



# UNIVERSITY OF ICELAND

Faculty of Medicine

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 an institution-led review of faculties and interdisciplinary programmes, the Faculty of Medicine (the Faculty), School of Health Sciences (the School), University of Iceland (the University), carried out a self-evaluation during the autumn semester of 2020. The results are presented in this report. A Self-evaluation Committee was established in September 2020 which held weekly meetings, mainly on Zoom, from September 28<sup>th</sup> till December 8<sup>th</sup>, 2020. Two meetings were also held in the first half of January 2021, the latter to finalize proposed actions. Meetings were also arranged with six representatives from those Icelandic institutions/workplaces who recruit most FOM-graduates. These professionals represent medicine, physical therapy, biomedical science, and radiography and five out of six work at Landspítali-The National University Hospital in Reykjavik.

The Committee members were:

1. **Engilbert Sigurðsson**, professor, dean of the Faculty of Medicine, chair
2. **Ingibjörg Harðardóttir**, professor, vice-dean, chair of postgraduate committee
3. **Pórdís Jóna Hrafnkelsdóttir**, associate professor, head of education & curriculum committee of Medicine
4. **Kristín Briem**, professor, chair of the Department of Physical Therapy
5. **Martha Hjálmarsdóttir**, professor, chair of the Department of Biomedical Science
6. **Guðlaug Björnsdóttir**, assistant professor, chair of the Department of Radiography
7. **Marta Guðjónsdóttir**, assistant professor, curriculum committee of Medicine
8. **Sæmundur Rögnvaldsson**, cand med, representing postgraduate research students in the self-evaluation committee
9. **Sólveig Bjarnadóttir**, 6th year medical student, representing medical students
10. **Bergþór Snær Jónasson**, 1<sup>st</sup> year MS student of physical therapy, representing students from the Departments of Physical Therapy, Biomedical Science and Radiography
11. **Erna Sigurðardóttir**, administrative officer of the Faculty of Medicine

In September 2020, the committee arranged meetings with experts from the Quality Administration, Centre for Teaching and Learning, the Social Science Research Institute and the University central administration. Core statistics describing the Faculty including number of students, funding and research activities were provided by the central administration. The Centre for Teaching and Learning provided expert assistance in the revision of learning objectives and outcomes for all academic staff at the Faculty. Separate student focus meetings were held to provide feedback on the study programmes. This was done with three groups of students representing studies at BS, MS/Cand Med and finally MS and PhD research level studies. These were arranged and held with a project manager from the Social Science Research Institute. A committee of four individuals acted as international external experts during the self-evaluation process. The external panel visited the Faculty of Medicine and consulted with the self-evaluation committee as well as with other members of staff and students in February 2021.

The members of the expert panel were:

1. Cecilia Christersson DDS PhD, Pro-Vice-Chancellor for Global Engagement and Challenge Based Learning, Malmö University
2. Stefan Lindgren Senior Professor in Gastroenterology, Lund University, Sweden
3. Lisbeth Fagerström, Rector of Åbo Akademi University in Vasa and Professor in Caring Science, Faculty of Education and Welfare Studies, Åbo Akademi
4. Stuart Binder-Macleod, Edward L. Ratledge Professor & Associate Deputy Provost for Clinical and Translational Research, Department of Physical Therapy, University of Delaware

## Faculty Characteristics

The Faculty of Medicine (hereafter referred to as the Faculty, FOM) is the only faculty of its kind in Iceland, providing graduate and postgraduate education in medicine, physical therapy, biomedical science, and radiography. Within the Faculty there is also a two-year postgraduate study programme in speech and language pathology at the MS level. Moreover, health information management is a new two-year long flexible, mainly on-line based, study programme within the Faculty that was founded in 2019. Neither the MS study programme in speech and language pathology (intake 15 students with BS degrees every other year) nor new the study programme in health information management are included in this self-evaluation. The Faculty is by far the largest of the six Faculties within the School of Health Sciences, in general weighing around 50% regarding academic output, doctoral students, grants, numbers of academic staff and financial turn-over.

The Faculty serves as the administrative unit responsible for all its degrees but there is close co-operation with the administration within the School. The School has in recent years had a formal role in co-administering the MS and PhD programmes although the MS and PhD degrees are awarded from individual faculties. The key administrative units within the Faculty are the Faculty meeting twice per semester, the Faculty Board which meets once to twice per month, the Departmental Board meetings of the Departments of Physical Therapy, Biomedical Science and Radiography that are held once to twice every month, Head of Education for Medicine, Head of the Postgraduate Committee (PC; who is currently also the Vice-Dean and the regular appointed member of the Faculty's Selection Committee along with the Dean and either of two members representing the Rector), the Chairs of the Departments of Physical Therapy, Biomedical Science and Radiography, Head of Education for Physical Therapy, the Administrative Officer and the Dean (Head-of-Faculty). The Faculty offers five study programmes at the undergraduate level and 11 at graduate levels (Appendix 1, Table 1).

The Faculty had 109 academic teaching positions (58.9 full time equivalent, FTE) on 15<sup>th</sup> of March 2020 and a total of 554 sessional teachers (64.2 FTE) (Appendix 1, Table 2). In addition, the Faculty includes eight postdoctoral researchers and 53 adjunct lecturers (adjuncts 1 and 2). The large majority of the non-adjunct academic faculty members hold doctoral degrees. Around a third or 36 of the 109 academic teachers of the Faculty are female (20.96/58.9 FTE). However, from a total of 554 sessional teachers, women constitute around two thirds or 355 (8.56 FTE) and men 199 (6.29 FTE). The Faculty is constantly working towards gender balance

through new recruitment in accordance with the gender equality policy of the Faculty and the University and Equal Rights Law of Iceland.

An overview of students and study programmes can be found in Appendix 1, Table 3. The medical students are divided into an equally large group of undergraduate students in the preclinical medical BS programme (LÆK261) and the graduate level students in the candidate Cand Med clinical medicine programme (LÆK361). Completion rate is 99% among these groups which must be considered excellent. The number of students in the BS programme (SJÚ261) in the Department of Physical Therapy is roughly hundred students with roughly 30 graduates each year. The MS programme (SJÚ441) has around 55 students, and last year there were 21 graduates. There is about a 97% 4-year completion rate in the BS programme and a 100% 3-year completion rate in the MS programme which can both be considered excellent. The Department of Biomedical Sciences is divided into three programmes, a BS programme (LEI261), an MS programme (LEI441) and a Postgraduate Diploma programme (LEI321). The BS programme has over 150 students with a 97% 4-year completion rate which is excellent. The MS and Postgraduate programmes are much smaller with around twenty students in the MS programme and almost ten in the Postgraduate Diploma programme. Both have around 85% completion rates, i.e. the 3-year rate for the MS programme and the 2-year rate for the Diploma. In the Department of Radiography there are about fifty students in the BS programme (GSL261) with almost 90% 4-year completion rate. The MS programme (GSL441) has 14 students with 95% 3-year completion rate but the Postgraduate Diploma programme (GSL321) only has around four students with 50% 2-year completion rate. The programmes providing research oriented postgraduate studies include MS programmes in Medical Life Sciences (LÆK441) and Health Science (LÆK442) as well as PhD programmes in Health Science (LÆK561), Medical Sciences (LÆK565), and Medical Life Sciences (LÆK566). The programmes include a total of 30 MS students and 72,5 students enrolled. The completion rates in these programmes are lower than in many other programmes at FOM, especially in the MS programme in Health Sciences (22%) and in the PhD programme in Medical Sciences (37%). However, these completion numbers, especially in the PhD programmes should be interpreted with care since often the PhD students' studies get delayed, especially in the programme for Medical Sciences where many students also pursue specialty training in a clinical specialty alongside their PhD studies but are not registered as the part time students they most often are in fact. Doctoral students are now upon enrolment being encouraged to consider whether part-time registration is more appropriate than the full-time registration.

## Summary and Main Conclusions for the Faculty

### Lessons learned from QEF1

Many helpful lessons were learned from considering how the QEF1 self-evaluation was carried out in 2015, from the report from 2015 and from how it has been of limited use for the FOM and its Departments, a) partially since the SMART approach was not applied as was done now in QEF2, b) in part also because some of the actions suggested have definite budget implications, which they should not do in QEF2, and finally, c) partially because of lack of a well-structured and practical plan to follow-up the suggested actions in the period 2015-2020. During the last few years within UI there has been emphasis on the UI21 (HÍ21) strategy and the Anchorplan led by the UI Pro-Rector for Academic Affairs and Development, with its multiple actions which has been systematically followed up every year in meetings with Deans of Faculties and with detailed documentation annually.

As a result, the current Faculty Dean, who was elected in December 2016, suggested to the Faculty Board that for QEF2 the FOM would this time form one joint self-evaluation committee rather than one for medicine and three for the Departments of Physical Therapy, Biomedical Science and Radiography, as was done in the first self-evaluation in 2015. Moreover, the Dean requested that due to its size and many study programmes the FOM could form three student focus groups rather than two as was the initial plan presented to us from UI; one for research students (MS/PhD), one for medicine (BS/Cand Med) and one joint focus group for students in Stapi, (i.e. BS and MS in physical therapy, biomedical science and radiography). Each focus group had one member who was represented in the self-evaluation committee.

### Teaching and Learning

In light of the many study programmes reviewed in this self-evaluation report it is hard to summarize briefly the findings and actions. The Faculty receives and reviews annually surveys of BS, MS, PhD and graduates two years after graduation. There are some important common threads such as that over 90% of all our graduates are of the view that they were well prepared for their further training or field of work. Moreover, it is reassuring to observe how well the final year medical students score in the CCSE NBE US examination in comparison to students in US medical schools. There is though no room for complacency because the annual student surveys demonstrate several areas where we can do better. The most common issue that is observed in fact in all those Faculties within the School where clinical training is a part of the education and where sessional teachers constitute a large proportion of all teachers, is that organization needs to be improved. Other common issues that come up are lack of feedback, too much emphasis on lectures, and that assessments, including written exams, do not adequately measure course work and practical or clinical projects/training. In some courses the same questions appear also to be used for many years in succession.

The research students (MS/PhD) are a more diverse group with regard to age and background. While the Faculty graduates more doctoral students every year than any other Faculty within UI, it is apparent that despite recent important structural improvements like the mid-programme evaluation several areas must be addressed. The most urgent one is probably beyond our scope, namely, how to finance or find salary during their studies. Another one, which is perhaps easier to address, is to increase the variety of courses on offer for these

students, including short courses. The Faculty hopes that the infrastructure of the GPMLS for molecular life sciences, and the infrastructure of the GPMS that was founded in 2020 for students of epidemiology, clinical research, and translational science, will enhance interactions between students, students and their advisors/supervisors as well as interactions with invited Icelandic and foreign lecturers in various settings.

All UI/SOHS/FOM regulations for MS PhD studies were reviewed last year but are in need of constant revision which will continue.

### Management of Research

The Faculty of Medicine is a large and complex unit with academics in many fields. Biomedical and medical sciences have consistently ranked as one of the top scientific fields in Iceland and the Faculty has contributed to this ranking with its faculty members. However, recent reviews of research in biomedical, especially clinical sciences in Europe show comparatively slow growth in Iceland. Currently there is a definite need to address the future of mouse-research at FOM/SOHS/UI and to address the fact that indicators demonstrate relative weaknesses developing in research at the National University Hospital over the past decade. The Faculty intends to maintain its strength and build on that, not the least with a more focused and timely recruitment strategy and to focus increasingly on international recruitment and collaboration. Recent recruitments from abroad to strengthen research in units where research was struggling have been very successful. The current overall and mean indicators for academic output are very good (Appendix 1, Table 4) but there are domains of weakness that must be addressed. Also, the Faculty will work with the School to develop and strengthen its infrastructures for research, including student projects as indicated by available local and international benchmarking.

### Follow-up Processes

The implementation of the Action Plan will be a standing item on meetings of the Faculty Board/three Departmental Boards/the Postgraduate Committee and the Curriculum Committee for medicine. A project manager from the quality team in central administration of UI has prepared an Excel document for the Faculty to follow up on the actions. The Dean of the Faculty will report once per term to the School Governing Board on the status of the implementation. The Actions will be systematically followed up by the Board of the Faculty, the Postgraduate Committee, by the Chairs/Boards of the three Departments and the Curriculum Committee of Medicine.

The Dean of the School of Health Sciences will use this report in a status report for all Faculties in the School, which will be submitted to the Quality Committee. The Quality Committee writes a short report to the Rector in due course 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 <sup>1</sup>	Degree	Credits (ECTS)
<b>Medicine</b>				
HGF131	Health Information Management	1.1	Diploma	90 ECTS
LÆK261	Medicine	1.2	BS	180 ECTS
LÆK361	Medicine	2.1	Candidatus	180 ECTS
LÆK441	Medical Life Science	2.2	MS	120 ECTS
LÆK442	Health Sciences	2.2	MS	120 ECTS
LÆK561	Health Science	3	PhD	180/240 ECTS
LÆK565	Medical Life Sciences	3	PhD	180/240 ECTS
LÆK566	Medical Sciences	3	PhD	180/240 ECTS
<b>Department of Biomedical Sciences</b>				
LEI261	Biomedical Science	1.2	BS	180 ECTS
LEI321	Biomedical Science	2.1	Post.grad.Dip.	60 ECTS
LEI441	Biomedical Science	2.2	MS	120 ECTS
<b>Department of Physical Therapy</b>				
SJÚ261	Physical Therapy Sciences	1.2	BS	180 ECTS
SJÚ441	Physical Therapy	2.2	MS	120 ECTS
<b>Department of Radiography</b>				
GSL261	Radiography	1.2	BS	180 ECTS
GSL321	Radiography	2.1	Post.grad.Dip.	60 ECTS
GSL441	Radiography	2.2	MS	120 ECTS

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

**Table 2. Faculty members as of 15 March 2020 and sessional teachers 2019, number (No.) and full time-equivalent (FTE).**

Total	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Faculty of Medicine						
Professors	44	24,7	8	5,5	52	30,2
Associate Professors	13	7,17	10	6,4	23	13,5
Assistant Professors	15	5,1	18	8,8	33	14
Adjunct Lecturer	6	2,4	12	4	18	2,9
<b>Total</b>	<b>78</b>	<b>39,4</b>	<b>48</b>	<b>24,7</b>	<b>126</b>	<b>64,2</b>
Sessional teachers	199	6,3	355	8,6	554	14,9
Medical Sciences	111	2,6	169	2,7	280	5,3



Physical Therapy	51	1,5	121	3,8	172	5,3
Biomedical	24	1,2	51	1,7	75	2,9
Radiography	13	1	14	0,3	27	1,3

**Table 3. Total number of students, number of entrants, retention rate for first year, and completion rate (4-year mean).**

Programme	No. of students			No. of entrants <sup>3</sup>	Retention rate	No. of graduates	Completion rate <sup>4</sup>
	Total no.	Full time <sup>1</sup>	Part time <sup>2</sup>				
<b>Medicine</b>							
LÆK261	151	144	7	52	97	46	99
LÆK361	148	137	11	45	97	48	99
LÆK441	23	15	16	7	90	11	77
LÆK442	7	1.5	3.3	0.8	100	1.3	22
LÆK561	8.5	7.5		0.8		0.8	67
LÆK565	35	32		2		6	37
LÆK566	29	24		4.5		6	64
<b>Department of Biomedical Sciences</b>							
LEI261	157	91	35	79	51	13	97
LEI321	17	10	1	7	20	4	83
LEI441	8	6	1	5	83	6	85
<b>Department of Physiotherapy</b>							
SJÚ261	112	95	11	34	94	22	97
SJÚ441	43	40	2	27	96	24	100
<b>Department of Radiography</b>							
GSL261	52	40	8	17	63	12	86
GSL321	14	11	1.5	12	14	9	95
GSL441	3.5	2.3	1.3	2	-	1.3	50

<sup>1</sup> > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

<sup>2</sup> 1-22 ECTS completed.

<sup>3</sup> For all programmes except Ph.D., no. of students completing at least one examination in first term.

<sup>4</sup> 2-year rate for diploma, 4-year rate for B.A./B.S., 3-year rate for M.A./M.S., 5-year rate for Ph.D.

**Table 4. Research output of Faculty members, based on the Evaluation System for the Public Universities in Iceland, expressed by mean total research points (A) and mean research points from peer-reviewed publications only (B) per FTE.**

	2016		2017		2018		2019		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	43,5	31,9	38,9	27,8	37,7	27,3	40,3	33,7	41,2	30,8
<i>Medicine</i>	45,9	34,2	41,8	30,2	40,5	29,3	43,8	37,5	44,4	33,5
<i>Physical Therapy</i>	27,6	15,3	28,7	19,1	30,5	22,3	29,3	18,3	27,0	16,9
<i>Biomedical Science</i>	45,9	29,8	10	5,2	1,7	0	12,1	7,7	18,8	13,4
<i>Radiography</i>	0	0	13,4	9,7	8,9	8,9	10,5	5,1	9,5	6,5
School	40,6	29,6	34,7	24,1	37,7	27,6	37,7	29,2	38,1	27,9
University	37,1	25,1	34,8	22,8	37,8	26,4	35,6	24,2	36,6	24,6

## Appendix 2. Action Plan for Teaching and Learning and Management of Research in QEF2

	Actions	How	Deadlines	Responsible party
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### 1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Improve continuity and implementation of QEF2 actions compared with QEF1 (Faculty board meetings to be used to follow-up on and implement QEF2 actions)	Dean stepping down will remain a member of the Faculty Board for the first two-year term of a new Dean to aid follow-up of actions from QEF2	August 2021	Dean of FOM (will propose this in the latter Faculty meeting of spring-term 2021)
2	Proactive and timely recruitment of Faculty staff. This may entail seeking partnerships, e.g. with foreign universities and with Landspítali-University Hospital and private clinics, in specialties where there is a lack of Icelanders with the relevant academic qualifications	Dean reviews need for new academic staff with Heads of disciplines at least two years before a post is due to become available based on available information on retirement of current staff. Chairs of the Departments of PT, BS and RG do the same within their Departments.	October 2021	Dean of FOM Chairs of Departments of PTH, BS, RG
3	Take part in discussions with School/UI and the company ArcticLAS on the future of mouse-research (facilities at ArcticLAS, as well as within UI at Laeknagardur and VON)	Plan for next steps, including assessing the feasibility of all available options: e.g. UI/School/FOM becoming direct stakeholders in ArcticLAS	October 2021	Dean of FOM, Dean of School
4	Work on understanding better what the common long-term feedback of students of "lack of organization" refers to or means within FOM/School – to make it easier to tackle	Perform a survey amongst students to explore what is needed - engage student organizations to improve/deliver this	October 2021	Dean of Faculty, Chairs of Departments and Head of Education
5	Introduction package prepared for sessional teachers	A document prepared explaining clearly	By end of May 2021	Head of Education, staff involved with preparing curricula in

		rights, obligations, available support, including e.g. links to videos about using Canvas and Inspira		close liaison with School staff, Chairs of Departments
6	Recording of lectures in BS study programmes	75% of lectures recorded on Zoom or Panopto in BS study programmes	By December 2021	Head of Education Chairs of Departments Dean of Faculty
<b>Ch. 1.3</b>	<b>Academic Vision</b>			
1	Continue to involve visiting academic staff in teaching and research	Aim for 20% growth in visiting lecturers annually over the next 5 years	December 2023	Dean of Faculty Chairs of Departments
<b>Ch. 1.4</b>	<b>Student Support</b>			
1	Database to be programmed by UI-IT-programmers for the extensive entrance examination for medicine and physical therapy sciences	Database meeting specifications in operation before entrance examination in June 2021	Database ready for pilot use by end of May 2021	Dean of Faculty Dean of School

## 2. DEPARTMENTS AND STUDY PROGRAMMES

### Medicine

#### 2.1 LÆK261 Medicine (BS 180 ECTS)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Increase students' participation in teaching evaluations and ensure that there will be an action plan	Teachers obliged to report results and action plan to Head of Education. Students should be engaged in the process.	December 2021	Committee/Head of Education
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Accreditation of the medical education	With external expertise, agency approved by WFME	Oct 2022	Dean of Faculty/Head of Education
2	Student workload evaluation for individual courses	Perform workload assessment with guidance from the Centre of Teaching and Learning. Involve both	Oct 2021	Head of Education

		students and teachers.		
3	Align the teaching calendar in LÆK261 to the teaching calendar of UI	Will be done in conjunction with the workload assessment. Discussion with course leaders and students.	May 2022	Head of Education/ Curriculum Committee
4	Appoint teaching coordinator for each year	Defining the role of the coordinators and estimating the workload of the coordinator. Introduce the concept to teachers and students.	May 2021 for academic year 21-22	Dean Faculty/Head of Education
5	Revise how assessment is connected to set learning outcomes	Seminars with teachers. Help from the Centre of Teaching and Learning and Educational Developer. Use applications in Canvas when applicable.	May 2022	Curriculum Committee
<b>Ch. 2.1.3</b>	<b>Coordination between teaching and research</b>			
1	Ensure more stepwise introduction to reading scientific work	Collecting information on how reading of scientific papers is used in the different courses. Come up with a plan of how to increase the ability of students to read scientific papers step by step and insert it to learning outcome of the courses involved. Involve course leaders.	May 2021	Head of Education and Marta Guðjónsdóttir, assistant professor in physiology from Curriculum Committee

### 2.2 LÆK361 Medicine (Candidatus 180 ECTS)

<b>Ch. 2.2.1</b>	<b>Students</b>			
1	Ensure that the Candidate programme is included in the SSRI survey	Discussion with Head of SSRI	Spring 2021	Dean of Faculty

2	Increase students' participation in teaching/course evaluation. Ensure course evaluation is conducted and responded upon.	If the SSRI survey is not suitable, help teachers to conduct own surveys. Results and actions should be reported to Head of Education and CC	March 2022	Head of Education / Student Association
3	Revise the organization of the first year of the Candidate Programme -	Discussion with stakeholders, arrive at a decision	Dec 2021	Dean/Head of Education, Curriculum Committee
4	Revise the overall structure of the Candidate study programme	Discussion with stakeholders, arrive at a decision	Dec 2022	Head of Education/Dean/ Curriculum Committee
<b>Ch. 2.2.2</b>	<b>Teaching and Learning</b>			
1	Student workload evaluation for individual courses	Perform workload assessment with guidance from the Centre of Teaching and Learning. Involve both students and teachers	Oct 2021	Head of Education/ Curriculum committee
2	Finish revising the learning outcomes	Individual course leaders. Workshops with assistance from Centre for Teaching and learning	May 2021	Head of Education Educational Developer of School
3	Revise how assessment is connected to set learning outcomes	Use applications in Canvas. Seminars with teachers. Help from the Centre of Teaching and Learning, and Educational Developer.	December 2021	Curriculum Committee
4	Better organization of the study plan for individual study years	Make information on the study plan, including placements, lectures, assessment etc ready in the beginning of the term at the latest	August 2022	Staff with each year teaching coordinator
5	Revise the organization of the first year of the Candidate Programme -	Discussion with stakeholders, arrive at a decision	Dec 2021	Dean/Head of Education, Curriculum Committee

6	Revise the overall structure of the Candidate study programme	Discussion with stakeholders, arrive at a decision	Dec 2022	Head of Education/ Dean/ Curriculum Committee
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### 2.3 LEI261 Biomedical Science (BS 180 ECTS)

<b>Ch. 2.3.1 Students</b>				
1	Increase students' activity on the Board	One student from each class nominated for the Board	September 2021	Chair of Department
2	Emphasize the importance of completion of the course surveys	Strategy setting for completion and use of course surveys	September 2021	The Board
3	Improve the visibility of the Department and make it clear what refers to the Department and what to the Faculty	Evaluated and amended websites	September 2021	Chair of Department Dean of Faculty
4	Names of committees refer to relevant level	Amendments of names of committees according to their level	September 2021	Chair of Department Dean of Faculty
<b>Ch. 2.3.2 Teaching and Learning</b>				
1	Revision of the agenda of Faculty Board meetings	Revised agenda of Faculty Board meetings	September 2021	Chair of Department, Dean of Faculty
2	Revision of the curriculum, workload/ECTS and curriculum mapping	Revised curriculum and curriculum map	December 2023	Chair of Department, Dean of Faculty
3	Evaluation of methods used in COVID for distance learning and assessment - future strategy	Workshop – strategy planning documented	December 2021	Chair of Department, Dean of Faculty
4	Continued improvement of the laboratory equipment	Strategy, and action plan for the 2022-2025	December 2021	Chair of Department, Dean of Faculty
<b>Ch. 2.3.3 Coordination between teaching and research</b>				
1	Increase the students' interest and information on research	Organized visits between researchers and students	September 2021	The Board

**2.4 LEI321 Biomedical Science (Postgrad. Dip. 60 ECTS)**

<b>Ch. 2.4.2</b>	<b>Teaching and Learning</b>			
1	Revise the process for selection of Diploma projects	Renewed process document	June 2020	Chair of Department, Board

**2.5 LEI441 Biomedical Science (MS 120 ECTS)**

<b>Ch. 2.5.2</b>	<b>Teaching and Learning</b>			
1	Revise the process for selection of MS projects	Renewed process document	June 2020	Chair of Department, Board

**2.6 SJÚ261 Physical Therapy Sciences (BS 180 ECTS)**

<b>Ch. 2.6.1</b>	<b>Students</b>			
1	Increase students' activity in the Board. The goal is to make the communication and information flow between staff and students easier.	Add one student from each class to a Department council along with the staff of the Department.	September 2021	Head of Virtus and Chair of the Department
2	Make the syllabus for each semester public earlier.	Make drafts for each semester public at least one month before it begins but giving notice of change.	Summer 2021	Chair of the Department, course supervisors, and administration staff.
<b>Ch. 2.6.2</b>	<b>Teaching and Learning</b>			
1	Establish a structure within the FOM that will a) improve visibility of the Department; b) decrease multiple levels of admin duties of Department faculty; c) promote equality amongst academic staff	Chair of Department to propose changes to the Faculty Board, then to all members of FOM and request a vote	May 2021 with a vote in October 2021	Chair/Board of the Department, Dean of Faculty
2	Recruit full time faculty to secure supervision (and regular revision) of courses within the BS programme. Fewer sessional teachers will lead to more stability and quality of teaching/research, and greater student satisfaction.	Advertise to increase academic faculty numbers from six (FTE of 5,8) to nine (8,8 FTE)	End of 2021-22 schoolyear	Chair/Board of the Department.



3	Repeat curriculum mapping, review courses for content and ECTS, gather keywords for each course to enable cross-referencing	Update mapping, report on content, ECTS and keywords for each course	End of 2021-22 schoolyear	Chair, Head of PT Education, Board of the Department.
4	Provide sessional teachers of the programmes with access to a support webpage that includes relevant material (e.g. toolbox for teaching, latest research) and opportunity for communication	Website opens	End of 2021-22 schoolyear	Abigail Snook (adjunct) and Head of PT Education

### 2.7 SJÚ441 Physical Therapy (MS 120 ECTS)

Ch. 2.7				
1	Establish a structure within the FOM that will a) improve visibility of the Department; b) decrease multiple levels of admin duties of department faculty; c) promote equality amongst academic staff	Propose changes to the Faculty Board, then to all members of FOM and request a vote	May 2021 with a vote in October 2021	Chair/Board of the department, Dean of Faculty
2	Advocate for a new teaching/research clinic will be included in the plans and design of the new facilities of the School and Institute for Health Sciences. This will a) reduce the load in terms of finding external placements for students; b) support faculty in conducting clinical research; c) provide an opportunity to offer specialty residencies for clinicians; d) boost the profile of physical therapy within the School, the UI, and the University Hospital.	Teaching clinic included in plans and design	Autumn 2022	Chair/Board of the Department, Dean of Faculty and Dean of School.
3	Outreach to strengthen research collaboration and secure external advisors for MSc projects/theses	Signed agreements for 8 projects	End of schoolyear 2021-22	RC, Head of Education, Head of Research Centre

4	Outreach to strengthen collaboration and secure qualified, external examiners for MS theses and defense	Create a list that will be updated yearly	End of schoolyear 2021-22	
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**2.8 GSL261 Radiography (BS 180 ECTS)**

<b>Ch. 2.8.1 Students</b>				
1	Increase student participation and completion rates in formal course surveys	Strategy set for completion and use of course surveys	December 2021	Chair of Department – teachers
2	Increase detailed comments on students work	Develop ways that will enhance regular feedback on students work	December 2021	Chair of Department – teachers
3	The study programme organization:	Scrutinize what is the issue. E.g., is there possible confusion due to different timings of clinical training caused by different time of initial enrolment of students.	June 2022	Chair of Department - Board
4	Revision of the curriculum, workload/ECTS and curriculum mapping	Revised curriculum and curriculum map	June 2022	Chair of Department – Board - CTL
<b>Ch. 2.8.2 Teaching and Learning</b>				
1	Student admission - the limitation number	Assess pros and cons of receding from teaching some courses every other year	June 2024	Chair of Department – Board - Faculty
<b>Ch. 2.8.3 Coordination between teaching and research</b>				
1	Emphasize the importance for more research activity	Meetings with head of the radiography departments at Landspítali and the Board as well as with members from the Faculty of Electrical Engineering at UI	November 2021	Chair of Department - Board

**2.10 GSL441 Radiography (MS 120 ECTS)**

Ch. 2.10.1	Students			
1	Revise the application form for the MS study programme	Meeting already held with head of the PC and the project manager and the head of the biomedical science Department	April 2021	Chair of Department – Chair of PC

### 2.11 LÆK441 Medical Life Sciences (MS 120 ECTS)

Ch. 2.11	Top priority			
1	Have information on potential tutors/advisors and their research available for prospective students	An overview of potential tutors/advisors and research projects available online	Spring 2022	PC and other administrative staff
2	Organize student orientation for MS students	Annual orientation to welcome MS students	Autumn 2021	PC
3	Require Turnitin report to be submitted along with MS theses	Processes for Turnitin report submission in place	Spring 2021	SOHS Postgraduate Studies Manager
4	Have all information regarding the programme available online	All information pertinent for MS students online within UI in Uglu	Spring 2022	Chairman and administrator of PC
	<b>Priority</b>			
5	5. Increase the availability of short intensive courses	At least 4 courses held per year	Autumn 2023	Chairman of the PC, steering committees of GPMLS and GPMS
6	6. Have exchange students register at FOM	Formal way for exchange students to register	Spring 2022	PC and faculty administrators
7	7. Publish the criteria for assessment of the MS thesis	Criteria published	Spring 2021	PC administrator
8	8. Enforce annual MS committee meetings	85% of students have annual MS committee meetings	Autumn 2022	PC administrator
	<b>Other</b>			
9	Increase awareness of PC and faculty administrators of the quality of the courses offered	Annual review of teaching surveys by the PC	2024	Chairman of the PC

**2.13 PhD Programmes**

<b>Ch. 2.13</b>	<b>Top priority</b>			
1	Increase the availability of workspaces for PhD students	The proportion of PhD students with workspaces similar to the UI average	Autumn 2023	Dean of School, Dean of Faculty
2	Increase the availability of short intensive courses for PhD students	At least 4 courses held per year	Autumn 2023	Chairman of the PC, steering committees of GPMLS and GPMS
3	Increase student awareness of the processes at FOM, SOHS, and UI for resolving student-supervisor conflicts	Included in checklist for first meeting with doctoral student and the checklist for mid-programme review	Autumn 2021	PC administrator, Chairman of the PC
4	Increase the proportion of PhD students completing their studies within the maximum time allowed	50% reduction in the rate of students exceeding the maximum time allowed	Spring 2023	PC administrator
	<b>Priority</b>			
5	Ensure that part-time students are correctly registered	Students are correctly registered as part-time or full-time students	Autumn 2022	PC administrator
6	Have PhD students check their theses on Turnitin and submit the report with their thesis	Processes and rules in place	Spring 2021	Postgraduate Studies Manager at SOHS
7	Improve the framework of collaboration with Landspítali University Hospital with regards to PhD students	At least 10 PhD students in combined PhD and clinical training	Spring 2024	Head of Faculty
8	Enforce annual doctoral committee meetings	85% of students have annual doctoral committee meetings	Autumn 2022	PC administrator
	<b>Other</b>			
9	Increase PC's and faculty administrator's awareness of PhD student's challenges	Student surveys reviewed annually	Autumn 2024	Chairman of the PC
10	Increase enrolment of students in the combined candidate and PhD program	One student registered annually	Autumn 2024	Head of Faculty

11	Increase the number of PhD supervisors that participate in workshops for supervisors	50% of supervisors have participated	Autumn 2024	PC administrator
12	Review and clarify the distinction between the different PhD programmes	A decision on the future structure of the different programs	Autumn 2022	PC, PC administrator, Faculty Board
13	Gather information on how PhD students are funded	A clear overview of the sources of funding for the PhD students at FOM	2026	PC administrator
14	Increase supervisor's awareness of potential funding sources for PhD students	Available information on potential funding for supervisors and students	Spring 2022	Research coordinator of SOHS