

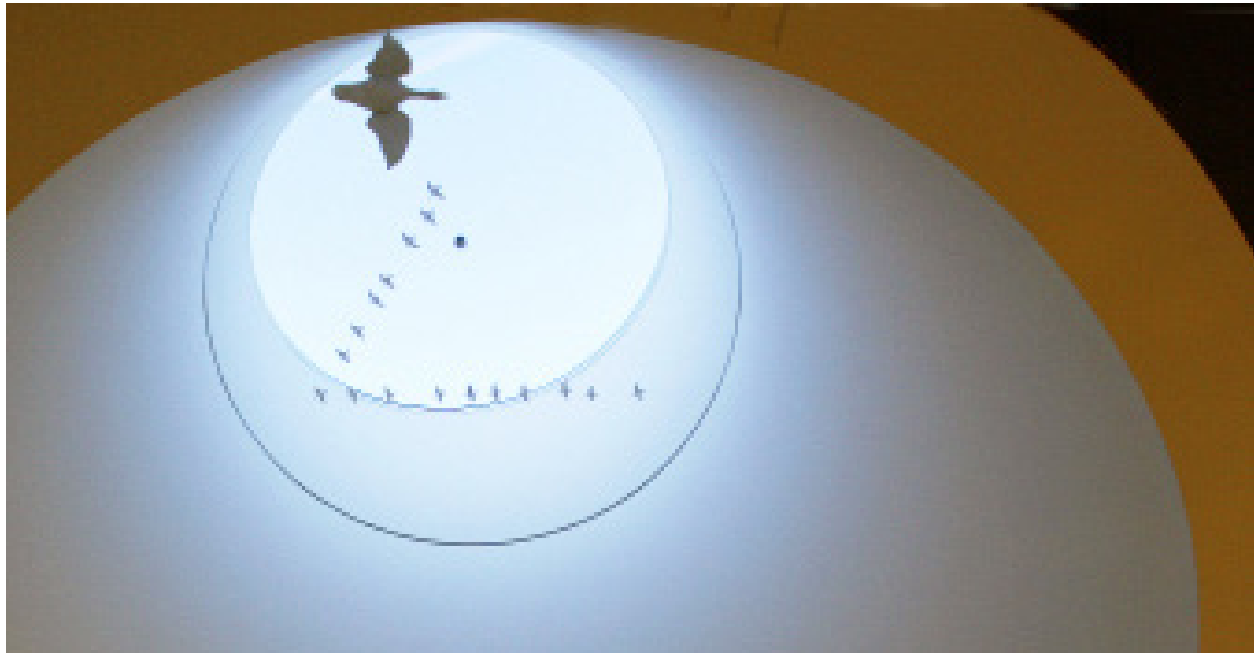


UNIVERSITY OF ICELAND

Faculty of Nursing

SCHOOL OF HEALTH SCIENCES

SELF-REVIEW REPORT



May 2021





UNIVERSITY OF ICELAND

Introduction

In accordance with the Icelandic Quality Enhancement Framework at the university level in Iceland and the University of Iceland's Guidelines for the organization, schedule, and process of institution-led review of faculties and interdisciplinary programs, the Faculty of Nursing (the Faculty), School of Health Sciences (the School), University of Iceland (the University), carried out self-evaluation during the autumn semester of 2020. The results are presented in this report.

A self-evaluation committee was established in May 2020. The committee members were:

1. Herdís Sveinsdóttir, head of Faculty of Nursing
2. Helga Gottfreðsdóttir, head of the Department of Midwifery
3. Helga Bragadóttir, chairman of graduate study committee
4. Þórdís K Þorsteinsdóttir, on behalf of post diploma programs
5. Herdís Gunnarsdóttir, nurse MS, representative for graduated nurses
6. Gunnhildur Viðarsdóttir, chairman of Curator BS nursing student association
7. Tinna Alicia Kemp, representative for 2nd year students
8. Hildur Holgeirsdóttir, representative for midwifery students
9. Diana Liz Franksdóttir, representative for MS students
10. Margrét Guðnadóttir representative for PhD students
11. Hrönn Birgisdóttir, director of teaching
12. Margrét Stefánsdóttir, head of PR for The School of Health Science

In May 2020, Áslaug Helgadóttir, director of quality management, attended a Faculty Meeting at the Faculty of Nursing and introduced the self-review process. At that meeting, the self-evaluation committee had been established. The first meeting of the committee was on August 14th and first step in the self-review work was taken in August of 2020, when the Faculty, with expert assistance from the staff at the Centre for Teaching and Learning, revised the learning outcomes of all study programmes and courses. September 8th, the Faculty committee had a short meeting with member of the Quality Committee of the University Council where the work ahead was discussed. At the meeting on 14th of August 2020 the Committee completed a time schedule for the work ahead and discussed necessary additional data collection needed for the self-evaluation.

Due to the COVID-19 pandemic the work was delayed until 2021

The student focus groups organized by the student representatives of the Committee, met and discussed the BS programmes in Nursing, and the masters and PhD programs in Nursing and Midwifery (three groups) with representatives of the Social Science Research Institute (Félagsvísindastofnun). Results are discussed in the report. The self-review process and main results were introduced at Faculty board January 7th and the Faculty Meeting January 11th 2021. The international expert panel visited the Faculty on February 2nd to 5th and met with Faculty members and students' representatives. Since the meeting was online a video was prepared about the Faculty, facilities, research and teaching. The expert panel delivered its report on March 10th 2021. Overall the expert panel gave a good review and mentioned especially the high competence of teachers and the open atmosphere between students and teachers. However, they noticed the ambitious and wide variety of resesarch and nursing speciality programs offered by the small faculty, and recommended that the faculty should consider to prioritize more their activities. They also commented on the many action points in the self-review. Specific recommendations from the panel were included in the final version of the self-review report.

Faculty Characteristics

The Faculty of Nursing comprises two subjects, nursing, and midwifery. Within the Faculty of Nursing there is the Department of Midwifery with the University of Iceland being the only higher education institution in Iceland to offer education in midwifery.

Nursing education in Iceland is regulated by the government. Since 1987, a four year (240 ECTS) Bachelor of Science in Nursing (BS) has been required for Icelandic licensure to practice nursing. Educational programs leading to this degree are offered at two universities in the country, the University of Iceland and the University of Akureyri. These programs have been approved by the Councils of each University, while the Directorate of Health issues licence to practice nursing and ensures that the education meets national requirements and qualifications laid down in the directive for European countries.

A BS-program in nursing was first offered at the University of Iceland in 1973. Prior to that two schools had organised nursing education in the country, the Icelandic School of Nursing (undergraduate nursing) and the New Nursing School (offered mostly further education in different specialities). In 1987 the University of Akureyri was established and offered a BS degree in nursing from the beginning. In 1990 diploma programs were first offered at the Faculty, in 1998 a MS program in nursing and in 2005 a PhD program. Therefore, as of the year 2005 all levels of nursing education, Bachelor, Master's and Doctoral, are offered at the Faculty of Nursing at the University of Iceland as well as speciality education (post-graduate diploma).

In fall 2020 the Faculty offered a second-degree program in nursing for the first time. It is a BS degree program which lasts two calendar years. The prerequisites for students to enter the program are 40 ECTS in methods and statistics, biology subject, psychology and sociology. The Faculty offers a preparation program for prospective students.

The structure of the BS nursing education was originally modelled after nursing schools in North America, where the nursing education at the baccalaureate level takes four years. Major changes have, however, taken place and the latest revision in the curriculum was taken in 2015 in part due to the Bologna declaration. A common structure of higher education according to the Bologna agreement is three-year BS programs (180 ECTS), two-year MS programs (120 ECTS) and three years' doctoral programs (180 ECTS). The four years BS nursing-program in Iceland is among the longest in Europe. The 2015 revised program in Iceland is still four years (240 ECTS) with nursing being the only subject in the country that requires 240 ECTS for a BS programs. Other programs have adjusted to the Bologna structure. For other professions such as teachers, physiotherapists, and lawyers the MS degree is required for the licensure and entry into practice. The community of nurses in Iceland including the Faculty of Nursing from the University of Iceland, University of Akureyri, representatives from the Icelandic Nurses Association, the University Hospital and the Primary Health Care of the Capital Area (PHCCA), carefully evaluated what would be best for nursing education and practice in Iceland, with three reports being written on the subject. What was mainly addressed was the qualification required for entry into practice, a MS degree, or a BS degree. The experience from the School of Education was that after the MS degree was made a requirement for license, applications to the school dropped from 263 students in 2011 to 119 in the year 2017. That, coupled with a long-standing lack of nurses and low reimbursement in comparison to similar professions, contributed to the conclusion that it was and is not considered feasible for nursing to make the MS degree entry into practice. To meet the mismatch between the lengths of BS programs in Iceland nurses in good standing (with a minimum of GPA 6.5 on a scale of 0-10) in their BS studies will be granted 30 ECTSs into their master's studies. Thereby acknowledging that a part of the BS program is at the master's level.

In Iceland, midwifery education has been available for more than 250 years starting in 1761, when a Danish midwife came to Iceland to teach midwifery based on guidelines from the first Country Doctor (now Directorate of Health). In 1964, midwifery education in the country changed from one year to a two-year direct-entry vocational training programme. A nursing licence became the admission requirement from 1982 onwards, with midwifery students thus requiring five or six years to complete their studies, depending on whether the nursing education was a three-year diploma or a four-year BS. In 1996, a new two-year post-nursing midwifery education programme (120 ECTS) was established at the Department of Nursing (before it became a Faculty) at the University of Iceland, at the master level leading to the cand. obs. Following the cand. obs. midwives could pursue further for their master's degree in midwifery. Admission requirements for the cand. obs. program was a four-year BS degree in nursing. In 2008 the Department of Midwifery was established within the Faculty of Nursing and in 2019 a new curriculum was implemented with a degree of a Professional Master in midwifery, as entry into practice.

Summary and Main Conclusions for the Faculty

Lessons learned from QEF1

Much progress has been made at the Faculty since the last review and a number of recommendations have been met. The BS program has undergone an extensive revision, introduced electives, increased nursing credits, clarified existing or increased emphasis on issues such as chronic illness and evidence-based practice. An honorary program has been established, a project manager for teaching has been hired, with one charge being to oversee all coursework in the BS program, and the Clinical Simulation Centre has improved. Admission has been changed to competition test that after two years seems to be more effective in retaining students than using A-entrance test that was introduced in the last QEF1-review. A new program, BS studies for non-nursing graduates started in fall of 2020. It was not mentioned in QEF1 but preparations were ongoing for some years.

It has been acknowledged that part of the studies at the BS level meet criteria for MS studies. Based on that students graduating with their BS in good standing can get up to 30 ECTS from their BS credits evaluated into the MSc program leaving additional 90 ECTS to be earned during their master's studies. This has resulted in changes in the MS program where both required core courses and electives have decreased. In Midwifery the cand. obs. program of 120 ECTS post BS degree in nursing that was taught from 1996-2019 was discontinued. The 48 ECTS MS program intended for graduates from the cand obs. program will however continue while there is a demand. A new MS midwifery program, that covers all midwifery basic education was introduced in 2019 with the change, that an MS degree is required for entry into practice in midwifery. At the PhD level a midterm test has been introduced within the FoN and the program has been strengthened in accordance with changes at the School of Health Care Sciences and the University.

Number of staff in support services has increased but not the number of academic staff. It is extremely unsatisfactory that the number of students per teacher has not decreased, resulting in workload of academic staff being unacceptable.

New and improved facilities to study were put up in Eirberg following a renovation of the house. The Faculty Head has had regular meetings with undergraduate students every semester and plans to meet with MS and PhD student at least yearly. A PhD checklist for students was finished within the School of Health in 2017 and a handbook in 2019 that is constantly updated. Learning outcomes for all levels of study have been revised and teaching

methods have undergone tremendous changes, that web-based methods being speedily introduced with the support of the University due to the COVID-19 pandemic.

Research infrastructure has improved considerably mostly in collaboration with the School of Health Care Sciences and the establishment of the Institute of Health Care Sciences. This includes statistical support and support for applications and management of grants.

Teaching and Learning

The Faculty runs a number of ambitious programs at a BS, MS, and PhD level. Handbooks are available for all levels of studies, that are revised annually, and as mentioned learning outcomes have been revised during the last year and it will be the charge of educational committees at different level to update them regularly hereafter. Modes of teaching and evaluation are various in all programs as described in this report.

Following the extensive revision of the undergraduate studies several issues have been addressed. These include flow of subjects within the BS-curriculum, integration of basic subjects taught and nursing subjects, how teaching methods address critical thinking and clinical decision making in the clinical environment, student workload, flow of information between teachers and students and strengthening rules regarding their interactions.

An important improvement in the undergraduate program is meetings each semester with teachers who coordinate courses taught paralleled that semester. During those meetings, the teachers view study load during the semester and organise the studies in their course in context with study load during the semester. They are also reminded of the rules in communication between teachers and students and flow of subjects is discussed.

Teachers are encouraged to present findings of the course survey from earlier years to students and discuss with them what actions have been taken or if not, the reason why. The Faculty Head meets with students regularly and discusses findings of student satisfaction surveys and issues that relate to governance of the Faculty.

All Faculty and administrative staff endorse the saying “Satisfied students – excellent studies” and emphasise the importance of talking together.

Management of Research

The Faculty of Nursing follows the strategy of HI21, the strategy of the School of Health Sciences and what is described under the Chapter on academic vision.

The Faculty has not written a research policy or defined any specific or general research strategies for the Faculty. However, the Faculty is highly aware of the research objectives presented in the strategy of the University and strongly supports its policy on free pursuit of knowledge and scientific research that meets rigorous ethical standards. Faculty members study a wide variety of issues related to nursing and midwifery as their CVs and the subject of the doctoral dissertations bear witness on, they publish in a wide range and highly valued scientific journals of Midwifery and Nursing. The research of faculty members has had an important impact on practice of nursing and midwifery in Iceland.

The Faculty however acknowledges that the scientific nursing and midwifery societies could gain from a specific policy on nursing and midwifery research that will look forward and specify issues that should be emphasized in order to increase opportunities for us to increase our research potentials. These include but are not limited to (1) enabling current faculty members to invest more time on their research projects, (2) strengthen research infrastructure further, (3) support current and future faculty in strengthening international

collaboration, (4) increase efforts to create strong research groups by encouraging more research cooperation between current members of Faculty and with future recruitment.

Specific research policy within the Faculty may also serve as guidance for prospective master's and Doctoral students and support Faculty in quality assurance of those programs.

SWOT analysis of the four dimensions of management of research

	Strengths	Weaknesses	Opportunities	Threats
1. Research strategy	Collective interest in increasing the quality and output of research. Ambitious Faculty.	There are not enough people to implement the ambitious recommendations in the strategy. The strategy does not address that all doctoral students should be provided with opportunities to work with international research groups.	Establishment of Health Science Fund Increase number of faculty actively involved research. Strengthening the Health Science Institution with increased number of administrative staff	Lack of funding Faculty positions are advertised based on need for teaching but less based on need for research. Lack of critical mass of researchers.
2. Management of research output	Information about research activities is easily accessible.	Lack of visibility of Faculty research findings. Faculty not effective in promoting their findings in social media. The health care institutions in Iceland are not using nursing research findings effectively.	Set objectives for all Faculty members regarding research that are open and reviewed each year. Present research findings more efficiently to Icelandic health care institutions and the Icelandic community	Workload prohibits Faculty to promote their own research. The evaluation system of the University does not necessarily promote high quality research
3. External support	COST projects Number of small grants that Faculty has access to.	Too few Faculty are applying for large international and local research grants.	Highly qualified researchers at the Faculty.	Workload prohibits Faculty to seek external support.
4. The impact of the Faculty	Studies have changed nursing and midwifery practice in Iceland. Studies of Faculty are	A proportion of Faculty is not active in research. Due to the small size of Iceland research community in general it is often difficult to find co-	Stimulate all Faculty to conduct high quality research.	Workload prohibits Faculty for doing research.

	quoted internationally. Faculty participates in a number of international projects and committees.	researchers to work with.		
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Follow-up Processes

The implementation of the Action Plan will be a standing item on meetings of the Faculty Board and similarly Faculty Head will report on the progress regularly to the School Board. Faculty Head reports formally to the School Dean on the status of the implementation and plans for next year together with other relevant QA matters no later than December 1st each year and this will be followed up in the School Board. The School Dean will subsequently make use of this report in a status report for all Faculties in the School, which will be submitted to the Quality Committee no later than January 15th. The Quality Committee writes a short report to the Rector no later than February 1st, which will subsequently be discussed in a meeting between the Chair of the Quality Committee, the Director of Quality Management and Rector, Vice-Rectors. Deans of Schools and the Managing Director of the Central Administration.

APPENDIX 1. Key Figures

Table 1. Overview of present Study Programmes within the Faculty

Name of Study Programme	Cycle ¹	Degree	Credits (ECTS)
HJÚ273 Nursing	1.2	BS	240 ECTS
HjÚ261 Nursing for Non-Nursing Graduates	1.2	BS	180 ECTS
HJÚ311 Sexology	2.1	Post.Grad.Dip.	30 ECTS
HJÚ301 Specialized Nursing -Anesthesia ²	2.1	Post.Grad.Dip.	80 ECTS
HJÚ302 Specialized Nursing -Surgical ²	2.1	Post.Grad.Dip.	80 ECTS
HJÚ312 Specialized Nursing	2.1	Post.Grad.Dip.	30 ECTS
HJÚ446 Nursing	2.2	MS	120 ECTS
LJÓ341 Midwifery ³	2.1	Cand.Obst.	120 ECTS
LJÓ442 Midwifery	2.2	MS	120 ECTS
LJÓ443 Midwifery with Professional Recognition	2.2	MS	120 ECTS
HJÚ561 Nursing	3	Doctorate	180 ECTS
HJÚ562 Midwifery	3	Doctorate	180 ECTS

¹ See National Qualification Framework for Higher Education No. 530/2011.

² Offered every second year.

³ Cand.Obst. discontinued.

Table 2. Faculty members and sessional teachers as of December 1st, 2020, number (No.) and full time-equivalent (FTE)

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	3	2.49	11	9.20	14	11.69
Associate Professors	0	0.00	8	5.50	8	5.50
Assistant Professors	1	1.00	7	4.49	8	5.49
Adjunct Lectures	1	0.500	7	2.05	8	2.55
Total	5	3.99	33	21.24	38	25.23
Sessional teachers	37	1.33	287	11.59	324	12.92

Table 3. Age of Faculty members as of December 1st, 2020

Total	<30	30-39	40-49	50-59	>59	Total	
	No.	No.	No.	No.	No.	No.	%
Professors	0	0	0	4	10	14	36.84
Associate Professors	0	0	4	2	2	8	21.05
Assistant Professors	0	1	1	3	3	8	21.05

Adjunct Lectures	0	0	5	2	1	8	21.05
Total	0	1	10	11	16	38	100
%	0	2.63	26.32	28.95	42.11		

Table 4. Period of Employment of Faculty members (years) as of December 1st 2020

Total	<5	5-15	16-24	25-39	>40	Total
	No.	No.	No.	No.	No.	No.
Professors	0	2	4	8	0	14
Associate Professors	3	3	1	1	0	8
Assistant Professors	5	0	0	3	0	8
Adjunct Lectures	3	3	1	0	0	7
Total	11	8	6	12	0	37
%	29.73	21.62	16.22	32.43	0	

Table 5. Research output of Faculty members, based on the Evaluation System for the Public Universities in Iceland, expressed by mean research points (A) and research points from peer-reviewed publications (B) per FTE.

	2015		2016		2017		2018		2019		Mean	
	A	B	A	B	A	B	A	B	A	B	A	B
Faculty	33.7	22.7	37.7	25.8	31.4	18.3	37.1	28.4	37.1	25.3	35.4	24.1
School	39.7	29.0	40.6	29.6	34.7	24.1	37.7	27.6	37.7	29.2	38.1	27.9
University	37.8	24.7	37.1	25.1	34.8	22.8	37.8	26.4	33.9	23.1	36.3	24.4

Table 6. Teaching obligations (%) of Faculty members and sessional teachers divided between study programmes taught 2019-20.

Study Programmes	Faculty members		Sessional teachers		Total
	Hours	%	Hours	%	Hours
HJÚ273 Nursing	2861	47%	3221	53%	6082
HjÚ261 Nursing for Non-Nursing Graduates	290	62%	177	38%	467
HJÚ311 Sexology	270	89%	32	11%	302

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HJÚ312 Specialized Nursing	1021	56%	802	44%	1823
HJÚ446 Nursing	2482	64%	1383	36%	3865
LJÓ341 Midwifery	827	58%	590	42%	1417
LJÓ442 Midwifery	213	43%	280	57%	492
LJÓ443 Midwifery with Professional Recognition	1108	47%	1267	53%	2375
HJÚ561 Nursing	601	97%	18	3%	619
HJÚ562 Midwifery	293	100%	0	0	293

Appendix 2. ACTION PLAN FOR TEACHING AND LEARNING AND MANAGEMENT OF RESEARCH IN QEF2

	Action	Deliverable	Deadline	Responsible party
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1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Increase Faculty members with emphasis on various clinical specialities	Number of FTE will be 44 by 2025. Two FTE positions will be advertised yearly	2025	Head of Faculty
2	Hire majority of Clinical Nurse Specialists (CNS) or a minimum of 20 CNS at Landspítali – the University Hospital and the Primary Health Care of the Capital Area (PHCCA) as adjuncts or lecture in 10% FTE position	Number of FTE will be 44 by 2025. A minimum of two FTE will be composed of the CNSs	2025	Head of Faculty
3	Hire project managers for the large clinical courses	One full position for the fundamental courses and another full position for the speciality courses	2022	Head of Faculty/ Administrator officer
4	Hire administrative staff to supervise and support sessional teachers as well as to handle their contracts	One full position	2021	Head of Faculty/ Administrator officer
5	Improve retention of BS students	Over 95% of students admitted after the competitive test in December each year, will be studying in fall semester of the 2 nd year.	2025	Head of Faculty/ Administrator officer
6	Increase BS student satisfaction with organisation of their studies	Finalise a protocol on collaboration between students and Faculty and ensure that these are reviewed annually.	2021	Head of Faculty/ Administrator officer /Educational project manager
7	Increase diversity among Faculty	Selected Faculty positions will be advertised internationally	2025	Head of Faculty

8	Increase retention of support staff	80% of support staff stay in their job for a minimum of 5 years	2025	Head of Faculty/ Administrator officer
Ch. 1.3 Academic Vision				
1	Increase international collaboration	International researcher is in all PhD student committees. All PhD students spend 6 months to a year at a respected international research facility. Encourage Faculty to participate in COST projects.	2025	Faculty Head and Faculty
2	Increase support with Faculty regarding applying for international research funding	Faculty will attend seminar/meetings held by the School of Health Sciences and The Icelandic Centre for Research on writing proposals	2021/ ongoing	Head of Faculty/Chair of Committee for Graduate Studies
3	Improve the culture of research community	Finish a protocol on how to improve the culture	2021	Head of Faculty/Chair of Committee for Graduate Studies
4	Strengthen and increase faculties proficiency in applying various forms of distant/information/technical based teaching.	Faculty attend courses/seminars given by the Centre for Teaching and Learning and have their representative come and discuss new techniques in teaching. Faculty seminars each semester on teaching methods.		Head of Faculty/Education Director/Chairs of Committee for Graduate and Undergraduate Studies
5	Increase domestic research collaboration	Recruit clinicians from various disciplines into research projects developed at the Faculty.	2025	Faculty
Ch. 1.4 Student Support				
1	Improve the home page with student information	Review existing homepage regarding student information	2022	Admin officer

2	Use social media more effectively for information delivery to students	Review with students' possibilities and best ways of using social media	2022	Admin officer
3	Strengthen mentorship in the undergraduate program	Committee for undergraduate studies review this with students	Fall 2021	Faculty Head/Education Director

2. STUDY PROGRAM

Ch 2.1.1	Students			
1	Improve flow of information to students specifically of the complexities of the organisations of the nursing studies	Students are prepared for unforeseen changes in course schedules due to the complex nature of the organisations of teaching. Protocol written and presented to students each year	2021	Education Director
2	Strengthen the timetable and improve that it works efficiently	A new timetable system will be constructed that addresses the complexities of organisation of teaching and improves the efficiency of the timetable	2021	School of Health Care/Admin officer
3	Improve the organization of the study program and ensure that it runs smoothly	Repetitions in the curriculum are minimized as well as changes. Formalise Faculty groups that teach similar subjects to review and improve teaching	Continuing	Education Director/Committee for Undergraduate Studies
4	Improve timely feedback on student work	Relevant course assessment for the timeframe, students are informed on the type of assessment and the timeframe of feedback	2021	Education Director/Committee for Undergraduate Studies
Ch. 2.1.3	Teaching and Learning			

1	Explore and coordinate flow of content in courses throughout the curriculum	Review syllabuses of all courses regularly and check for repetitions	Fall each year	Faculty Head/Education Director
2	Examine the integration of basic subjects and nursing subjects	Review syllabuses of all courses regularly and check for integrations	Fall each year	Faculty Head/Education Director
3	Hire adjuncts at all clinical sites (midwifery and nursing) to assist in organising and developing clinical teaching	Review sessional teachers in midwifery and nursing and find if some of them might serve as adjuncts	Spring 2022 Fall 2021	Faculty Head /Department of midwifery/Education Director /Committee for undergraduate studies and midwifery studies
4	Improve the simulation centre by adding high standard equipment and software	Review equipment and software in the centre and identify what is needed	Fall 2021	Faculty Head
5	Train adjuncts/sessional teachers in simulation teaching	Fund 3 teachers to participate in train the trainer program/prepare videos for each subject that is being taught	2022	Faculty Head/Administrator officer
6	All new Faculty attend courses or diploma program at Centre for Teaching and Learning	This is in accordance with the policy of the University	Continuing	Faculty Dean/ Administrator officer
7	Integrate the UN Sustainable Development Goals into the curriculum	All the UN SDG will be covered in the nursing courses in the undergraduate program, one or more UN SDG in each nursing course.	2022	Head of Faculty/Education Director/Chairs of Committee for Graduate and Undergraduate Studies
Ch. 2.1.5	Coordination Between Teaching and Research			
1	Make the connection between teaching and research more visible	Faculty introduce their research to students during class as appropriate. Faculty make small video presentations of their studies that will be accessible to students. The videos run in Eirberg and on social media	2022 - continuous	Faculty Head/Graduate study committee

3. Masters program in Nursing

Ch 2.2.1	Students			
1	Identify how master's students can better be retained	Conduct a survey on those students who have left the program in the past five years and their reasons. Supervisors have the initiative of meeting with the MS student at the beginning of each semester and thereby establishes a strong collaboration between them	Fall 2021	Chair of graduate studies committee/Project manager for graduate studies
2	Increase recruitment of master's students	Introduce MS studies to BS students. Collaborate with health care organizations and the Nurses Association in Iceland to encourage and support nurses seeking higher education.	2022/ongoing	Chair of graduate studies committee/Project manager for graduate studies
3	Founding of a graduate nursing students association or chapter with the Curator student association	A graduate students association has been formed.	2022	Chair of graduate studies committee
Ch. 2.2.2 and 2.3.1	Teaching and Learning			
1	Increased blended teaching and learning with more on-line classes	Develop MS courses so that at least 50% of the teaching is on-line	Fall 2022	Head of the Faculty and the graduate studies committee
2	Develop learning outcomes of master's thesis	Competencies for 30 ECTS and 60 ECTS thesis in place	Spring 2021	The committee for graduate studies

3	Offer up-to-date specialty nursing programs	Revision of the specialty areas and courses offered in the master's program in regard to present and future societal and health care needs such as infection control	Fall 2022/ongoing	Head of the Faculty and the graduate studies committee
4	Increase international collaboration in teaching using COIL or other methods of international students and teachers	All masters students participate in at least one course which is run with a foreign university where students get exposed to teachers and students from another country	Fall 2024.	Head of the Faculty and the graduate studies committee
5.	Explore and coordinate flow of content in graduate courses	Regular meetings of course supervisors in the graduate program where content of courses is addressed in order and content is integrated	Fall 2022	Head of the Faculty/ the graduate studies committee / Project manager for graduate studies
Ch. 2.3.2	Coordination Between Teaching and Research			
1	All MS students learn the process of applying for research grants during their studies and apply for at least one grant in collaboration with their supervisor	At least 60% of MS students write a small real grant proposal under the guidance of their supervisor during their studies	Ongoing	All Faculty
3	Increase publications of MS thesis in scientific journals	At least 80% of all MS thesis are published in national or	By the end of 2025.	Faculty Head and all Faculty

		international journals within five years of graduation		
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4. Midwifery program

Ch 2.6.1	Students			
1	Find the hindrances for master students in the post cand. obs program for not finishing their programme within two years.	Conduct a survey on those students who take up to four years to finish their degree Supervisors has the initiative of meetings with the MS student at the beginning of each semester and thereby establishes a strong collaboration between them	Fall 2021	Chair of graduate committee / committee on midwifery Education
2	The programme will stop in three to four years.	Collaborate with health care organizations and the Midwifery Association to inform, encourage and support midwives seeking a master's degree.	2025	Chair of graduate committee / committee on midwifery Education
Ch. 2.6.2	Teaching and Learning			
1 In cooperation with nursing	Increase blended teaching and learning with more on-line classes	Develop MS courses so that at least 50% of the teaching is on-line	Fall 2022	Head of the Faculty and the graduate studies committee

2 In cooperation with nursing	Learning outcomes of master's thesis need to be developed	Competencies for 30 ECTS and 60 ECTS thesis in place	Spring 2021	The graduate studies committee
Ch. 2.6.3	Coordination Between Teaching and Research			
1 In cooperation with nursing	All MS students learn the process of applying for research grants during their studies and apply for at least one grant in collaboration with their supervisor Give more MS students opportunity to do a funded thesis.	Faculty need to apply for more grants for hiring master's students into their programs of research. Two students working on funded projects each time	Fall 2021	The graduate studies committee/ Department of Midwifery
2	Increase cooperation with international universities regarding master students in the MS post Cand obs program		Fall 2022	Head of Midwifery Studies/ The Department of Midwifery
3 In cooperation with nursing	More MS thesis get published in scientific journals	At least 80% of all MS thesis are published in national or international journals within five years of graduation.	By the end of 2025.	The graduate studies committee/ Department of Midwifery (supervisors)
Ch 2.8.1	Students			
1	Increase the possibilities for students to take part in a student exchange		Every year 1-2 students take part in an exchange programme	Committee on midwifery education
Ch. 2.8.2	Teaching and Learning			

1	Strengthen the teaching in research methodology in the programme	Explore the content of the curriculum and evaluate the credits in each part	Fall 2021 -	Department of Midwifery and study committee
2	Strengthen teaching about normal birth Strengthen teaching in the clinical context about contraceptive use and prescription	Reevaluate the arrangement within the clinical programme- increase placements in out of hospital births and in clinics providing women gynaecological health care	Continuous	The Department of Midwifery and midwifery study committee
Ch. 2.8.3 Coordination Between Teaching and Research				
1	Few teachers available as supervisors in midwifery research projects with the increasing number of midwifery students at each time	Work more with midwives qualified as consultant midwives and teachers from nursing who e.g. specialize in women's health and primary health care	Continuous	Head of Midwifery Studies /The Department of Midwifery
2	Lack of clinical teachers	Provide seminar/course for midwives who are willing to supervise in the clinical context. Explore the possibility to offer a adjunct lecture status within the academical system for clinical teachers	Fall 2022	Head of Midwifery Studies /The Department of Midwifery/ Faculty Head

3	MS thesis get published in scientific journals	At least 80% of all MS thesis are published in national or international journals within five years of graduation.	By the end of 2025.	Supervisors/committee on Midwifery education.
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5. PHD PROGRAMES IN NURSING AND MIDWIFERY

Ch 2.9.1	Students			
1	Improve students working facilities	Student working facilities will be in place	Fall 2021	Faculty Dean
2	All PhD students should spend time at an international research facility	It will be written into the rules of the PhD studies that students spend time at international research facility	Fall 2022	Faculty Dean/Committee on doctoral studies
3	Determine number of PhD students supervised simultaneously by the same supervisor	Maximum four students per advisor	Fall 2021	Faculty Dean
4	Follow up on students comments on low supply of PhD courses and assist them in finding available courses at the University	Protocol in place on where students can find information on available courses at the University and EdEx courses for example	Fall 2021	Project manager of graduate studies
5	Improve flow of information to students regarding the Faculty of Nursing, the doctoral program and other issues related to their studies	Faculty Head has a formal meeting with PhD students every year	Fall 2021	Faculty Head/Project manager of graduate studies
Ch.2.9.2	Teaching and Learning			
1	Strengthen the science community with Faculty and doctoral students	A specific seminar with Faculty and students where Faculty present and scholarly discuss their projects. Faculty attend doctoral seminars and participate in discussion.	Fall 2021	Faculty Dean/Committee on doctoral studies

2	Increase quality control on PhD projects within the Faculty	In collaboration with School of Health Sciences and Graduate School		
3	Increase the number of Faculty who are advisors	Faculty members experienced in research with no PhD advisor experience recruit one doctoral student each within their subject	2025	Faculty Dean/Committee on doctoral studies
4	Increase support for grant application and writing proposals	There will be a meeting on grant applications yearly for Faculty to assist them in grant application and writing proposals		Faculty Dean/Committee on doctoral studies

6. Action Plan for Management of Research

Ch. 3.2	Management of Research			
1	Hire Faculty with strong research focus.	Advertise selected Faculty position internationally	Continuous	Faculty Dean
2	Encourage formation of research groups within the Faculty and interdisciplinary.	Three research groups are formed	Spring 2022	Faculty Dean/Chair of Committee for graduate studies
3	Part-time funding is in place for doctoral students	Express the need for part time funding to the Icelandic Centre for Research and to the Science Committee of the University	Fall 2021	Faculty Dean