix analysis) the individual courses and compare them with the degree programme profile's learning outcomes.
- consider the TEP from a holistic perspective, focusing primarily on cooperation between the various fields of study.

In this first workshop, the teacher education instructors were asked to discuss the above questions (for a detailed analysis, see Appendix 1). The matrix analyses from the workshop are found in Appendix 8. They show clearly that the T&L courses correspond most closely to the degree profile, even though they also include important competences, learning outcomes and concepts in the field of education that are not mentioned in the degree profile. This is far less the case, in some instances not at all the case when considering the subject specialisations and the foundational courses in Faroese and mathematics. The instructors are in broad agreement

that the degree profile needs to be revised to achieve agreement between course descriptions and the degree profile. Also, the degree profile's general and subject specific competences must take changing societal needs into account, and with this, the current reality in the compulsory education system.

When considering the TEP holistically, it is characterised by fragmentation, in which most courses/subject specialisations, for the most part, live their own lives without much cooperation with other fields of study. Where cooperation finds place, it is informal, not organised. Another weakness is that, for the most part, only one instructor is responsible for any given subject specialisation/field of study. During the workshop, the instructors, with no exception, wanted a more formalised cooperation between disciplines, subject specialisations and teaching practices.

6.1.1 Summary of Workshop I

In summary, the conclusions of workshop I show that

- the degree programme profile should be revised
- there is insufficient and sometimes no cooperation between the various disciplines
- the instructors, with no exceptions, want more collaboration, academic fora, discussions and professional feedback

6.2. Workshop with Students

The main themes the fourth-year students discussed were

- their experience as teacher education students
- the cohesiveness of and progression in the programme
- teaching practices as part of the degree
- teacher education in a current and future context

The students were invited to discuss the above themes, which were sent to them before the workshop. The themes were further elaborated in questions (see Appendix 2).

Overall, the students said they valued and had been challenged in their studies at the FoE and that they got along well together. They point out that the programme is good in many areas but criticised it for not being structured well enough. In this connection, it is worth mentioning that the students were unaware of the degree programme profile, which describes the programme's overall goal, orientation, competences and intended learning outcomes. In broad terms, the students say that the theoretical part fills too much compared to practice. They agreed that the programme would be improved if there was more cooperation between the T&L courses and the subject specialisations, and if the teaching practices filled more and were better organised. Considering the relationship between the various courses, the T&L courses were the most cohesive and were most clearly linked to primary and lower secondary education. This was far less the case in the subject specialisations. The students think the teaching practices are far too short. They also believe that students should take some of their teaching practices individually. They pointed out that the system with trained teaching practice supervisors was an improvement; this system is of great importance for the quality of teaching practices. Regarding the TEP, both in its current and future forms, they said it should remain a bachelor's

degree, which graduates are eligible for further studies. However, it ought to be more practically oriented than today.

6.2.1 Summary of the workshop with the students:

- The programme excels in many areas but, as a whole, is not structured well enough
- Students are not aware of the degree programme profile
- The theoretical components fill too much
- Insufficient space is allotted to reflection on the connection between theory and practice
- There is inadequate cooperation between T&L and subject specialisations
- The T&L courses are the most cohesive
- The teaching practices are far too short, and their quality is inconsistent
- The system with trained teaching practice supervisors is good
- The TEP shall remain a bachelor's degree but with a more practical orientation

6.3 Workshop with the Co-operation Council

The Co-Operation Council discussed mainly these themes:

- The link between the TEP and the teaching profession
- Societal needs

The Co-Operation Council was invited to discuss its role in this review and in the continual development of the TEP. They were sent questions the day before the meeting (see Appendix 3).

They discussed the competences developed in the programme and their relevance to the compulsory education system/societal needs. The choice of subject specialisations is limited, with each student only reading three specialisations. When students begin to teach, they might find it challenging to teach all subjects. The council members also noted the need for a foundational course in creativity. They also flagged the need for teachers who can teach in the natural sciences.

The council also discussed how important it is that instructors in the programme receive permanent positions and gain insight into school life and the teaching profession. In the past, Venjingarskúlin (a primary and lower secondary school that had a formalised link to the TEP) was part of the study life of teacher education students. It would be good if such cooperation could be established again, e.g., with a limited number of approved placement schools. This could help link the programme with the profession.

The Co-operation Council agreed that the course in teaching practice supervision in 2023 was a positive initiative and noted the pressing need for more trained teaching practice supervisors. Also, they stressed the need for more continuing education courses to develop primary and lower secondary school teachers further and retain them in the profession. This aligns with the international review team's recommendation 3.b (Foley et al., 2022), which discusses continuing education and professional development.

The need for research in the field was pointed out, and the question was asked how research can be accelerated. They called for educational research directly related to schooling, teaching and education.

This review of the TEP is conducted to develop the programme, pointing out strengths and areas for development. It was suggested that the review and its recommendations be presented at the regional meetings of school leaders next spring.

6.3.1 Summary of Workshop with the Co-operation Council

- More instructors in permanent positions so they can mature as instructors in teacher education
- Strengthening the teaching practices, e.g. by training more teaching practice supervisors and possibly establishing recognised placement schools
- More continuing education courses to develop teachers' competences and the teaching profession
- The need for school-related research is great

6.4 Workshop with Teaching Practice Supervisors

The teaching practice supervisors discussed primarily these themes:

- Teaching practices
- The connection between the TEP and the teaching profession

The questions sent to the teaching practice supervisors were organised into four major themes with several sub-questions (see Appendix 4). The teaching practice supervisors point out the importance of teaching practices as an integral part of the TEP, which foremost goal is to allow students to try out as many parts of the profession as possible. As one teaching practice supervisor said: "The teaching practice bridges the TEP and the teaching profession."

They pointed out the importance of preparation and that the students are prepared well and are adequately equipped for their teaching practices. The teaching practice supervisors also wanted to cooperate more with the instructors and the students when they prepared teaching practices. They also pointed out that observations ought to fill more in teaching practices, in which the students were not only in the school for ten teaching lessons a week but also shadowed the teaching practice supervisors and possibly others throughout the school day for an extended period. A close link should be between what is taught in the TEP, e.g. in subject specialisation, and the school subjects. The supervisors often notice that students are unaware of the materials used in the compulsory education system. The course in teaching practice supervision has improved the quality of teaching practices, and it should be developed in such a way that it is theoretically anchored. The supervisors call for more cooperation with the instructors at the FoE. Currently, the only collaboration is around the teaching practices' mid-way conversation.

6.4.1 Summary of Workshop with Teaching Practice Supervisors

- Call for better cooperation between the teaching practice supervisors and the TEP instructors
- Call for more relevant preparation before teaching practice
- Students ought to be full-time at their placement schools, where they shadow their teaching practice supervisor the whole day
- The gap between subject specialisations and the school subject is too wide
- Professional integration is lacking

- The primary purpose for the teaching practices ought to be preparing students for the teaching profession
- The teaching practice is a bridge between the TEP and the profession

6.5 Workshop II: Instructors at the Faculty of Education

The second workshop with the instructors at the FoE was divided into two groups, each given their own set of primary questions (see appendixes 5 and 6).

- For an analysis of the relationship between the subject specialisations courses, see Appendix 5
- For an analysis of the relationship between the T&L courses, see Appendix 6

In workshop II, instructors discussed cohesion and progression between the T&L courses and the subject specialisations. The subject specialisations were divided into two groups, humanities and natural sciences (see Appendix 5), while the T&L instructors were in their own group (see Appendix 6).

Subject specialisation instructors pointed out that there is no apparent progression in the subject specialisations, especially since the specialisations are co-read by second-, third- and fourth-year students. The specialisation should be coordinated better, especially as it concerns subject didactics, so the overlap in didactics between the various specialisations is minimised. This calls for greater cooperation among specialisations and with the T&L instructors so the content of the different parts of the programme becomes more evident. To ensure greater collaboration, well-defined structures that clearly show who is responsible for what are needed.

The instructors noted that at the same time as the subject specialisations are limited in scope, they need to cover an increasing number of areas. Therefore, it is crucial that what is expected of a subject specialisation instructor and what the specialisation content should be is clearly defined.

The T&L instructors noted that the cooperation between T&L and the foundational courses has gone well lately. Cooperation with the subject specialisations in years two to four has proven more difficult. One barrier is that during those years, students are in different specialisations. Also, more time is needed for cooperation between T&L and the specialisations. The structure itself is a hindrance to such collaboration. Otherwise, it was pointed out that the purpose of the T&L courses was in line with the daily life of teachers. They also noted that it is important that the instructors in T&L work together on teaching approaches, methods, etc. It is also pivotal that they have insight into the actual working life in a school. The T&L instructors believed the T&L course descriptions were an appropriate compromise between education as an academic discipline, as a subject in teacher education subject and the teaching profession. What makes cooperation between T&L and subject specialisations difficult is the high staff turnover, especially in the subject specialisations courses. Considering this, all new teaching staff should receive a solid introduction to their discipline when they start.

6.5.1 Summary of Workshop II: Instructors at the FoE

- Lack of coherence between the subject specialisations
- Lack of a clear progression in subject specialisation due e.g. to second-, third-, and fourth-year students co-reading specialisations
- The role of subject specialisations is unclear: Are they to be academic disciplines and/or focus on school subjects

- Unstable terms of employment
- All new teaching staff ought to receive a solid introduction when they start
- Establish placement schools
- Give primary and lower secondary teachers the opportunity to participate in the instruction at the university

6.6 Workshop III: Instructors at the Faculty of Education

The third workshop with teacher education instructors was divided into two main areas (see Appendix 7):

- Coherence and progression between T&L and subject specialisations
- Cooperation in teaching practices between T&L and subject specialisations

Overall, the instructors said that structured cooperation between T&L and the subject specialisation was lacking, and that T&L and subject didactics taught in the specialisations could be better coordinated. At the same time, it was emphasised that subject specialisations exist on the border between how a discipline functions as a school subject and the need for a sufficient academic grounding in the relevant discipline.

The instructors disagreed on the best way to structure teaching practices, though all seemed to agree that students needed to spend more time at the school where they were placed.

It is pivotal that the progression through the programme is evident; therefore, one obvious course of action is to link the relevant T&L courses more directly to the teaching practices. This could form a basis for increased cooperation between the specialisations and T&L and would ensure, to a greater extent, that teaching practices are based on how far students have progressed in their studies.

6.6.1 Summary of Workshop III: Instructors at the Faculty of Education

- Subject specialisations exist on the boundary between how a discipline is used in a school subject and the need to ground students academically in the relevant discipline
- There is a lack of cohesion between T&L and the subject specialisations
- T&L and subject didactics, which are part of the subject specialisations, could be better coordinated
- More on-site hours in teaching practices
- T&L ought to be integrated into teaching practices
- When teaching practices are evaluated, where students are in their studies should be considered

6.7 Workshop with the University Leadership Team

In the workshop with the ULT, the following questions were discussed:

- The TEP in a university context
- The staff profile in the FoE
- Resources and Quality
- Research

The workshop with the ULT circled mainly around how the highest leadership at the university sees teacher education in a university context. The questions were organised under four headings with sub-questions (see Appendix 9). On the first question, how training primary and lower secondary school teachers fits with other educational programmes at the university, the ULT believed that the TEP was a university degree like any other degree at the University of the Faroe Islands—i.e. teacher education, in addition to being oriented to a profession, is based on the same principles that characterise academic programmes. They argued that we need to move away from the idea of distinguishing between professional degrees and university degrees. To further nurture an academic environment, cooperation with other faculties at the university could be far more extensive, e.g. in disciplinary teams, interest groups and interdisciplinary projects. Such cooperation could include areas such as education, new research, various disciplines, and co-reading courses, e.g., in subject specialisations. Cooperation between faculties in certain disciplines may contribute to strengthening subject specialisations. It was argued that it is insufficient to focus only on how a discipline is applied in a school subject; it must also be studied as an academic discipline.

Perhaps, it was suggested, the TEP could be a generalist degree that qualified graduates to teach grades one through six, for example, with the possibility of upgrading to a master's level in a particular subject specialisation. They also proposed ideas about a foundational degree in one discipline followed by further studies in education and educational psychology in primary and lower secondary education. The conversation with the ULT indicated that the time perhaps has come to offer teacher education as a five-year master's level programme, where the first part is a foundational bachelor programme (where the basic subjects could be more numerous and broader than now) followed by a master's programme, which would be subject specialisations.

The ULT argued that it is good to listen to the stakeholders / the profession, but it is still internally at the university that we must delineate the content and profile of the programme. They said, *“In what field is teacher education world champions?” What is it that the TEP should especially focus on as its primary characteristic, its great strength?*

As for the degree profile, the ULT believed the programme should be oriented toward more than just educating primary and lower secondary school teachers. It should also be a foundational degree for further studies and/or for studies in other relevant fields. The Executive Order regarding educational programmes at the University of the Faroe Islands, Art. 2.2. stipulates that “degrees offered at the University of the Faroe Islands should equip the student for further studies to attain competences at a higher level.” The ULT encouraged those overseeing the TEP to reflect on and find answers to what the FoE staff and the TEP are “world champions” in and let those answers be the degree profile's focus.

Employment issues, stable employment and professional opportunities were discussed, including the option of a permanent position without holding a conventional PhD. Another question discussed was whether one must hold a conventional PhD to get a permanent post or whether another track could be imagined, one intertwining the role of a teaching lecturer, school developer and/or researcher in a different type of research path. The ULT emphasised the importance of working across disciplines to ensure quality, development and knowledge sharing, and they pointed out that staff at the FoE often are the only specialists in their course/study/discipline, some of which do not hold a permanent position. The ULT believed something needed to be done in this regard but noted simultaneously that as time passed, when employment issues were better organised, the issue could be taken up again.

The ULT also pointed out that hardly any research is conducted in teacher education and that research in education, didactics, and school-related issues should generally be further developed.

6.7.1 Summary of Workshop with the ULT

- The TEP is seen as any other university degree programme
- The TEP needs to be defined internally
- The TEP should aim at becoming a broader degree, not focusing solely on the Faroese compulsory education system/primary and lower secondary education
- Teacher education must figure out what it is world champions in – and sharpen the degree profile in light of this
- The ULT focused on the need for greater cooperation with other faculties/disciplines at the university
- The ULT focused on better terms of employment and career paths
- The Development of research in education and fields relevant to the TEP/the FoE

6.8 Summary of the empirical data/workshops

The above discussion of the various workshops also depicts different social worlds and arenas (cf., the empirical field discussed in part 5 and Figure 9). As we can see in the summaries (see parts 6.1.1., 6.2.1, 6.3.1, 6.4.1, 6.5.1, 6.6.1 and 6.7.1), there are several recurrent themes, and many of them reflect opposite viewpoints between the various arenas (an overall overview of the workshop summaries is found in Appendix 11).

7. Analysis

The data analysis proceeds in five steps:

- The first step is describing what was discussed in the workshops (see Part 6) and an overview of themes (Appendix 11).
- The second step is an analysis and grouping of the empirical data into three main categories: 1) Systemic considerations, 2) the experience of the programme's quality or lack thereof, and 3) the programme's content.
- The third step is a positional analysis of the various viewpoints/positions found in the data.
- The fourth step discusses the positional analysis in light of the three coherence principles (cf. Part 2.5), i.e. these principles are the analytic tool in the discussions of the positions.
- The fifth step is a recommendation on how to proceed with the programme's framework, content and identity regarding 1) coherence in a systematic context, 2) coherence in an experiential context, and 3) coherence in a content context. The programme's purpose, i.e., developing the student's professional awareness of the teaching profession, has been our focus. Students must find their way in both the educational and professional arenas. Therefore, if students are to acquire the skills needed to develop professionally in the teaching profession, the programme must ensure that students can independently create meaningful connections between these arenas (Jensen et al., 2023, drawing on Jelsbak and Nielsen, 2018).

7. 1 Analysis and Grouping of the Empirical Data

Figure 11 below summarises the analysis. The figure contains the themes that emerged in the various workshops and other empirical data. The themes have emerged in processing the empirical data through e.g. a continuous mapping (positional analysis) based on the review team's discussions and consultation with the external advisors. The overview shows what themes are dominant and which are not. Space does not allow us to analyse the less dominant themes, even though they are worth discussing.

Systemic: <i>Various perspectives</i>	The experience of the programme's quality or lack thereof: <i>The students and others</i>	Content: Legal framework, programme description, degree programme profile, course descriptions
<p>Perspective 1</p> <ul style="list-style-type: none"> Teacher education is like any other university programme A desire for teacher education to move further into a university discourse The TEP should have a broader emphasis – not simply focus on the Faroese compulsory education system/primary and lower secondary education The TEP needs to figure out what it is world champions in – sharpen the degree profile The desire for increased cooperation with other faculties/disciplines at the university Focus on better terms of employment – but without opening up to flexible terms of employment/profession tracks <p>Perspective 2</p> <ul style="list-style-type: none"> There is a lack of, and in some instances no co-operation between the various disciplines Greater cooperation is needed between instructors in subject specialisations and T&L instructors, as well as between the specialisation and T&L The need to define teacher education internally <p>Perspective 3 (stakeholders outside the university):</p> <ul style="list-style-type: none"> More instructors in permanent positions so that staff can mature as teacher education instructors Develop teaching practices, e.g. by training more teaching practice supervisors and perhaps establish placement schools More continuing education courses to nurture teachers' competences and the school subjects The need for school-related research Develop the research field that is to be the unique focus in the TEP / at the Faculty of Education 	<ul style="list-style-type: none"> The programme is good in many ways, but cohesion is lacking between the various parts of the programme Students are not aware of the degree programme profile Cooperation between T&L and subject specialisations is lacking The T&L courses are the most cohesive The teaching practices are too short The system with trained teaching practice supervisors is good The TEP should remain a bachelor's degree, but the theoretical and practical parts should be better integrated T&L should be an integral part of the teaching practices Where students are in their studies should be considered when teaching practices are evaluated <p>Teaching practice supervisors</p> <ul style="list-style-type: none"> Need for better cooperation with the TEP, i.e. the teacher education instructors Need for more qualified preparation before teaching practices The students should be full-time at the school in which they are placed, where they shadowed their teaching practice supervisor <p>Other: The status of the TEP</p> <ul style="list-style-type: none"> The TEP is in a unique position in the Nordic countries The programme has many students The trajectory is fewer and few applicants The drop-out rate is low compared to other programmes A need for greater stability 	<ul style="list-style-type: none"> The Executive Order regarding teacher education takes the Act on the University of the Faroe Islands as its point of departure The degree programme profile is unclear, incoherent and out of date, and it takes the Education Act as its point of departure The degree programme profile ought to be revised The course descriptions are uneven The T&L course descriptions are very cohesive The subject specialisation courses are not very cohesive and lack a clear sense of progression T&L and subject didactics (which are part of the subject specialisations) could be integrated better It is unclear what the focus should be in the subject specialisations: the academic discipline and/or the school subject The subject specialisations exist on the boundary between how the discipline is applied in a school subject and the need to ensure an academic grounding in the specialisations

Figure 11. Themes in the empirical data, analysed and grouped into three main categories: 1) Systemic considerations, 2) the experience of the programme's quality or lack thereof, and 3) the programme's content.

As is evident in the above overview, the themes found in the data are numerous. Moreover, the variety of perspectives, which, to a large extent, are incompatible, is evident and thought-provoking. We will now turn to a positional analysis of the leading positions in the above overview.

7.2 Positional Analysis

A positional analysis maps out the leading positions taken or not taken in the discursive data found in the situational analysis, mapped along axes with main points and their opposites. Based on the positional analysis advocated by Clarke et al. (2018, 2022), the mapping of positions is not linked to informants or persons. Instead, it attempts to represent the various positions about specific topics/areas in the situation analysed. They are mapped in how they are presented/found in the discursive data within the different social arenas. These positions need not be univocal but can stand in opposition to one another (Clarke et al., 2022, s. 15 -16).

This positional analysis takes its point of departure in how the various stakeholders define the TEP and its challenges. This analysis assumes that viewpoints presented from a particular “social world/arena” are attempts to articulate the meaning/relevance of the TEP from what makes sense in a given position. Through these lenses, teacher education must define itself in this vortex of perspectives.

As is seen in Figure 12 below, we find two polarising viewpoints. Along the Y-axis, we find the academic relevance pole, and along the X-axis, we find the practical subject/professional relevance pole.

Positional map focusing on the relevance of academic disciplines and practical/professional issues for the profile/identity of the teacher education programme

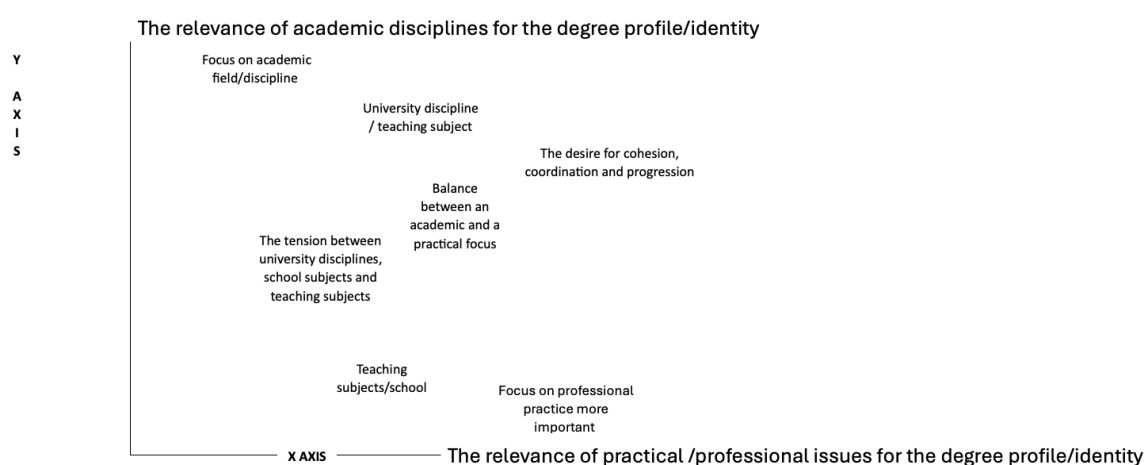


Figure 12. Positional Analysis (adapted from Clarke et al., 2018; 2022)

Based on the overview of the empirical data in Figure 11, we found seven positions in our positional mapping. Of the two views that stand farthest from each other, we will first consider the perspective that sees the academic discipline as most relevant for the TEP’s degree profile/identity. Here e.g., it is argued that the TEP is like any other university degree and, as such, is not necessarily more professionally oriented than other programmes at the university. This position wants teacher education to move further into the “university world,” where the goal is to make the TEP broader, not focus only on primary and lower secondary education but be applicable in various contexts. This position wants greater cooperation with the other faculties/disciplines at the university, both to utilise faculty resources better and move the TEP further into the “university world.” The problem with this position is that it is not open to teacher education being a unique kind of programme (profession-oriented) while at the same

time being placed in a university. This position, one might claim, is relatively narrow in its understanding of education and what educational studies entail. Research in the field (e.g. Haastруп et al., 2013; Smeby & Heggen, 2014) points out that the term “profession-oriented” is not about “research/not research” but instead makes explicit what a programme oriented to a profession is all about. In a review, positions like these must be discussed. Nordic research in the field (Jensen et al., 2023) does not recommend moving in the direction taken outside the Nordic countries, where students first study in specific academic disciplines and then pursue graduate studies in education to qualify as teachers. This points to the necessity that those who shape the TEP and influence it have research-based knowledge about TEPs.

On the polar opposite, we find the relevance of practical/professional issues for the degree profile/identity, where the emphasis is on developing instructors and the TEP as a whole with a far greater focus on actual professional practice. This position must also be discussed and analysed because the TEP has moved from being a degree that is primarily grounded in practice to becoming a more academic degree in line with the development of similar professional degrees. This development is crucial to ensure the further development of the profession, equipping teacher education students to work in an increasingly complex profession.

Two other positions also point in different directions. One equates the subject specialisations in teacher education with “normal” academic disciplines, making it natural to read the specialisations purely as academic disciplines at a different faculty in the university. The other position sees the school subjects in teacher education as direct copies of the school subjects. According to this position, teaching in the TEP should align with the curricula used in the Faroese compulsory education system and teaching materials designed for primary and lower secondary education—i.e., the TEP’s subject specialisations are to mirror the school subjects. Both these positions must be discussed if students in teacher education are to develop professional acumen and, in so doing, also improve primary and lower secondary teaching.

The fifth position in the empirical data challenges the third and fourth positions. This position notes that the focus of the subject specialisations needs to be clarified. Should they be academic disciplines or school subjects? Or is there a third alternative? This position argues that the subject specialisations lie on the boundary between how the disciplines are applied in the compulsory education system and the need to ensure proper academic grounding in the specialisations.

The sixth position takes the fifth position a step further. It situates itself between the two poles mentioned above, noting the need for a balance between an academic/disciplinary focus and a practical focus.

The seventh position emphasises the need for cohesion, coordination and progression between the various parts of the programme.

We now turn to a discussion of the positional analysis using the principle of coherence, focusing primarily on the sixth and seventh positions.

7.3 Positional Analysis and the Concept of Coherence

Without organising the empirical data into different systems such as in micro, meso and macro levels, which is incongruent with a situational analysis approach (Clarke & Star, 2007; Clarke & Keller, 2014), we nevertheless allow ourselves to use the three coherence concepts (Iskov et al., 2023) to group the various perspectives that were voiced in the workshops (cf. Part 7.2.). By organising the multiple positions and the positional analysis according to the three coherence concepts, it becomes possible to analyse these with a focus on cohesion,

coordination and progression between the parts of the programme (for the review's focus areas, see Part 4).

7.3.1 Coherence in a Conceptual and Systemic Context

As evident in the empirical data, one can argue that the TEP is not sufficiently understood and consequently inadequately supported in a conceptual and systemic context. This is partly because it is difficult to identify a singular understanding of its coherence, on which leadership, instructors and other stakeholders agree. To reach such an agreement, the degree profile is of utmost importance. As for coherence on a systemic level, it seems clear from the data that there are quite a few contradictions and gaps between the perspectives of the different stakeholders. Considering how crucial it is that instructors and other stakeholders, not least systemically within the university, support the vision and goal of the TEP, it is evident that the programme faces a challenge precisely because the programme is conceived in such diverging terms (Hammerness, 2006; Hermansen, 2020; Tatto, 1996). The perspective held by some in the ULT can be difficult to reconcile with the more practice oriented TEP of old. Parts of the ULT argue that teacher education is like any other university programme, where teacher education students should, among other things, develop general and academic competences and the ability to reflect common to all university students, including learning to use common academic tools and traditions. As such, the desire to move the TEP further into the university world may be understood to contradict other perspectives that want to see the programme move closer to the practice field. The perspective that teacher education should have a broader aim, which does not solely focus on primary and lower secondary education, may make it difficult to achieve cohesion in the programme in a university context and so complicate the task of wording a precise degree programme profile. The ULT also expressed a desire for greater cooperation with the other faculties/disciplines at the university, which may, to some extent, conflict with the purpose clause in the Executive Order regarding teacher education (Kunngerð um útbúgving av fólaskúlalærarum, 2021). Nor does this align with what the teacher education instructors are asking for, namely more and broader cooperation among the instructors in the programme. On the other hand, the Co-operation Council and others focus on more cooperation with the practice field. One of the Co-operation Council's criticisms was that the connection between teacher education instructors and schools is lacking and that the practice connection is missing.

7.3.1.1 Terms of Employment and Resources

Terms of employment are a significant challenge. The TEP instructors call for more stable employment with a flexible, professional track. Many instructors want to develop as educators in teacher education. They are not very interested in a conventional PhD trajectory for various reasons, including that it drains the energy that should be used in teaching. Here also, the perspectives lack coherence. One solution could be more flexibility in staff profiles in order to get more instructors in permanent positions who can develop as educators in teacher education for primary and lower secondary education. This could be one of the goals and core values of the TEP: to create excellent primary and lower secondary school teachers. In line with the wishes of the instructors, a more flexible professional track ought to be possible, one possibility being the Norwegian model on hiring and promotion in teaching and research positions (Forskrift om ansettelse og opprykk i undervisnings- og forskerstillinger, 2006). This aligns with principles of transparency and fairness in employment, which is one of the points in ESG 1.5 on HR and centralised/decentralised management. This also directly impacts the staff profile at the FoE, which, in the final analysis, is a question of priorities and the distribution of the university's resources. In the annual review report of the TEP in 2023 (Harryson, 2023), it

is noted that the budget for the FoE has not followed the overall budget increases for the university. The report recommends revising the FoE budget, particularly for the TEP (p. 21).

7.3.1.2 Internal Cooperation in the TEP

Teacher education instructors note that too little and at times no cooperation is between the various disciplines. In particular, they call for greater cooperation between the subject specialisations and T&L and their respective instructors. A prerequisite is that the TEP gets the chance to define itself internally and that the teaching staff becomes more stable. The instructors proposed regular meetings in the subjects taught at the faculty and establishing team cooperation around them.

7.3.1.3 Continuing Education and Research

The school authorities have often called for more continuing education courses so that teachers can develop professionally and schools can become stronger academically. This opens up possibilities for teachers in the compulsory education system to periodically participate in the instruction at the university. This is an area that should be prioritised and strengthened at the faculty. The external review report recommends establishing a programme for continuous professional development at the FoE, which should be the leading provider in the professional development of current teachers and social educators in the Faroes (Foley et al., 2022, recommendation 3b). This aligns with ESG 1.5 on continuing education and competence development (ESG).

7.3.1.4 The University's Strategy Plan

Despite this evident need and recommendation to prioritise the tasks and responsibilities of the TEP and the FoE, the university has no apparent internal coherence on how to work with these issues. Consider that neither the FoE nor the TEP is mentioned in the proposal on the university's strategy plan for 2025-2030 (Setursleiðslan, 2024). At the university's all-staff seminar on 17 Jan. 2024 at Kongshøll, the FoE and the TEP were not on the seminar programme, and with this, neither was the field of education.

This lack of coherence on a systemic and conceptual level may make it very difficult to achieve real progress at the FoE and, in this context, in the TEP, not least in terms of school-related research, which must be seen as crucial for further development in the field.

7.3.2 Coherence in an Experiential Context

Students in the TEP point out that they inhabit at least two arenas during their studies², moving between, e.g. their university studies and their teaching practices. They also note that they need more evident coherence between these arenas. Therefore, one of the programme's primary goals must be to develop explicit links and coherence between these arenas, i.e. the teaching and learning at the university and the teaching profession.

One area mentioned is the importance of strengthening the relationship with the teaching profession by, e.g. integrating teaching practices in the teaching and learning at the university. This is crucial to students' learning and ability to create coherence between arenas (Jenset et al., 2019). Students' experience of coherence is of utmost importance, as it helps them see how their studies are meaningful and, in doing so, develop their professional identity as teachers. A significant question in this connection is how you can help students experience coherence so

² This is, of course, also the case for those who enrol in continuing education courses at the faculty.

that they can independently reflect on theory in relation to practice and vice versa and create meaningful connections between the profession and the TEP.

7.3.2.1 The Programme is of High Quality in Many Areas

Students say that the programme is of high quality in many areas. It is evident that the programme is viewed highly; e.g., even though the number of applicants has decreased in recent years, the programme receives more applications than other Nordic countries. The dropout rate is also lower than that of other programmes offered at the University of the Faroe Islands and TEPs in Nordic countries (Harryson in 2023a and 2023b).

7.3.2.2 The lack of Experiencing Coherence in Some Areas, Including Between Teaching Practices and University Studies

The empirical data calls for improvements in many areas, considering, e.g., the lack of coherence between studies at the university and teaching practices, and between the various parts of the programme, including between T&L and subject specialisations. It is also argued that the teaching practices need to be longer and that organised preparation for the teaching practices is insufficient. One significant improvement in the quality of the teaching practices is the system with trained teaching practice supervisors. However, almost all informants note the need to strengthen teaching practices, including training more teaching practice supervisors, increasing the number of student practice hours allocated to each student, and perhaps establishing placement schools. It is also pointed out that T&L should fill more in the practice and that practice evaluations must consider how far students have progressed in their studies. This is also stated in the revised version of the Teaching Practice Handbook (Starvslæruhandbók fólkaskúlalærari 2023 - 2024, 2023). Teaching practice supervisors also call for more cooperation with the TEP instructors to improve the teaching practice and achieve greater harmony and coherence between the profession and the studies at the university. Students ought to be at their placement schools full-time, where they should shadow their supervisor throughout the day. This could contribute to making the programme better in that its theoretical and practical parts are better integrated.

These issues were also highlighted in a presentation in 2016 on changes and revisions needed in the FoE programmes (Námsvísindadeilin, 2016, slide 14), which included a proposal on how the teaching practice could be revised.

Some of these recommendations are implemented, e.g. teaching practices are now described in their own ECTS course descriptions, and a teaching practice supervision course is currently offered. However, many of the proposals and recommendations are still to be implemented. It is noteworthy that the informants suggest precisely the kind of change

Teaching Practice

Proposed changes to the current framework

- The teaching practice should be extended by six weeks (from 12 to 18 weeks)
- The number of teaching hours a week should be increased
- The first-year practice should be three weeks, otherwise five weeks a year
- Students should do their fourth-year practice individually
- In addition to teaching, the practice should include all standard tasks in the teaching profession, and its scope should be equivalent to full-time work
- The overall terms of the teaching practices are to be set out in their own ECTS course description
- The cooperation between students, teaching practice supervisors/practice school and instructors/the teaching practice coordinator at the FoE should be formalised
- Links are to be made between T&L, subject specialisations, subject didactics and practice
- The FoE will appoint a teaching practice coordinator
- A teaching practice supervisor course will be offered
- Regulations and written guidelines for teaching practices will be written

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called for in the recommendations proposed in 2016, including lengthening the teaching practice, that students do their practice individually in their fourth year, that their practices are full time, that links are created between T&L, subject, subject didactics and practice, and that a teaching practice coordinator is appointed at the FoE.

7.3.2.3 Coherence and the Transitions Between University Studies and the Profession

Coherence and the transitions between university studies and the teaching practice point directly to how coherence between arenas can be accomplished, making it more likely that the students find their degree meaningful, which in return helps them develop their professional identity as teachers. This challenge, to get the various arenas to play together, is an essential task in the TEP in the programme's attempt to support and help the students explore the interplay and relationship between their studies and their future profession. Nurturing this primary purpose of the programme, that students are formed and educated to create connections between and find meaning in these two arenas and in the ways they overlap, could be the foundation for the TEP's degree profile (cf. Jensen et al., 2023, p. 6).

7.3.3 Coherence in a Content Context

In the programme analysis, it was evident that while the content in some courses is coherent, others lack the same degree of coherence.

7.3.3.1 The Degree Profile Does not Reflect the Programme's Content and Need

The degree profile is, to a large extent, unclear, incoherent and irrelevant. Therefore, to create coherence in the programme, the first task should be revising the degree programme profile. Entire disciplines, e.g., are missing, as are themes such as inclusion, multilingualism, multiculturalism, and IT competences.

7.3.3.2 The Role of the Subject Specialisations is Unclear

Furthermore, in many cases, especially in the subject specialisations, there is a lack of coherence between the degree programme profile and course descriptions. The reason for this is undoubtedly that the role of the subject specialisations needs to be clarified, whether they are to focus solely on an academic discipline and/or a school subject or whether they should include both. The subject specialisations exist on the boundaries between these divergent views on their purpose.

7.3.3.3 Content Coherence is Important for the Development of Professional Identity

Hatlevik and Havnes (2017) discuss the importance of content coherence in teacher education if students are to develop professional competences (Iskov et al., 2023), which in return is linked to professional identity as an important purpose in teacher education – and which is something different and more than how the profession is formally identified (Iskov et al., 2023, p. 10). Therefore, it is of great importance that the content, such as the degree programme profile, course descriptions and lesson plans, are worded precisely in such a way as to create coherence in the programme's content.

8. Conclusion

PRPs, both internationally and in the Nordic countries, show that students experience a significant gap between their degree and the learning processes they participate in (Haastrup et al., 2013; Holen & Lehn-Christiansen, 2017; Iskov et al., 2023; Styrelsen for Forskning og Uddannelse, 2018; Uddannelse- og Forskningsstyrelsen, 2021). One approach to working with and understanding these challenges is to knit the programme together using the idea of coherence. Research shows that students who experience their studies as coherent and relevant also develop professional knowledge and competences, and, to a more considerable extent, both identify with and are dedicated to the profession (Heggen & Terum, 2013; Iskov et al., 2023; Smeby & Heggen, 2014; Terum & Heggen, 2016). The major challenge in the TEP is preparing learning processes and supporting students to make meaningful connections independently and to develop professionally (Iskov et al., 2023, p. 7).

In other words, it is crucial that students are supported in their studies and enabled to create, link and form coherence in a degree characterised by heterogeneous and interdisciplinary knowledge, experiences and content. A prerequisite for making theory relevant to practice and vice versa is that the stakeholders in the various arenas have insight into each other's fields and that there is an interplay between the fields and forms of knowledge (Haastrup et al., 2013). It is precisely this that has been the focus of this review. Although teacher education in the Faroes is in a unique position compared with other Nordic countries, considering applications and dropout rates, current trends indicate that the situation in the Faroes might follow their suit.

In line with ESG 1.9, the pivot around which this review turns, the focus has been on coherence, cooperation and progression. Considering ESG 1.9, the programme's goal is reached if one responds to the needs of the students and society. Furthermore, the review has focused on the programme's structure, leadership, staff profile, the societal need/relevance of the profession, and research and development. We had hoped to do a "deep dive" into curricula, a goal we did not quite reach. Lesson plans, e.g., were not included in this review; however, the main focus was on coherence, cooperation and progression. In this regard, the teaching practice filled much while the BEd dissertation was not discussed. The reason for this is that we, the review team, noted in the first workshop with the instructors that there is a lack of an overarching harmony between the degree profile and the course descriptions. Therefore, the first step had to be discussing the profile and gaining insight into the programme as a whole. A wish for closer and better-defined cooperation among the instructors and the stakeholders was also flagged. Regarding this, we realised that the lack of cooperation likely had its source in the highly divergent viewpoints on what the TEP is and what it should be in the future. This does, of course, also influence the academic identity of the programme. A guiding principle in quality assessment is to look for coherence, including looking at the programme as a whole and how the various parts fit together.

To create a high-quality programme, everyone responsible must cooperate and have a common idea of what the TEP's orientation and identity should be. This review has aimed to analyse the programme's coherence challenges from a systemic, experiential and content context. The recommendations outlined below are based on how best to continue to work with coherence on these three levels.

9. Recommendations

These recommendations are based on the review as a whole. They are organised according to the three coherence concepts (see Part 7) and are prioritised according to time frame and implementation, emphasising the goal of developing students' professional awareness and identity.

Overall, we recommend that the three coherence concepts be part of all initiatives in the TEP.

9.1 The Programme's Content

1. **The Degree Programme Profile:** Appoint a working committee to revise the degree profile. The purpose is to ensure that the TEP is current, based on the most recent research, and considers changing societal needs, including digitalisation, demographic changes and inclusive education. We also recommend that course descriptions are revised to align with the new degree programme profile. The revised profile is to be implemented by the academic year 2025/2026.

9.1.1 Frameworks and Content Quality

2. **Teaching subjects and cooperation teams:** Organise and formalise teaching subjects and cooperation teams. To be implemented for the academic year 2024/2025.
3. **Formal frameworks:** Developing a framework for teams to formalise and properly organise teamwork. To be implemented for the academic year 2024/2025.
4. **Planning:** The instructors discuss and plan the academic year with lesson plans in subject teams. Lesson plans for every course are to be made available before a course starts (including teaching days, topics and preparatory material). To be implemented immediately.
5. **Documents Archive³:** A document archive should be available every year to which students and instructors have access. To be implemented in August 2024.
6. **Annual Evaluation Day:** Setting the day for the annual programme evaluation in the calendar. The annual evaluation day takes the annual status report as its point of departure. To be implemented in 2025.

9.2 Experiential Coherence

7. **Teaching Practices:** Appoint a working committee to revise the teaching practices. The committee is to be appointed in March 2024 and submit recommendations for implementation in the academic year 2024/2025.
8. **Subject specialisations:** Appoint a working committee to define and revise the subject specialisations and the subject specialisation structure. The committee is to be appointed in August 2024 and submit recommendations for implementation in the academic year 2025/2026.

9.3 Conceptual and Systemic Coherence

9. **Interdisciplinary discussion fora:** Organise thematic meetings that e.g. focus on pinpointing and developing a shared understanding of the programme and each

³ An archive with course descriptions, lesson plans, etc., has been available in the TEP over the past few years.

other's disciplinary focus. These fora should also work with the internal work culture and make plans for the future. To be implemented immediately.

10. **Introduction for New Staff:** Develop a “start package” for new staff so they get a thorough introduction to the programme, develop as instructors and feel a part of the staff team. Work on this will commence immediately. To be implemented in the introductory week for new staff in August 2024.
11. **Periodic courses in teaching and learning for higher education.**
12. **Teaching practice coordinator:** Strengthen the role of the teaching practice coordinator to improve teaching practices, both as an academic discipline and as a professional subject. To be implemented by the start of the academic year 2024/2025.

9.3.1 Staff Profile, TEP/FoE Resources and the University Strategy Plan

13. **Revising terms of employment:** It is necessary to revise terms of employment, professional development and flexible career tracks. To commence immediately.
14. **Sharpen the teaching profile:** The goal is that TEP instructors will be “world champions” or “the avant-garde” in education (and in educating primary and lower secondary school teachers). This is tied in with recommendation 1.
15. **Budget and Resources:** We recommend a revision of the resources allotted to the TEP as set out in the annual review report (Harryson, 2023, p. 21), which recommends that the budget for the FoE and the TEP, in particular, is revised. To be implemented immediately.
16. **The University Strategy Plan:** The TEP and the FoE should be visible in the university's overall strategy plan to strengthen conceptual and systemic coherence. The university's strategy plan should be revised immediately so that the recommendations of the external review team, coupled with this internal review of the TEP, become more visible.

9.3.2 Further Studies, Continuing Education and Research

17. **Centre for Educational Research:** Located at the FoE. To be established in January 2025.
18. **Centre for Continuing Education (cf. recommendation 3.6 in the external review):** Located at the FoE. To be established in the academic year 2025/2026.
19. **Establishing one or more master's degrees** in education and education issues. To be implemented in the academic year 2026/2027.

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Appendixes

1. Title, themes and questions for workshop I with TEP instructors
2. Title, themes and questions for workshop with fourth-year students
3. Title, themes and questions for the workshop with the Co-operation Council
4. Title, themes and questions for the workshop with teaching practice supervisors
5. Title, themes and questions for workshop II with TEP instructors (subject specialisations)
6. Title, themes and questions for workshop II with TEP instructors (T&L instructors)
7. Title, themes and questions for workshop III with TEP instructors
8. Matrix analyses from workshop I with TEP instructors
9. Title, themes and questions for the workshop with the University Leadership Team
10. Staff profile
11. Overview of meeting in the review team, including meetings with external advisors, and logbook
12. Overview of themes in the empirical data
13. Guidelines on periodic reviews of programmes (PRP)