



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 Health Promotion, Sport and Leisure Studies (the Faculty), School of Education (the School), University of Iceland (the University), carried out self-evaluation during the autumn semester of 2021. The results are presented in this report. A self-evaluation committee was established in September of 2021.

The committee members were:

1. Ársæll Már Arnarsson – Head of Faculty
2. Ragnheiður Júníusdóttir – Chair of Department of Health Promotion and Home Economics
3. Eygló Rúnarsdóttir – Chair of Department of Leisure Studies
4. Örn Ólafsson – Chair of Department of Sports
5. Anna Sigríður Ólafsdóttir – Chair of Department of Health Promotion and Home Economics (Graduate Studies and Diplomas)
6. Jakob Frímann Þorsteinsson – adjunct lecturer and Chair of the study programme for Vocational Diploma for People with Disabilities
7. Svava Sigríður Svavarsdóttir, representative of graduate students
8. Böðvar Nielsen Sigurðarson, representative of undergraduate students
9. Sigurður Arnar, representative of working sphere, school director in Grundarskóli
10. Sigurlaug María Hreinsdóttir – representative of the administration

The Committee received data and information regarding the Faculty from University databases which were included in this report. The Committee received the student satisfaction survey results and student focus groups were engaged to explore those results more closely. The Committee gathered data on number of students, courses, teaching, faculty and staff, research, and comparison with other Faculties. These data are discussed and presented in the text and tables in this report. The representative of working sphere attended Committee meetings, including during the visit of the international external experts. The representative of the working sphere provided very useful comments that have been incorporated into the report.

The University of Iceland Centre for Teaching and Learning reviewed the Faculty's course catalogue descriptions, especially learning outcomes, and provided the Committee with that review.

Assisting with student focus groups were Guðbjörg Andrea Jónsdóttir, along with her team at the Social Science Research Institute. They held one focus group among the undergraduate students and another group for the graduate students.

Faculty Characteristics

Iceland University of Education (IUE) merged with the University of Iceland (UI) in July 2008 and formed the School of Education, one of five schools within the University. At the same time the structure within the School of Education was revised and divided into three faculties. One of them was the Faculty of Sport, Leisure Studies and Social Education. The faculty was structured around three different educational departments: Sport and Health Sciences, Leisure Studies, and Social Education. Since then, the faculties have been rearranged and Social Education is no longer a part of the current faculty. Instead, the Department of Health Promotion (previously named Home Economics) has become a part of it, along with a Vocational Diploma-programme for people with disabilities. Recently, the faculty embarked on a joint venture with the Faculty of Psychology in the School of Health Sciences, offering graduate studies and diploma in Applied Behavioural Analysis. Obviously, this has led to radical changes in the structure and human resources of the faculty. An equally important change was the transfer of facilities of the Department of Sports, which was, during the time of the last report in QEF1, situated in Laugarvatn, a village with 166 registered inhabitants, located 77 km from Reykjavik. Subsequently, the Department of Sport experienced a surge in student numbers, which, although very welcome, has provided a lot of organizational challenges and human resource issues.

The administration of the Faculty is governed by the Faculty Meeting which is run in accordance with articles 17 and 18 of Regulation 569/2009. Daily administration is in the hands of the Faculty Head, with assistance from the Vice Head as needed, as stipulated in article 16 of Regulation 569/2009. Four Faculty members are tasked with the duties of Programme Chairs, that meet regularly within the Faculty board. Decisions on strategy, teaching, and research are made at Faculty Meetings. The Faculty Head is a member of the Executive Board of the School. The Faculty offers 13 study programmes at the undergraduate and graduate levels (Appendix 1, Table 1).

The Faculty currently has 35 academic teaching positions (26.9 full time equivalent, FTE) (Appendix 1, Table 2). Of these 20 are Adjunct Lectures (13.2 FTE) and 6 Full Professors (5.2 FTE). A total of 60% of the academic staff are over 50 years of age.

The number of students and their progress through the study programs varies a great deal between them (Appendix 1, Table 3). There are two M.Ed. programs that have a low completion rate, ÍPH441 with 56% and TÓS441 with 25%. The completion rate in other programs is satisfactory. The retention rate for the first year is very high, except for study program, ÍPH311. The Faculty considers this appropriate since it accepts all entrants who fulfil the minimum requirements. Also, students often switch between study programmes in the first year, and as some students leave this Faculty, others join it, hence the overall class size remains healthy and so does the 4-year completion rate. In 2020-2021 the number of students was 645, thereof 396 were undergraduate students and 159 postgraduate students.

Summary and Main Conclusions for the Faculty

Lessons learned from QEF1

The Faculty has worked towards hiring more faculty members and having members of other faculties move into this Faculty, as long as their research and teaching emphasis have been found compatible with this Faculty. However, the Faculty has also lost tenured staff to both the private sector as well as to other public sector organizations.

The University has made a great effort in investigating student retention rates and the School has used this information to emphasize the reception of new undergraduate students. The Faculty of Health Promotion, Sports and Leisure, has played an important role in setting up programs to better integrate new students. Mentoring programs have been launched for the same purpose. Also, there have been efforts made into simplifying the digital interface for the students.

There has been considerably more research output, as well as more research funding, which indicates that research activity among faculty members has been better supported than in the past. More permanent faculty members are now active in research than before.

The workload within the Faculty is still too much, and members are still forced to take on extra duties to make things work. This is partly due to COVID-19 but is also an unresolved issue from past years. Perhaps a more centralised approach from the University's management is the only way forward.

The quality of teaching has improved, as can be seen from surveys, although there is still cause for concern about the Master's level programs. Also, since many teachers are only hired in temporarily and on a part-time basis, it is important to liaise with them in a more formal manner.

Active participation by students in the governance of the Faculty remains a problem, as indeed their reluctance to have their voice heard in this report demonstrates. Many approaches have been tried, i.e., extra credits, even financial rewards, but to no avail.

Teaching and Learning

The greatest challenge facing the Faculty, is the dramatic increase in new students, particularly within the Sports programme. This, coupled with the COVID epidemic, has placed great stress on resources, not only human but also on facilities as it has been necessary to divide classes up.

The Faculty has had a strong framework of quality review of its programmes for a number of years and conducts a continuous review and improvement cycle. The Faculty receives and reviews annually surveys of B.S., M.S., and graduated students. The Head of Faculty bi-annually reviews the course evaluations and follows problematic reviews up with interviews with teachers. The Faculty has set learning outcomes for all its courses and for its degree programmes. Members of individual study programmes review these and revise them regularly.

Of particular importance in the coming years, will be revisions and improvements of the Master's level programs. The Faculty will revise these programs in co-operation with students. As a part of this process, course learning outcomes will be mapped to the programme learning outcomes as it regularly has been for the undergraduate programs but needs to be done more vigorously for the graduate programs.

The Faculty intends to strengthen the welcoming and orientation of new graduate students and further develop their community. The Faculty intends to involve graduate students more in the Faculty, both in Faculty Meetings and in participation at events.

Management of Research

The School of Education aims at supporting all educational levels in Iceland - that means not only supporting the students and teachers that work in the system but also the families of the children and by empowering the formal, in-formal, and non-formal educational settings. Also by working with the total system (not only the schools but ministries, municipalities, etc.) the research done within the SOE impacts the policies regarding the bigger picture of education and wellbeing of students in Iceland and in Europe through international projects.

The assessment of impact of a university faculty is no easy feat. Of course, it has impact, but to quantify it in any meaningful way, is complex exercise. The goal of the faculty is to promote physical and mental well-being in Iceland. This goal is primarily reached by providing a solid and evidence-based education for our students, and train them in reviewing, assessing, producing and disseminating scientific knowledge in their future endeavours.

The second-most important part of the faculty's impact must come from its research. There are very active researchers within the faculty that publish extensively in internationally recognized scientific journals, and thereby contribute to the general advancement of their respective fields. Furthermore, the faculty is also active in publishing in Icelandic journals, especially results which they deem important on a local level. In terms of research output (Appendix 1, Table 4), as measured by the evaluation system of the public universities in Iceland, the Faculty is somewhat below both the School and University averages.

Thirdly the faculty seeks to be active in communicating scientific data with the general public. Members of faculty are very active in engaging with the public, via television (even by hosting shows on scientific issues), radio, newspapers, podcasts, and social media. Members are also visiting schools and other institutions and give talks on various topics. They are also serving on various boards and committees both on a national-level as well as in municipalities

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 1 December 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 15 January. The Quality Committee writes a short report to

the Rector no later than 1 February, 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)	Chapter
HHE261 Health Promotion and Home Economics	1.2	B.Ed.	180 ECTS	2.1
HHE321 Applied Health Promotion	2.1	Postgrad.Dip	60 ECTS	2.2
HHE341 Health Promotion and Home Economics	2.1	M.T.	120 ECTS	2.3
HHE441 Health Promotion and Home Economics	2.2	M.Ed.	120 ECTS	2.4
ÍPH266 Sport and Health Sciences	1.2	BS	180 ECTS	2.5
ÍPH311 Health and Health Education	2.1	Postgrad. Dip.	30 ECTS	2.6
ÍPH341 Sport and Health Sciences	2.1	MT	120 ECTS	2.7
ÍPH441 Sport and Health Sciences	2.2	M.Ed.	120 ECTS	2.8
ÍPH442 Sport and Health Sciences	2.2	MS	120 ECTS	2.9
TÓS101 Vocational Studies for People with Disabilities	1.1	Diploma	60 ECTS (?)	2.10
TÓS262/261 Leisure Studies	1.2	BA	120/180 ECTS	2.11
TÓS321 Bullying Intervention and Prevention	2.1	Postgrad.Dip.	60 ECTS	2.12
TÓS441 Leisure Studies	2.2	M.Ed.	120 ECTS	2.13

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

Table 2. Faculty members as of 1 March 2021, number (No.) and full time-equivalent (FTE).

	Total	
	No.	FTE
Professors	6	5.2
Associate Professors	2	2.0
Assistant Professors	7	6.5
Adjunct Lectures	20	13.2
Total	35	26.9

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 ³	Retention rate	No. of graduates	Completion rate ⁴
	Total no.	Full time ¹	Part time ²				
HHE261	15.7	9.7	5.7	7.0	100%	1.5	75%
HHE321	11.3	3.3	5.7	8.7	75%	4.0	75%
HHE341	12.0	3.0	7.0	6.0	-	-	-
HHE441	7.7	4.0	2.0	3.5	80%	3.3	83%
ÍÞH266	196.7	150.3	40.7	93.7	91%	31.3	95%
ÍÞH311	6.0	-	3.7	6.3	50%	2.7	93%
ÍÞH341	33.0	26.0	7.0	20.0	-	-	-
ÍÞH441	20.3	11.3	4.0	8.7	91%	5.0	56%
ÍÞH442	8.0	3.3	3.0	2.0	100%	4.0	75%
TÓS101	15.7	-	16.0	16.0	100%	14.0	100%
TÓS261/262	111.0	71.7	31.0	36.0	89%	31.3	86%
TÓS441	26.7	7.7	12.0	11.0	90%	2.5	25%

¹ > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

² 1-22 ECTS completed.

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

⁴ 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 employee.

	2017		2018		2019		2020		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	21.4	11.2	23.0	12.9	20.1	10.1	21.4	13.7	21.5	12.0
School	22.6	12	29.0	18.1	29.1	15.3	21.9	15.3	25.6	15.2
University	29.6	19.4	31.6	21.9	28.5	19.5	27.0	21.6	29.2	20.6

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	Some study programmes show worse outcomes in terms of completion rate and student satisfaction	Review of relevant programmes along with suggestive actions	Spring 2022	Head of faculty
2	The masters level programmes in some cases need adjustment in order to increase depth and practicality	Review of relevant programmes along with suggestive actions	Spring 2022	Head of faculty
Ch. 1.3	Academic Vision			
1	To review classes and programmes that do not meet required standards	An overview of programmes and courses that are not meeting required standards along with suggestions on proposed actions	Spring 2022	Head of Faculty and chairs of departments
2	A plan to better exploit upcoming research opportunities	A strategic plan for inclusion of more members in research	Spring 2022	Head of faculty
3	More full-time staff	Push for more recruitment	Spring 2022	Head of faculty

2. DEPARTMENTS AND STUDY PROGRAMMES

Department of Health Promotion and Home Economics

2.1 HHE261 Health Promotion and Home Economics (B.Ed. 180 ECTS)

Ch. 2.1.1	Students			
1	More diverse courses		Fall 2022	Heads of departments
2	Open the study more across the Faculty		Fall 2022	Heads of departments
Ch. 2.1.2	Teaching and Learning			
1	Revise the structure of the B.Ed. department 180 e	Fix unequal workload between semesters	Fall 2022	Heads of departments
2	Revise the location of the practicum within courses	Remove and reorganise courses	Fall 2022	Heads of departments
3	Upgrade furniture in the dining room	Upholster chairs and get new dining table	Fall 2022	Administration, operations manager (Icel. Rekstrarstjóri)

4	Improve the facilities in the training kitchen – vision for the future	Get specialized research kitchen, with ceiling mirror etc.	Fall 2025	Administration, operations manager (Icel. Rekstrarstjóri)
Ch. 2.1.3	Coordination between teaching and research			
1	Connect research in the Faculty with the community and students		Fall 2022	Heads of departments
2	Inform the society and the closest environment about the importance of health promotion		Fall2022	Department of Health promotion and home economics

2.2 HHE341 Health Promotion and Home Economics (MT 120 ECTS) and HHE441 Health Promotion and Home Economics (M.Ed. 120 ECTS)

Ch. 2.2.1	Students			
1	More diverse courses on offer	Review of possible courses	Autumn 2022	Chair of department
Ch. 2.2.2	Teaching and Learning			
1	Improve the space for the demonstration teaching in the training kitchen	Get mirrors on the ceiling and fix teacher's facility	Fall 2022	Operation of the real estate or others
2	Revise course offer	Increase the number of courses and the diversity of courses	Fall 2022	Head of Department

2.3 ÍPH266 Sport and Health Sciences (B.S. 180 ECTS)

Ch. 2.3.1	Students			
1	Regular department and discussion meetings with students	A Schedule of meetings with students for the academic year	Fall 2022	Head of department
2	Engage master students more in the student union	A Schedule of meetings with Masters students for the academic year	Fall 2022	Student union Teachers Department
3	Activate students better to take part in the teaching survey and to get a higher response ration	Teachers to encourage students to participate in the beginning and end of each course	Fall 2022	Division of Academic Affairs
Ch. 2.3.2	Teaching and Learning			
1	Make the study more effective – organize courses in 6 credits and assist students (especially in undergraduate studies) to lighten up the work plan	Standardized study in 6 ECTS credits – it is more effective to take 5 courses in which each course is 6 credits.	Spring 2022	Head of Department

2	It is necessary to secure access of Sports and Health Science to the facilities in Laugardalur and desirable to get to manage a sports hall	Formulate a long-term agreement	Spring 2022	Dean of School
3	Revise master studies in Sports and Health Science, in continuation of B.S. study. Secure that there is enough offer of courses in all specialisations there.	A complete revision of courses	Spring 2022	Head of Department
4.	Secure a culmination in courses and project selection	Workload in projects aligned between courses	Spring 2022	Head of Department and teachers of the school
Ch. 2.3.3	Coordination between teaching and research			
1	Engage students in practical research in the community	Review of possible avenues	Haust 2022	Head of Department
2	Link research at the School with the community and students	Formulate strategy	Haust 2022	The department of Sport and Health Science
3	Inform the society and the community about the importance of Sport and Health Science	Formulate a communication campaign	Spring 2022	The department of Sport and Health Science
4	Teachers take part in national discourse in a responsible and professional way. They introduce the results of their research in an accessible way.	Track		Teachers at the department of Sport and Health Science

2.4 ÍþH341 Sport and Health Sciences (MT 120 ECTS)

Ch. 2.4.1	Students			
1	Regular department and consultation meetings with students	Set up a schedule	Fall 2022	Head of Department
2	Engage better master students in student union	Formulate a contact plan	Fall 2022	Student union, teachers, department
3	Engage students in teaching surveys and get a higher ratio of answers	Teachers to encourage student participation at the beginning and end of each course	Fall 2022	Division of Academic Affairs
Ch. 2.4.2	Teaching and Learning			
1	Due the steep increase of the number of students, the workload and the stress of the tenure staff has increased a lot which	It is necessary to increase tenured teachers at least by 3	January 2023	Head of Faculty

	has negative impact on the quality of the study, according to those work work in the department.			
2	Revise the course offer	Increase the number of courses and reduce the homogeneity of the courses. Increase the number of courses connected with pedagogy and teaching methods.	January 1, 2022	Head of Department
Ch. 2.4.3	Coordination between teaching and research			
1	More research to use in teaching and to the creation of knowledge.	Receive more finances to attend to this part.		Teachers in the department
2	Promote research in performance sports.			Teachers in the department
3	Increase the number of doctoral students in the department			Head of Faculty

2.5 ÍPH441 Sport and Health Sciences (M.Ed. 120 ECTS)

Ch. 2.5.1	Students			
1	More diverse courses in the specialisation	Review of possible new courses	2022	Head of Department
2	Hire teachers	Formulate a hiring plan	2022	Head of Department
Ch. 2.5.2	Teaching and Learning			
1	Because of a fast increase of students in undergraduate and graduate study, the workload of the tenured staff has increased a lot which can negatively impact the quality and the individual feedback.	Make a plan to increase tenured staff by at least 3	Advertise in January 2022	Head of Faculty
2	Revise the offer of courses	Increase the number of courses and reduce the homogeneity of the courses. Increase the number of courses connected to pedagogy and teaching methods.	1. janúar 2022	Head of Department
3	Strengthen the research centre with staff educated in the field and with renewal of measuring devices.	Employee for the research center Buy measuring devices, i.e., muscle scan (EMG)	2022	Head of Department
Ch. 2.5.3	Coordination between teaching and research			

1	Because of the fast increase of the students, the workload in teaching has increased significantly among tenured staff which has negative impact on the time that is intended for research.	A hiring plan of tenured Staff and specialist for the research centre	2022	Head of Faculty
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2.6 TÓŠ101 Vocational Studies for People with Disabilities (Diploma 60 ECTS)

Ch. 2.6.1	Students			
1	A representative of students in the student committee of the diploma study and discuss in the department meeting if there should be a focus group with students about the mid-term survey.	Get students to select a representative	6 Jan – 1 Feb 2022	Study committee about the diploma studies
2	Increase the number of students in Student supports student (Icel. Nemi styður nema)	Marketing push	Spring 2022 / Ongoing	School of Education / Faculty / department / project managers
3	Encourage the participation in mid-term survey	Teachers to encourage students to participate	Spring 2022 / Ongoing	Project managers
4	Collaboration with more schools of the University of Iceland – more possibilities for students	Set up a meeting schedule	Spring 2022 / Ongoing	School of Education / Faculty / department / project managers
Ch. 2.6.2	Teaching and Learning			
1	Call for access in the new building of the School of Education and / or improvement of the housing in Stakkahlíð.	Secure a member in the housing committee	Spring 2022 / 1 June 2022	School of Education
2	Review program learning objectives in line with course learning objectives (curricular mapping) and course assessment	Process throughout the spring semester. Faculty workshop in June.	June 30 th , 2022	Tutors responsible for courses, chair of department
Ch. 2.6.3	Coordination between teaching and research			
1	Wake interest in the need for further support of the students.	Make a human resource plan	Spring 2022, ongoing	Department

2.7 TÓŠ262/261 Leisure Studies (B.A. 120/180 ECTS)

Ch. 2.7.1	Students			
1	Enhancing students' participation in international study	Focus group meeting with former exchange	January 2023	Chair of department leads in dialogue

	exchange in leisure studies.	students and International Officers. Action plan formed.		with staff and students
2	Enhance student participation in revision and development of study programs.	Check rules of UI regarding study committees. Form a program study committee. Action plan with student representatives.	September 2022.	Chair of department leads in dialogue with staff.
3	Student agency enhancement plan.	Department meeting discussion and focus group on the issue. Use of already collected data. Action plan formed in cooperation of faculty and students.	May/June 2022	Chair of department leads in dialogue with staff.
Ch. 2.7.2	Teaching and Learning			
1	Review program learning objectives in line with course learning objectives (curricular mapping) and course assessment	One – two -all work process throughout the spring semester. Faculty workshop in June. Revision completed and reviewed by UI Teaching Center Specialists.	June 30 th , 2022	Tutors responsible for courses, chair of department
2	Review program content involving stakeholders (field, older students, current students), mapping needed development in teaching and research.	Focus group with stakeholders and graduated students. Discussion forum with current students. Results a base for action plan.	December 2022	Chair of department, faculty. Possible research project with students?
3	Design of action plan (gantt-chart) as a base annual agenda (starfsáætlun) for short time and long-time reviewing of program, courses, syllabuses, and annual projects of the program.	Mapping throughout the year of projects needed to fit to schedule resulting in Gantt-chart for the department ready for use.	January 2023	Members of department, led by chair of department.
Ch. 2.7.3	Coordination between teaching and research			

1	Review foundation and strategy for The Leisure Research Center needs.	Revised foundation and research strategy for The Leisure Research Center ready.	September 1st 2022	Chair of The Leisure Research Center Chair of department.
2	Enhance the research capacity of faculty	Map and secure support for members of faculty in their doctoral studies. Application for 1-2 lecturer positions at the department.	September 1st 2022.	Chair of Faculty (chair of department calls for action).

2.8 TÓ5441 Leisure Studies (M.Ed. 120 ECTS) and postgraduate diplomas (60 ECTS)

Ch. 2.8.1	Students			
1	Map students view of changes made regarding M.Ed. and Graduate diplomas through STE and focus groups with students starting 2020 and 2021.	Results from STE and focus group interviews introduced at department meetings with staff and students. Results base for review of graduate program for 2023-2024.	September 2022	Head of Department in collaboration with supervising teachers in key courses.
2	Establish M.Ed. student representative M.Ed. for monthly department meetings.	Student representing M.Ed. program attending monthly department meetings.	February 2022	Head of Department
3	Establish an annual event for graduate students celebrating their research projects, final thesis, and graduation.	Form an event team of 3 students and a faculty member for spring 2022. First event in spring 2022.	February 2022	Head of Department in collaboration with students
4	Race application numbers for graduate programs (diplomas and M.Ed.) for enrichment and diversity through a strategic marketing plan.	Marketing plan focusing on specific groups through on-field collaborators, unions, and organisations ready.	February 2023	Head of Department in collaboration with School of education marketing specialist and project manager.
Ch. 2.8.2	Teaching and Learning			
1	React on graduate students' complaints regarding little or no leisure studies theoretical framework in interdisciplinary courses. Mapping of courses highly needed to refresh and offer collaboration	Mapping of courses in need of attention finished. Meetings with course leaders regarding reviewing of course content and a	May 2022	Head of department in collaboration with teachers

	on course revision with course leaders.	dialogue in progress.		
2	Enhance quality of feedback with clear rubrics and action-based field-related assignments.	Revision of assignments in mandatory graduate courses completed and action based. Rubrics made and reviewed by UI Teaching Center specialists for all assignments in graduate program mandatory courses.	December 2022	Tutor of each course
3	Revision of learning outcomes for mandatory graduate courses focusing on students' skills to communicate issues related to the field or profession in an organized and comprehensible manner and develop an innovative way of thinking.	Revised learning outcomes in mandatory graduate courses. Reviewed by UI Teaching Center specialists	May 2022	Tutor of each course
4	Map constraints for graduate students seeking certification for elementary and upper secondary schools teaching based on undergraduate diploma, mixed specialization, and Master of Teaching.	Mapping possibilities and constraints completed in collaboration with faculty of teaching programs. Action plan made based on overcoming constraints mapped.	June 2022	Head of department in collaboration with head of faculty of teaching.
Ch. 2.8.3	Coordination between teaching and research			
1	Establish enriched research and learning community of faculty and graduate students towards a more connected and current research projects and support for graduate students towards graduation.	Project of faculty Team-Based Supervision based on studies regarding the issue designed. Application to University of Iceland Teaching Development Fund	May 2022	Teacher in charge of final projects in collaboration with chair of department
2	Secure program development fitting needs of leisure field professionals through dialogue with	Key stakeholders mapped and group formed september 2022. Action plan of revision group formed.	January 2023	Chair of department

	stakeholders in a revision group.			
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3. Management of Research

Ch. 3.3				
1	Make the most of opportunities that have recently opened up	Form an action plan with stakeholders	Long-term	Head of faculty
2	Strengthen collaboration with outside parties, both national and international	Form an action plan with stakeholders	Long-term	Head of faculty
3	Establish workshops	Launch in 2022	Spring 2022	Head of faculty