

Accreditation Report

Social Science

Iceland University of Education

Expert Committee Report

January 2008

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1. Introduction

1.1 The Expert Committee

- Dr. Christian Thune, Past Executive Director of the Danish Evaluation Institute, Denmark (chair).
- Prof. Dr. Jürgen Kohler, Universität Greifswald, Germany.
- Dr. Frank Quinault, Director of Learning and Teaching Quality, University of St. Andrews, Scotland.
- M.A. Magnús Lyngdal Magnússon, Advisor, Division of Research and Innovation, The Icelandic Centre for Research – RANNIS, Reykjavik, Iceland (Liaison Officer).

1.2 Terms of Reference

The Accreditation Committee was appointed to carry out a review of the social science at five different universities in Iceland: Iceland University of Education, University of Akureyri, University of Bifröst, University of Iceland and Reykjavik University respectively. The review was carried out according to Article 3 of Higher Education Institution Act (HEI), no. 63/2006. Rules no. 1067/2006 give the following instructions to the committee:

“The committee of experts shall provide the Minister of Education, Science and Culture with a report that outlines the results of the evaluation of items a to i,¹ paragraph 3, article 2 of the Rules, based on the application and information provide by Higher Education Institutions in Iceland (HEIs) in accordance with article 2, in addition to evaluation of the following factors:

1. Academic knowledge and competence of HEI within the relevant field of study and subdivisions thereof, pertaining to the quality of teaching and research, academic facilities, dissemination of knowledge and connection to community.

¹ Items a to i referred to above are: a. Objectives and Roles; b. Administration and Organisation; c. Organisation of teaching and research; d. Personnel qualifications requirements; e. Admission requirements and student rights and obligations; f. Teacher and student facilities and services; g. Internal quality system; h. Description of study according to learning outcomes; i. Finances.

2. The support structure of the HEI for; the academic community, teachers and experts in the relevant field of study and the education and training of students.
3. Special attention shall be paid to the strengths of the fields of study and the subdivisions thereof, with reference to course plans, particularly in relevance to links to undergraduate and graduate studies and towards other appropriate fields of study.
4. Academic standard of the field of study and subdivision thereof, in national and international context. Regard shall be taken of i.e. national and international cooperation between HEI and other institutions.

Should the conclusions of the committee be not to recommend accreditation then it shall provide a detailed report of any failure on the part of the HEI to fulfil the regulations according to article 2 or any recommendations for reparations that the HEIs must undertake before accreditation for that particular field of study can be awarded. In receipt of such report, the Minister of Education, Science and Culture will afford the HEI a specific extension to make any amendments needed. The amendments will be evaluated by the expert committee in question, who will provide the Minister of Education, Science and Culture with a report detailing the aptness of the amendments. Final decision regarding accreditation will be announced to the HEI.”

1.3 Working Method and process

An English translation of the accreditation application was made available to the Accreditation Committee (hereafter “the panel”) at The Ministry of Education, Science and Culture’s extranet (<http://ytri.stjr.is>) on 10 September 2007. The application had number of appendices, all of them translated into English (see Appendix 2).

The first panel meeting was held on Thursday 27 September. The panel visited the Iceland University of Education on 5th October 2007 and met University leadership, researchers, teachers and students. All meetings took place in a very open and constructive atmosphere. Before the visit the panel studied the application for accreditation. The application is informative and followed by 962 pages of annexes that supplement the application. In the annexes 556 pages cover CVs of teaching and research staff. A substantial part of the documentation consists of regulations and policy documents decided within recent years and the panel’s opportunities for assessment would have benefited from documents of a more analytical nature.

The panel nevertheless sees the application for accreditation as the result of an elaborate and conscious process, but also as one very much emanating from the top of the organisation. From the interviews with teachers, researchers and students the panel did

not gain an impression of any substantial familiarity on the part of these groups with the process leading up to the application for accreditation.

At Iceland University of Education the panel met the Rector, Deans, representatives from supporting services, a number of teachers and students as well as those mostly responsible for the application (Appendix 1). The final meeting in Iceland was held on Saturday morning 6 October, followed by a meeting with Ministry representatives where they were informed of the panel's initial reactions to the application and the visits.

After circulating drafts by email the panel agreed on a final draft in December 2007. Chapters 2 to 10 were sent to the Iceland University of Education for corrections of factual mistakes and misinterpretations on Wednesday 12 December 2007. The university replied on 20 December making some specific comments which have been taken into account and corrections have been made accordingly.

1.4 Short Evaluation of the Work Process

The expert committee found the work process very rewarding in terms of experiencing Icelandic university culture and working with the concept and goals of the present quality assurance system for higher education launched by the Ministry. The committee wishes to state its sincere appreciation of its working relationship with the Iceland University of Education and the four other universities involved. All demonstrated the basic academic qualities of openness and frankness, enabling discussions during the site visits to focus not only on the strengths but also in some cases on the weaker points of their social science programmes. The universities have, in most respects, made a sincere and credible effort to produce the documentation needed to show that their programmes comply with the quality criteria defined by legislation. However, it would have been easier for the committee to review the five universities in a consistent and comparable manner had they been given more detailed guidance as to the form and content of the requisite documentation.

The expert committee has, during the whole working process, been given excellent help by Rannis staff members Eiríkur Smári Sigurðarson and Magnús Lyngdal Magnússon. These two have been instrumental not only in making practical arrangements smooth and comfortable for committee members, but also as effective interpreters of Icelandic traditions and the culture of higher education learning. During the recent demanding period of finalising and editing the reports the three committee members have further learned to value Eiríkur's and Magnús's constructive and patient professional attitude.

2. Objectives and roles

The Iceland University of Education (hereafter the IUE) is the result of a hundred year long process starting with the Iceland Teacher Training College founded in 1907. This college received in 1971 university status and in 1977 the curriculum of Teacher College for Home Economics was merged with the university. In 1998 a merger of Iceland University of Education, the College for Pre-School Teachers, the College for Teachers in Sports and the College for Social Therapists took place. Together these institutions form today's IUE.

The Iceland University of Education Act states in its first article that IUE shall be a centre for training in teaching and pedagogy in Iceland. It shall be a scientific educational and research institution, providing for its students education for a career in tuition, training, pedagogy, upbringing and care, and for independent theoretical research in these fields.

IUE presents in its application its aims as the offer of a holistic, diverse quality education in the field of social sciences with a special emphasis on the education of teachers and other educational staff. Besides offering education in the general subjects taught in basic and secondary schools the IUE emphasises the teaching of didactics, psychology, social sciences, philosophy, special education and administration within the field of education, theory and research in that field. A substantial part of the education is related to actual practice in the field with an emphasis on creativity and communication.

However, IUE is now on the eve of yet another merger, this time with the University of Iceland (UI). This merger process is obviously a crucial parameter for this accreditation. In a sense the merger is a further and perhaps final step in the process changing the historical single focus on teaching into a focus on teaching and research. As argued by University leadership the merger will strengthen teacher education as a whole and solve the problem that critical mass at IUE is too limited to fulfil the goals of the University. IUE is actually too small to offer all the possibilities in teacher education. The merger will lead to a shared use of the relevant subject specialists and the relevant researchers. In other words the merger will bring the level of education of teachers up to a higher level primarily by securing the research basis for the teaching. The university leadership told the panel that it realised that even if IUE teachers have the same proportion of research possibilities as their future colleagues at the UI, IUE will still for some time be a teaching driven institution. The University leadership was convinced that IUE is entering into the merger from a position of strength, but realises that the issue of the future balance or priority between teaching and research is a major explanation of why the merger is not wholly uncontroversial among staff and students.

The panel was told by the University leadership that a recent survey among staff and students indicated that 73 percent support the merger, but even then the merger is debatable. The panel learned from representatives of teachers that the merger has been experienced as very much a top down process and that from the perspective of the teachers there was little transparency about the merger and details of the future role of IUE teachers. Some teachers were also apprehensive whether their teaching fields would become superfluous as a consequence of the merger.

The students' representatives told the panel similarly that even if the merger had been discussed in the University Council, students did not see themselves as really included in decision making. The student experience of the process is that subcommittees set up by University leadership make finished propositions that are brought before the University Council as packages that are voted through, but not really discussed. This is a problem for the students among whom many are very concerned about what they consider the risk

of the bigger university swallowing the smaller. Students feel strongly that they have chosen study at IUE exactly because of its tradition and professionalism in educating teachers and were worried that studies in the traditional UI context would not qualify them to the same extent for a teaching career. As it is IUE had its recognition in the public domain as a qualified institution for teacher training. This is important to the students who share a need to be professionally proud of their university training and have the necessary self confidence as teachers. There is now an apprehension among students as to how this need could be fulfilled within the bigger and professionally much more comprehensive UI context.

University leadership is conscious of the need to make the merger process more transparent. More transparency should be the effect of a website set up jointly by UI and IUE as an element in the merger process and with corresponding information. Meetings will now also be organised with staff and after the merger is in place there will be an evaluation of the process.

Parallel to the merger process the University has through recent years been in the process of restructuring all educational programmes. This work has been based on the contract from March 2004 between the IUE and the Ministry of Education and on the Policy plan for 2005-2010 decided by the University also in 2004.

A reorganisation of studies, both undergraduate and graduate was set up with the purpose of increasing the professional quality of the studies and reacting to changes in society and in the European Bologna Process dimension.

As stated in the application for accreditation IUE is fully aware that the challenges facing those who work in the field of education have changed dramatically in recent years because of extensive changes in society. The demand for professionalism and quality is more apparent than before in official educational strategy, both in Iceland and other countries.

A report from the Icelandic National Audit Office in 2003 forecasts that there will no longer be a shortage of educated teachers for the basic schools in the academic year 2008-2009. At that point it is reasonable to assume that when hiring teachers, higher standards of education will be set. It is also likely that at that time laws on hiring teachers will be changed.

IUE has argued for some time that the present teacher education could be definitely further approved with a longer more research based education. In other words that the bachelor degree is not sufficient, and that students will wish to complete a graduate education to become more desirable employees. This de facto lobbying towards the political scene has according to University leadership had a distinct impact so that corresponding legislation may be expected.

A very important goal in this respect has been to give students the option of a two-year work-related Master's Degree immediately upon their completion of B.Ed., B.A., or B.S. Degrees so that graduates may enter the workplace with a Master's Degree.

The restructuring process has also focussed on the importance of ensuring that education at IUE combines theoretical studies and onsite training in the student's potential work environment. It is the declared aim of the University that these two primary components shall support one another, and each shall be strengthened because of interaction with the other.

The resulting new programme structure and content was introduced in the spring of 2007 and has been in effect from August 2007.

In other words the panel finds itself in the situation that it accredits social sciences programmes at IUE on the eve of a merger of the entire University with the University of Iceland and at a time when the whole structure of programmes has been undergoing pervasive changes that are only from the autumn of 2007 under implementation.

IUE has a degree of cooperation with other Icelandic universities, primarily and obviously with the University of Iceland (UI), but also with the University of Akureyri. The latter parallels IUE with its strong faculty of education and large proportion of distance learners. Cooperation with Reykjavik University seems not to be in the high priority area and the scepticism towards co-operation with this University, which the panel heard at UI, was also audible at IUE.

The international contacts and networking of IUE seems relevant in the light of the institution's size. In a sense a strong international perspective must come naturally to a University where statistics about where the tenured instructors acquired their Master's or Doctoral Degrees show that about one quarter of the instructors finished their education in the USA or Canada, one quarter in Europe (outside the Nordic countries), one quarter in the Nordic countries (excluding Iceland) and one quarter in Iceland.

IUE is partner in a number of relevant and especially Nordic networks. But the application for accreditation does not make clear to what extent IUE has targeted specific and comparable international universities with a view for instance to benchmark quality.

The application for accreditation includes the statement that IUE staff must keep current in their field of expertise and create knowledge which is international, but which in turn takes into account the uniquely Icelandic situation. This balanced priority is proper considering the fact that the coming workplace for students at IUE will in most cases still be Icelandic school classrooms.

The data available on exchange of students indicate that over the period 1998 the number of IUE students studying abroad has been remarkably stable in relation to the growth of the student body during the same period. In 1998 the figure was a little above 20 and the same number was the case in 2006. During the same period the number of foreign students at IUE has – with 2003 as an exception – constantly been higher than the number of IUE students abroad. In 2005 and 2006 the “exchange rate” was more than double in favour of the foreign students.

IUE has a focus on making data and information available in an informative and transparent manner. A detailed report is published annually where information on the operation of the Division of Teaching (number of students, student distribution on different lines of study, number of freshmen and graduates and so on) is presented. The operations of the Divisions of Research, Service and Finances are also reviewed. Each annual report gives a statistical overview of IUE operations which shows the university's development. Each annual report also includes next year's goals for each division.

Conclusion:

The panel received through the documentation and the site visit a convincing impression of IUE's awareness of its role as a university and its specific mission in training future teachers. At the same time the panel is acutely aware that IUE is in a transition period partly because of the impending merger with University of Iceland and partly because of the thorough revision of study structure and content. Nevertheless the panel feels confident in acknowledging the compliance of IUE with the requirements of Article 2 of the HEI Act.

Recommendations:

The strategic choices made by IUE leadership during recent years are all well argued and this includes the merger decision with UI. But University leadership should make the merger process and the expected gains much more transparent to staff and students and those who are sceptical should be invited to discussions with the leadership. If such a course is not taken, morale and motivation of staff and students could suffer.

Concerning the internationalisation of research and teaching IUE could benefit from a more focused approach to identifying international university partners. At the same time the exchange rate for students stands very low. IUE is therefore recommended to increase the number of students on international exchange programmes.

3. Administration and organisation

The Iceland University of Education is not as explicit in its application for accreditation on the governance of the University as are the other four Universities under accreditation by this panel. But IUE is organised according to the HEI Act and the Iceland University of Education Act and governance accordingly has a very recognisable structure and content compared with the other universities.

Following the University Act the University Council is the supreme decision making body within the University and the Rector is the operational and administrative head. This formal division of authority and responsibility is in a slight contrast to the administrative structure. The IUE's operation falls into four divisions: Division of Teaching, Division of Research, Division of Service and Division of Management. Deputy rectors are responsible for the Division of Teaching and Division of Research and managing directors for the Division of Service and the Division of Management.

The Rector and his deputy rectors and managing directors seem to be in a strong real position of power. It is in full compliance with the University Act, but striking that neither the two deputy rectors nor the heads of the divisions of service and of management seem to attend Council meetings. This group of deputies on the other hand meets on a regular basis every other week as a Management Board that acts also as Quality Council. All in all it is in principle positive that the governance structure seems to comparatively lean and not so elaborate as to burden leadership and staff unnecessarily. The next issue is then whether governance of the University is visible and transparent and whether ordinary staff and students are invited to experience a relevant sense of co-ownership to processes and decisions?

A university general forum is called each term for all staff and students as stipulated in the University Act. But the Rector meets also twice each term with all staff. The application for accreditation states that these meetings are intended to be another forum for information and discussion and an occasion for the staff to promote their views. It is

not clear from the application why both these two forums are necessary or why the Rector does not then as well have a separate meeting with students.

The application for accreditation stresses that though a big institution by Icelandic standards, ways of communication are direct and clear. Nevertheless, the impression the panel received through interviews with teachers and students was that they did not feel themselves very much included in the policy processes or day to day decisions of the University leadership.

Conclusion:

The panel finds that IUE has in place organisation and management that complies with articles 15 and 16 in the HEI Act.

Recommendations:

IUE benefits from strong leadership during a period of distinctive change. But what seems like the concentration of power in the hands of the Rector and his deputies should be considered in the light of a more inclusive political process where also the levels of teachers and students are invited into the process.

One strategy for University leadership could be to survey staff and students on a regular basis on their views and expectations concerning the political and administrative process.

4. Organisation of teaching and research

The application for accreditation provides a good overview of the various elements in the organisation based on the division of teaching and of research. The IUE policy for 2005-2010 sets out clearly the organisation and tasks of both divisions. Separate documents identify the quality organisation and the goals of the two divisions.

The regulations on teachers' work duties as well as on regulations for reports on research activities and productivity evaluation are very transparent and must be read in connection with the rules for credit assessment that have been agreed between IUE and the Teachers' Union at the University.

The panel's reading of these documents leads to the recognition that teaching and research are each in their respective divisions well organised and fit for purpose. The further relevant question is the priority between teaching and research. On the basis of the documents and interviews during the visit to IUE the panel feels confident that a proper balance has been struck. IUE has indeed enhanced its focus on research and channelled budgets and other resources in that direction. Increased funding for sabbaticals is only one indication of this.

So certainly research is given a high priority in terms of funding and hiring of staff. And strengthening of research is a basic element in the coming merger with UI. On the other hand IUE is an institution that trains future teachers. In that sense teaching and quality of teaching constitutes the core professionalism of IUE and therefore the commitment to teaching quality is evident. It is no surprise similarly that the panel was told by the representatives of teachers that the many dimensions of teaching professionalism are discussed more or less every day. As one teacher put it, teaching is the most discussed topic in a general sense, rather than each and everyone's specialty.

The focus on teaching has obviously been reinforced by the challenge of distance education, which has emphasised that choice of teaching methodology is very much dependent on the receiver of the teaching. Distance education has therefore been the cause of changes and innovation in teaching.

In the meeting with Deputy Rectors and the Research Commission the panel was told that there is a general satisfaction with the incentives for research at the IUE. Still some researchers look now forward to the even better support at UI, where there is thought to be more flexibility in research so that they will be able to develop new research areas.

At IUE academic freedom and independent initiatives are still in place even if research strategies at the University level play an increasing role and the Research Commission does take upon itself a more directive role.

But the quality range of research done at IUE is still wide. Some are now experienced researchers while others are distinctly beginners. The Research Commission sees it as its task to assist and encourage both these groups, for instance by advising strong researchers to take less experienced into their research groups.

Teachers that do not fulfil their obligations for research are called in for interviews by the Research Commission. Further lack of evident research may also be linked to the points system for research. This system was by several of the representatives of teachers considered to be possibly the best system under the circumstances, but still in need of further discussion not least in regard to the “hard science” dimension of crediting points especially in foreign language publications to the detriment of those who published in Icelandic.

The panel was told by Deputy Rectors and Programme Coordinators that even if there is a strong teaching culture at IUE, it is a problem that compared with the rewards for good research there are not similar rewards for good teaching. The issue of providing “carrots” for good teaching had been discussed by the Management Board but without follow up. The point was made during the interview that part of the explanation could be local Icelandic culture, where teachers are not really appreciated.

Staff members seem in other words to be conscious of the need to integrate teaching and research aspects in their individual approach to their work. In that respect the panel would like to point to an especially interesting structural element which is the organisation of the teachers/researchers in sixteen professional interest groups.

These groups have now been operating since 2001 and are spontaneous groups of teachers, who share an interest in working together in a defined field. The role of professional interest groups is to provide counsel within their area of interest or expertise such as counsel on course offerings. They also have the task of strengthening research and continuing educational offers. The professional interest groups can initiate discussions in their own right or answer requests from the University Council, the Rector, the IUE divisions or others.

Examples of the fields covered by professional interest groups are: Sociology, Multicultural education, Educational studies, Information technology and media, Education for young children, School and society without differentiation, Mathematics and mathematics education.

The application for accreditation states that some of the professional interest groups have had a considerable influence on IUE's operation, especially regarding the supply of courses and their structure.

Conclusion:

The panel is satisfied that at IUE teaching and research are organised in a manner that complies with the objectives of the HEI Act and to Paragraph 3 of Article 2.

Recommendation:

IUE has made a strong and articulated point of strengthening research. Still this priority must still be combined with an emphasis on this University's strong tradition in teaching and links to the practices of the work place in the schools for its graduates.

5. Personnel qualifications requirements

The Rector of IUE appoints and promotes all staff, but in the case of university instructors, specialists and scholars, appointments are based on the screening of applicants done by the IUE Evaluation Committee.

The Committee builds its opinion on the material sent in by the applicants and the report of one or more specialists that the Rector appoints in each case. The committee's opinion on each applicant is set up in five chapters. The applicant's education is covered in the first chapter, and then the applicant's published works and research projects in the second, his teaching in the third, administration in the fourth and other works in the fifth. Each report of the evaluation committee also describes in a foreword which requirements the advertisement described, names the persons that sent in an application, names the specialist or specialists and describes which laws, rules and other resolutions guided the committees work.

During the period the period 2000-2006 the Committee processed 144 applications. It is not evident in the documentation how many were deemed qualified and therefore submitted to the Rector for consideration.

The panel was told that the IUE does not consider hiring of new staff a problem because the University is sought after as a working place. Similarly staff members remain as a rule stable for the same reason.

In 2006 there were 211 permanent staff members. The breakdown among these is:

	Number	Equivalent of full time positions
Professors	18	17,3
Associate professors	21	21
Assistant professors	66	66
Adjunct lecturers	40	28,2
Total instructors	145	132,6
Other staff	66	61,9
Total staff	211	194,5

It is noteworthy that while instructors have increased in numbers with 35 percent since 1998, there has been no increase at all in the number of support staff. Part of the explanation may of course be that labour intensive work processes have been made more efficient due to the introduction of new technology.

Also noteworthy is the fact that the number of enrolled students has almost doubled during the same period from 1998. In other words the conclusion is that human resources available have been reduced in ratio to student numbers. The extent to which this development is linked to the number of distance students is not clear from the documentation, which does not provide figures of the development in numbers of distance learners.

It should also be noted that during the period 1998-2006 there has been a steady increase in the overrepresentation of female to male staff members. The ratio is in 2006 138:73.

IUE has in place an Equal Rights Policy from December 2004. The application for accreditation gives an interesting analysis of the status quo for equal rights and documents the monitoring taking place of the ratio of male and female staff in the governing structure and committees of the University.

The increasing emphasis on research has led to a corresponding focus on research qualifications when appointing new staff. However, filling the positions of lecturer, docent and professor seems still to be based on an internal promotion system similar to that applied in other Icelandic universities visited by the panel.

Academic staff members are required to report on their research activities once a year. Research activities are to be awarded credits that are used for basic assessment, productivity evaluation and promotion in accordance with an agreement between the IUE and the Teachers' Union.

The rules according to this agreement are very detailed indeed, but read in the main headings as follows:

Research: Credits are awarded for academic writing, number of citations, attendance and participation at international conferences, creation and performance of art, sporting achievements etc.

Teaching: Teaching experience, production of teaching materials, new approaches in teaching and supervision of graduate students are taken into consideration.

Administration: Administrative work in excess of regular duties is taken into account.

Following the evaluation of the annual reports, payments are awarded from the so-called Productivity Evaluation Fund. The number of research credits determines how the fund is divided. Allocation to wage brackets is revised at the same time.

According to the documentation full professors lead the field in terms of earned research credits and adjunct professors are at the other end. This is perhaps not so much of a surprise considering that the latter category have comparatively less research obligation and more teaching duties.

The application for accreditation includes a document on the human resources policy objectives decided in 2002. The objectives should ensure that good working conditions

and opportunities exist for professional development and continuing education that will allow staff to develop in their work. However, the documentation does not make very clear what exact opportunities are available for staff to develop in their work. For instance it is not evident whether IUE has in place processes that ensure that new – or for that matter established – teachers receive pedagogical training. A mentoring or peer counselling system is not in place either, even if the earlier mentioned professional interest groups may serve in this direction.

The application for accreditation includes a document with CV's of teachers and researchers that documents generally a good and in some cases excellent academic standard.

Conclusion:

The panel considers the personnel qualifications requirements at IUE to be in compliance with articles 17 and 18 of the HEI Act.

Recommendations:

The panel understands that IUE is considered an attractive workplace both for applicants and for resident teachers and researchers, but IUE should consider, whether vacancies should mainly be filled by promoting present staff and without advertising the position. IUE should advertise openly and trust IUE staff to be able to compete on even terms with outside applicants.

It is important for any University that the young generation of researchers have good opportunities for qualifying through their research. IUE should consider the appropriateness of providing better conditions for professors and associate professors to gain research points than is the case for assistant professors and adjunct professors.

In the context of human resource development IUE should take steps to ensure that the offer of further pedagogical training is available to all categories of teachers.

6. Admission requirements and student rights and obligations

According to the application for accreditation admittance of students follows the University Act so that the student must have completed the matriculation examination from an upper secondary school or must possess the same maturity and knowledge at the same level according to that university's judgement. That level can be demonstrated with a statement that the applicant has completed a similar amount of secondary school courses as required for A-levels.

New students are generally enrolled once a year and a special advertisement is published in the media. Applications for study at the Iceland University of Education are evaluated according to the admissions guidelines. Each applicant is given points according to previous education and experience. If the number of new students has to be restricted these points determine who is to be admitted.

To be admitted to the Master's Programme the applicant must have completed their Bachelor's Degree and preferably have some teaching experience. Correspondingly to be admitted to a Doctoral Programme the applicant must have completed their Master's Degree.

The admission guidelines detail how applicants are selected if there are more applicants than it is possible to admit to that particular course of study.

In 2006 IUE admitted 537 students for undergraduate courses and 243 for graduate courses leading to an enrolment of 1577 and 505 for the two levels respectively. It should be noted that during recent years the intake of graduate students has been steadily rising, but still the numbers of students graduating with a Master's Degree is low (2004: 20; 2005:12; 2006:14).

In other words drop out rates in undergraduate studies are low in the 15-20 percent area. The panel was given the explanation that low drop rates were linked to strong distance learning programmes. But the graduate studies suffer for their part from lengthy study periods combined with high drop out rates. Many graduate students are like almost all students de facto part time students. They may be in their early thirties with a family to support. Grants are scarce and they need to combine part time studies with part time work. Teachers told the panel that especially writing a Master's Thesis could lead to substantial extension or even termination of studies.

IUE is working on this problem trying to cut the time the students take for writing their theses and having the students apply for longer time for studies. The student representatives gave as their experience of reasons for drop out that students in some cases lose their motivation to become teachers, that family reasons play a major role and, interestingly, that the position as a distance learner may in many cases make the psychology of quitting easier.

Compared to the 2006 figures it is striking that in the spring 2007 1490 applications in total were received, thereof 995 applications for undergraduate studies and 389 applications for graduate studies. Applicants accepted to undergraduate studies were 583. Applicants accepted for graduate studies were 349. In other words the ratio of undergraduate to graduate students is changing in favour of the latter and while 40 percent of the applicants for undergraduate studies were rejected, practically all applicants for graduate studies were accepted.

In other words the gap between the acceptance of applications at the undergraduate and graduate level is wide. The panel was informed that there are fewer qualified applicants for the undergraduate level, but still IUE can discard those who have not finished their secondary studies and even reject applicants with good matriculation grades. In other words University leadership assured the panel that IUE “was not scraping the bottom”. At the same time it is seen as a challenge that there are still too few applicants in natural sciences.

The applicants for graduate level are generally qualified from their early studies and the previous requirement of two years teaching experience is no longer needed.

The panel asked the representatives of students why they had chosen IUE. The answer was that IUE has a good reputation. Students meet a warm and welcome atmosphere and have close personal contact to teachers. The study programmes are considered to be good. Many students come to IUE with previous teaching experience. They have heard positive things about the IUE from their fellow teachers and consider IUE with its experience and tradition to be the proper school for teachers.

A survey from 2003 of the student population indicates that only 16% of the students are male. Following this survey IUE decided to make an effort to equalise the number of applications for admission to the IUE from women and men. It not evident from the application whether the number of male students has since been raised. If not it poses an obvious problem for primary school teaching where a reasonable ration between male and female teachers must be preferred.

All students are members of the Student Union. The Union functions both as a political platform for the students and as a social organisation. In the latter function the University puts at the disposal of the Union and its members various free facilities.

The University Act demands that a University has in place an agreed document of regulations on Students' rights and obligations. The application for accreditation points to the University Regulations where several articles cover rules on for example admission, examination, disciplinary sanctions. But it is not evident from the documentation that a regulation has been issued about students' rights and duties, including rules for appeals within the institution.

For IUE as a whole the average age of students is 35. This is a high average age not least in an international comparison. Of course the average reflects the relatively high number of mature graduate students, but even at the undergraduate level the average is 25-29.

The 2003 study also identifies that the significant number of older students feel unwelcome in the university community. They are more likely to be anxious and insecure in their studies and to have difficulty reconciling family life and their studies. It is not clear from the application what specific steps have been taken to alleviate this situation.

IUE has student counsellors to help students reach their goals in their studies, organise themselves so that private affairs do not upset their studies, realise their own interests, set up realistic goals, estimate their own talents and compare the requirements of the different courses of study and work. These are very relevant tasks but so comprehensive in relation to a student body of app. 2000 (of which half admittedly are distance students) that it is in a sense surprising that IUE has only two student counsellors. The student representatives praised the quality of counselling, but considered that it could be more visible and not so hard to locate.

Conclusion:

The panel finds that procedures and requirements for admission of students found at IUE comply with article 19 of the HEI Act. However, the University Council has not at the time of accreditation issued a regulation about students' rights and obligations. As a consequence a board of appeal is not yet established to deal with students' complaints as is stipulated in article 20 in the HEI Act. The panel expects the University to take immediate steps to finalise this process now in preparation.

Recommendation:

IUE should consider its strategy for strengthening graduate studies in the light of the difference between the acceptance rates for undergraduate and graduate students.

The University should work towards fulfilling the expectations of the European Standards and Guidelines to have in place credible and transparent information on student progression and success rates, employability of graduates, profile of the student population. Through such information IUE could benefit for instance from a closer understanding of reasons for drop out of students.

Student counselling is of good quality, but IUE should consider strengthening this function with additional human resources, for instance with a view to enhance counselling of older students and distance students.

7. Teacher and student facilities and services

The Iceland University of Education has app. 23.700 m² of accommodation at its disposal. Of this the university uses 17.500 m² for its own activities or 7,5 m² pr. each registered student.

The IUE accommodation is both in Reykjavík and at Laugarvatn. The panel only had occasion to visit the accommodation at Stakkahlíð in Reykjavik where the university's main operations and teaching of all programmes is located. The buildings at Stakkahlíð are in total approx. 9600 m² with 32 classrooms of different sizes, two large auditoriums, a cafeteria and a bookstore together with offices for 50 teachers. The university's Learning Centre with its library and workshop and the university's offices are also situated in Stakkahlíð. The panel found buildings to be of good design and quality with adequate classrooms, office facilities and meeting areas. Especially the Learning Centre had attractive facilities for its library, computer and media departments.

The Learning Centre provides the framework for a comprehensive approach to the support of student learning and the Centre's capacity in information technology is no doubt a very important element in the learning process and especially for distance learners.

A recent survey from 2007 indicates that many students at IUE have low information technology literacy and students told the panel during the visit that the same was the case with some teachers. These statements underscore the importance of the priority given by IUE to the Learning Centre and the relevance of the Centre's objective "to create a motivational and flexible learning environment for local and distance students, teachers and researchers".

Students have good facilities for group work. They have access to computers and with their own laptops they may access a wireless system in all buildings.

The application for accreditation includes a document on a meeting in May 2007 between the Student Council and the administration of the Learning Centre. The feedback from the students on the services of the Centre is very positive indeed and it should be mentioned that the students stress their wish for similar support services after the merger of the IUE and the University of Iceland.

As already indicated the Learning Centre has a very important role in relation to that almost 60% of the student population who are the distance students. The Learning Centre is responsible for the technical structure needed for the management of the distance education programmes and provides a variety of services to the distance students. The IUE's policy is that all distance students can study from their home desk, with the exception of having to attend onsite two times per term. It has been required that all of them have access to powerful computer and network connections to be able to pursue university studies, search for information and communicate with their teachers and other students.

A survey on the use of the LC and attitudes to its activities was carried out electronically among the distance students in December 2006. The response rate was unfortunately only 17%, but the majority who responded was satisfied with the access to both the library and the CMC.

The staff of the LC has encouraged cooperation between parties providing support services in Icelandic universities and has cooperated in groups of academic librarians and technical specialists. Uglu, the information system of the University of Iceland and the IUE, can be mentioned as a cooperative developmental project, as well as the joint effort of the IUE.

Conclusion:

The panel is satisfied that the services and facilities that IUE provide for students and teachers meet standards that ensure that the University can fulfil its role and objectives.

8. Internal quality system

The application for accreditation documents the Quality guidelines for the quality commission set up in 2003. These guidelines constitute a fairly extensive framework for quality assurance. The commission members are the Rector who in this capacity is termed Quality Manager and chairs the Commission, and the two deputy Rectors for the divisions of teaching and research and the two directors of the divisions of services and management. This is a relevant arrangement because each head of division carries the responsibility that the division operates in accordance with its own Quality Guidelines. However, the fact that the Quality Commission is synonymous with the Rector's management council means that the Commission is not inclusive in relation to staff or students.

The application for accreditation states that the IUE quality system is under unrelenting revision and development and is often and regularly discussed in meetings of the management council which also is the institution quality committee. University leadership told the panel that the IUE is going through a period of developing holistic quality programmes, but is still in a construction phase.

The panel did for its part have the feeling that observing the IUE quality system was identical to watching a moving target exactly because many initiatives are recently in place or just now under implementation.

For example the IUE Regulations Article 7 states that in terms of quality assessment self evaluations shall systematically occur in all teaching units of the Iceland University of Education a self-evaluation, and gathering of information for the routine evaluation of the university's work and that the quality commission will supervise this process which is in accordance with government regulations on quality control of university education. The panel has not been presented with evidence that this process is under implementation.

However, this observation must not detract from the panel's understanding of the quality system as in principle well structured and well thought out.

The teaching of students results in learning outcomes that are based on Bologna criteria, but the mechanism applied in most Nordic universities these days, are course evaluations by the students. The panel did not get the impression during the visit that these evaluations figure very prominently in University leadership's total concept of quality assurance. Course evaluations are indeed in place, but the response rate was a dismal average of 34 percent in May 2006 and 42 percent in December 2006.

University leadership told the panel that this was not considered an acceptable response rate even if leadership's explanation was that the situation was due to the fact that course evaluations were done online. However, the leadership had no actual plans to redress the situation, mainly because the Quality Commission sees course evaluation as a small part of quality maintenance.

Representatives of the teachers told the panel that the electronic course evaluations are not sufficient for monitoring the quality of teaching. Partly the reason given is that questionnaires are electronic and partly that the questionnaires ask too many and too irrelevant questions. At the end of the day a teacher will not be able to react or adjust on

the basis of what one teacher called a ridiculously low 34 percent response rate. The teachers' argument was that student evaluation of courses is a necessity that is in need of an overhaul, but at the same time the possibilities of supplementing with a more qualitative approach should be investigated.

The point was made by the teachers that instead of asking for student feedback the University should look at the outcome of studies. If students perform poorly the teacher in question would have been invited to consider his teaching. And if grades for similar courses differ significantly it should be considered whether different teachers applied different teaching methods.

Representatives of the teachers told the panel that peer review of teaching ought to be general practice at IUE.

Another mechanism for achieving feedback on the quality of teaching and of learning outcomes is interviews with former students. However, such systematic interviews are not being undertaken at IUE.

On this basis the panel was not surprised when the representatives of students said that the Student Association had campaigned for changes in the methodology of course evaluations, but nothing had been done. Students felt that the questionnaires were too extensive and the focus of evaluation too focused on the individual teaching and less on the also relevant issues of course content, books, examination processes.

The application for accreditation states that various attempts have been made with evaluation meetings of students and instructors in specific study programmes or courses of study, or in light of isolated instances which have arisen between instructors and students.

Further the Rector calls an assembly each semester, where issues relating to studies, teaching, research and service are discussed. Student representatives are always invited to

participate in such assemblies, and all who attend the assembly have the right to free speech and submission of proposals.

Each instructor should in principle once per year have a confidential interview with her or his immediate superior. It is positive that IUE has in place such a framework for personal development of staff and feedback to the leadership level, in line with the standard these days in mature organisations. Therefore the panel must make note of the fact that according to the application for accreditation this goal has not been achieved in recent years, for reasons of the organisational change which has been in process, but that these interviews are planned to be resumed now.

The Division of Research monitors the research activities of teachers and provides these with advice and support in their research activities, in cooperation with the Centre for Continuing Education and Research.

All teachers are required to submit annually an overview of their research and publications, cf. the discussion in chapter 4 above. The ensuing assessments of research, teaching, administration, service and other work are evaluated in accordance with a scale which is included in the contract between IUE and the Teachers' Union.

According to the application for accreditation the results of the evaluations of the past few years has shown that instructors in all positions now publish more work than the minimum required by their research quota.

Conclusion:

The panel is satisfied that IUE's internal quality assurance system is in accordance with articles 11 and 12 of the HEI Act.

Recommendation:

The quality system is in place, but does not work yet fully according to purpose. IUE should look into the processes and follow up of the course evaluations and IUE should take care that there is a very early reintroduction of interviews between staff members and their immediate superiors.

9. Description of study according to learning outcome

The Iceland University of Education awards the following Academic titles and degrees:

- A special examination certificate, a diploma, conferring a separate qualifying examination following a programme of undergraduate study, which shall be at least 30-120 standardised credits (ECTS).
- Bachelor of Education (B.Ed.) for preschool teachers 180 standardised credits (ECTS).
- Bachelor of Education (B.Ed.) for basic school teachers 180 standardised credits (ECTS).
- Bachelor of Arts in Developmental Therapy and Social Education (B.A.) 180 standardised credits (ECTS).
- Bachelor of Arts in Leisure Activities and Social Education (B.A.) 180 standardised credits (ECTS).
- Bachelor of Science in Physical Education and Sport Science (B.S.) 180 standardised credits (ECTS).
- Postgraduate Teachers Certificate 30 or 60 standardised credits (ECTS).
- Postgraduate Diploma in Education (Dipl.Ed.), a separate qualifying examination upon completion of graduate studies equal to 30 or 60 standardised credits (ECTS).
- Master of Education (M.Ed.) in specialised areas 120 standardised credits (ECTS) in graduate studies, thereof a Master's Degree project of at least 20 standardised credits (ECTS).

- Master of Arts in Education (M.A.) 120 standardised credits (ECTS) in graduate studies, thereof a Master's Degree project of at least 60 standardised credits (ECTS).
- Master of Science in Sport and Health Sciences (M.S.) 120 standardised credits (ECTS) in graduate studies, thereof a Master's Degree project of at least 60 standardised credits (ECTS).
- Doctor of Education (Ed.D.) 180 standardised credits (ECTS) in graduate studies after a Master's Degree, thereof a Doctoral Project of at least 60 standardised credits (ECTS).
- Doctor of Philosophy in Education (Ph.D.) 180 standardised credits (ECTS) in graduate studies after a Master's Degree, including a Doctoral Project of at least 120 standardised units.
- Doctor Educationis Honoris Causa, an honorary doctorate.

The application for accreditation stresses that the studies are considered research-based professional education and it is expected that three interrelated themes carry through all courses: a) connection to research, b) connection to work site and c) emphasis on creation and mediation. In addition to this there is an expectation that the courses reflect the ethical values proclaimed in the university's public statements. Professional depth, overall vision and emphasis on the responsibility of students and their participation in their own studies should characterise all courses.

The application for accreditation is followed by a document of 128 pages that details the relationship of programmes and courses with the National Qualifications Framework.

If IUE wishes to strengthen its understanding of the extent to which learning outcomes are met, the obvious strategy would be to survey alumni, i.e. former students now in the work place. However, such surveys are according to University leadership not being undertaken.

Further, the National Qualifications Framework states clearly the responsibility of the universities to set up internal evaluation systems that lead to regular and public reporting on how they ensure that the study programmes offered meet with the National Qualifications Framework. The planning for such an effort is not evident in the accreditation application. Neither is it evident to the panel how the Ministry plans the announced external evaluations of the universities to assess whether they fulfil the National Qualifications Framework.

Conclusion:

The panel is satisfied that the programmes under accreditation at IUE are all linked to Learning Outcomes that accord with the National Qualifications Framework as required by Article 5 of the HEI Act. However, the panel views in principle the implementation in the context of IUE of the two combined activities, internal and external evaluations, as the precondition for a credible assessment of the extent to which the University fulfils the National Qualifications Framework.

Redommendation:

IUE should give a priority to a system of feedback on quality issues and learning outcomes from former students or alumni.

10. Finances

The application for accreditation does not include a more elaborate presentation of the financial status of IUE. However, the panel has made note of the following figures included in the documentation.

Key figures on the operations of Iceland University of Education 2000 to 2006:

	2000	2001	2002	2003	2004	2005	2006
Students enrolled	1.443	1.707	2.230	2.304	2.370	2.245	2.082
Full time student equivalents	877	992	1.227	1.385	1.587	1.487	1.361
Cost per full time student equivalent	857	848	738	740	735	873	1.034
Appropriation per full time student equivalent	860	834	732	777	749	806	1.024

There is a satisfactory balance between cost and appropriation per full time student equivalent. The fact that cost slightly exceeds appropriations may be part of the explanation that there is in 2006 as was the case in 2005 a deficit of app. 14 million Icelandic kronur. This deficit amounts to app. 1 percent of the total turnover over IUE and must be considered marginal.

Conclusion:

The panel is not prepared to take upon itself the role of an auditor of the finances of IUE, but it feels confident that the financial status of this University makes it possible to fulfil its obligations according to Chapter VIII of the HEI Act.

11. Summary of findings and recommendations

The panel was also asked to summarise its findings by reaching a judgement in respect of each of four broad areas, as follows below.

a. Academic knowledge and competence of the HEI in the relevant field of study and subdivisions thereof, pertaining to the quality of teaching and research, academic facilities, dissemination of knowledge and connection to community.

The quality of teaching and research at IUE is at and in some cases above satisfactory levels. IUE has a long tradition with a core focus on teacher training, where the quality of the teaching and in recent years to a growing extent research have had a distinct impact on Icelandic schools with which IUE leadership and staff have a constructive interaction.

IUE is now at the eve of a merger with the University of Iceland and brings into this process teaching and research that is carried out in a much wider educational context than the traditional teacher training. The panel feels confident that the accelerating emphasis on research will influence positively the integration of present IUE researchers and teachers into the coming merged university.

b. The support structure of the HEI for the academic community, teachers and experts in the relevant field of study and the education and training of students.

Both teaching and research staff and students are well-supported. IUE's Learning Centre provides the framework for a comprehensive approach to the support of student learning and the Centre's capacity in information technology is no doubt a very important element in the learning process and especially for the majority of students that are distance learners. A well working cooperative developmental project is in place between the University of Iceland and the IUE in terms of Uglu, the information system.

c. Special attention shall be paid to the strengths of the fields of study and the subdivisions thereof, with reference to course plans, particularly in connection with links between undergraduate and graduate studies and towards other appropriate fields of study.

Neither the time available to the panel during its visit nor the documentation available to it in advance was sufficient to judge the strength of each course, but the panel is satisfied that the programmes under accreditation at IUE are all linked to learning outcomes that accord with the National Qualifications Framework. The relative increase of the intake of students for the graduate diploma and master programmes is to a considerable degree based on a solid linkage between undergraduate and graduate studies.

d. Academic standard of the field of study and subdivisions thereof, in a national and international context. Notice shall be taken of national and international cooperation between HEI and other institutions.

The panel considers the academic standards of IUE teaching and research to be satisfactory even if the panel has not had the opportunity to make a closer scrutiny of these fields. IUE has a degree of cooperation with other Icelandic universities, primarily and obviously with the University of Iceland (UI), but also with the University of Akureyri. Like other Icelandic universities IUE benefits from the international experiences of its teaching and research staff. Accordingly the international contacts and networking of IUE seems relevant in the light of the institution's size. But IUE would benefit from a more focused approach which would identify international as well as national universities that could provide relevant benchmarks for IUE teaching and research.

Recommendation

The committee recommends the accreditation of the field of social science in the Iceland University of Education.

**Signatures of the Accreditation Committee for Higher Education
Institutions in the field of Social Science in Iceland 2007**

Dr. Christian Thune

Past Executive Director of the Danish Evaluation Institute, Denmark (chair)

Prof. Dr. Jürgen Kohler

Universität Greifswald, Germany

Dr. Frank Quinault

Director of Learning and Teaching Quality, University of St. Andrews, Scotland

Appendix 1: Visit to the Iceland University of Education 5 October 2007

Friday 5 October (Christian, Jürgen, Frank and Magnús)

09:00 **Rector Ólafur Proppé welcomes the committee in his office.**

09:00 **Meeting with Rector's Management Council (i.e. the two Deputy Rectors, the directors of the Divisions of Services and Management, the manager of the IUE sports centre at Laugarvatn and the manager of the Rector's office). Also attending: Members of the IUE steering committee for the application.**

Present: Rector Ólafur Proppé, Hanna Ragnarsdóttir, Deputy Rector of Teaching, Grétar L. Marinósson, Deputy Rector of Research, Kristín Indriðadóttir, Managing director for the Division of Services, Guðmundur Ragnarsson, Managing director for the Division of Management, Erlingur Jóhannsson, Manager of the Sports Centre at Laugarvatn, Svanhildur Kaaber, Manager of the Rector's Office.

10:30 **The Learning Centre – coffee break and a short introduction.**

Present: Rector Ólafur Proppé, Hanna Ragnarsdóttir, Deputy Rector of Teaching, Grétar L. Marinósson, Deputy Rector of Research, Kristín Indriðadóttir, Managing director for the Division of Services, Guðmundur Ragnarsson, Managing director for the Division of Management, Erlingur Jóhannsson, Manager of the Sports Centre at Laugarvatn, Þórhildur Sigurðardóttir, Head of Library.

10:50 **Teaching at the IUE (Study program coordinators and Deputy Rectors).**

Present: Anna Kristín Sigurðardóttir, Teacher education program, Ann-Helen Odberg, Sport and health sciences program, Vilborg Jóhannsdóttir, Social and leisure education program, Jóhanna Einarsdóttir, Research studies program, Hanna Ragnarsdóttir, Deputy Rector of Teaching, Grétar L. Marinósson, Deputy Rector of Research.

11:30 **Research at the IUE (Representatives of the Research Commission and Deputy Rectors).**

Present: Hanna Ragnarsdóttir, Deputy Rector of Teaching, Grétar L. Marinósson, Deputy Rector of Research, Veturlíði Óskarsson, Research Council – chair, Steinunn Gestsdóttir, Research Council – board member, Sif Einarsdóttir, Research Council – board member.

12:30 Lunch in Fjara – the IUE cafeteria.

13:30 Meeting with teachers (Invited to the meeting 10-12 teachers representing professors, associate professors, assistant professors and adjuncts).

Present: Guðrún Kristinsdóttir, professor (Social Work), Hrefna Sigurjónsdóttir, professor (Biology), Amalía Björnsdóttir, associate professor (Quantitative Psychology), Guðmundur B. Kristmundsson, associate professor (Language in Education), Kristín Bjarnadóttir, associate professor (Mathematics), Kristján J. Jónsson, associate professor (Icelandic literature), Arna Hólmfríður Jónsdóttir, associate professor (Early Childhood Education), Jón Reykdal, assistant professor (Painting), Kristín Valsdóttir, adjunct (Music), Ragnar Ingi Aðalsteinsson, adjunct (Icelandic).

14:30 Meeting with students (The IUE Student association has been invited to choose 5-8 representatives).

Present: Júlía Þorvaldsdóttir, Manager of the Student Association, Birna Hjaltadóttir, Chairman of the Student Association, Elvar Snær Kristjánsson, Teacher education program (basic school), Sunna Krístrún Gunnlaugsdóttir, Teacher education program (preschool), Þórunn Vignisdóttir, Social and leisure education program, Kristján Ketill Stefánsson, Research studies program.

15:30 Summing up in Rector's office.

Present: Rector Ólafur Proppé, Guðmundur Ragnarsson, Managing director for the Division of Management, Svanhildur Kaaber, Manager of the Rector's Office.

16:16 Close

Appendix 2: Documents Received

1. Higher Education Institution Act 63/2006 (draft translation).
2. Accreditation of Higher Education Institutions according to Article 3 of Higher Education Institution Act, No. 63/2006 (draft translation).
3. National Qualification Framework Iceland (draft translation).
4. Checklist on structure and approach on Expert Committee report and recommendations.

5. Application for Accreditation of the Social Science at the Iceland University of Education.
6. Appendix 0101 The Higher Education Institution Act 63/2006.
7. Appendix 0102 The Iceland University of Education Act 137/1997.
8. Appendix 0103 Regulations about the Iceland University of Education.
9. Appendix 0104 The Policy of the IUE 2005-2010.
10. Appendix 0105 Contract between the Ministry of Education, Science and Culture and the Iceland University of Education concerning teaching and research on the basis of the Higher Education Institution Act, No. 136/1997.
11. Appendix 0106 Structure of studies.
12. Appendix 0107 Policy guidelines on research at the IUE.
13. Appendix 0108 Quality goals.
14. Appendix 0109 Quality guidelines on the operations of the quality commission.
15. Appendix 0110 Ethics guidelines.
16. Appendix 0111 Equal rights policy of the IUE.
17. Appendix 0112 Human resources policy.
18. Appendix 0113 International relations.
19. Appendix 0114 Regulations of the Centre of Continuing Education and Research of the IUE.
20. Appendix 0115 Statistical overview.
21. Appendix 0201 Organisational chart.
22. Appendix 0202 Job descriptions and charters.
23. Appendix 0203 Curriculum organization.
24. Appendix 0204 Regulations of the Centre of Continuing Education and Research of the IUE.
25. Appendix 0205 Division of responsibilities between the Division of Research and the CCER.
26. Appendix 0206 Division of Research: Definition.
27. Appendix 0207 Rules for the establishment and operation of a research centre, research units and research groups at the IUE.
28. Appendix 0301 Policy of the IUE 2005-2010: Division of Teaching, Division of Research.
29. Appendix 0302 Curriculum organization.
30. Appendix 0303 Quality guidelines for the Division of Teaching.
31. Appendix 0304 Course catalogue: General information.

32. Appendix 0305 Regulations about the IUE Article 21.
33. Appendix 0306 Goals for the Division of Teaching 2007.
34. Appendix 0307 Teachers' work duties.
35. Appendix 0308 Quality guidelines for the division of research.
36. Appendix 0309 Regulations about the IUE Article 14.
37. Appendix 0310 Regulations for reports on research activities and productivity evaluation.
38. Appendix 0311 Rules for granting sabbaticals.
39. Appendix 0312 Rules for credit assessment for Iceland University of Education and Iceland University of Education Teachers' Union.
40. Appendix 0313 Rules for the research fund of the IUE.
41. Appendix 0314 Rules for the establishment and operation of a research centre, research units and research groups at the IUE.
42. Appendix 0315 Policy guidelines on research at the IUE.
43. Appendix 0316 Regulations of the Centre of Continuing Education and Research of the IUE.
44. Appendix 0317 A research program proposal for educational research.
45. Appendix 0318 Doctoral Program regulations.
46. Appendix 0319 Goals for the Division of Research 2007.
47. Appendix 0401 Regulations about the IUE Article 17.
48. Appendix 0402 Regulations about the Evaluation Committee, hiring and transfers of university instructors, specialists and scholars at the Iceland University of Education.
49. Appendix 0403 Evaluation Committee: Overview 2000-2006.
50. Appendix 0404 Curricula vitae of academic staff.
51. Appendix 0405 Regulations for reports on research activities and productivity evaluation.
52. Appendix 0406 Rules for credit assessment for Iceland University of Education and Iceland University of Education Teachers' Union.
53. Appendix 0407 Curricula vitae of managers and specialists.
54. Appendix 0501 Admissions guidelines for undergraduate studies.
55. Appendix 0502 Admissions guidelines for graduate studies.
56. Appendix 0503 Regulations about the Iceland University of Education Articles 19-20, 24, 26-41.
57. Appendix 0504 Doctoral Program regulations.
58. Appendix 0505 Course catalogue: General information.
59. Appendix 0601 Policy of the IUE 2005-2010: Division of Services.
60. Appendix 0602 Regulations about the IUE Articles 6 and 13.
61. Appendix 0603 Procedure Policy for the Learning Centre.
62. Appendix 0604 Learning Centre Service Policy.
63. Appendix 0605 Library Acquisitions Policy.
64. Appendix 0606 Learning Centre Priority Projects 2007.
65. Appendix 0607 Human Resources and Continuous Professional Development.
66. Appendix 0608 Learning Centre: Housing and Number of User Seats.
67. Appendix 0609 Support Services for Students.
68. Appendix 0610 Facts and Figures 2002-2006.

69. Appendix 0611 Accommodation and facilities.
70. Appendix 0612 Support to distance learning and distance teaching.
71. Appendix 0701 Regulations about the IUE Article 6.
72. Appendix 0702 Quality goals for the IUE.
73. Appendix 0703 Quality guidelines.
74. Appendix 0704 Ethics guidelines.
75. Appendix 0705 Regulations for reports on research activities and productivity evaluation.
76. Appendix 0706 An evaluation of educational research and development in Iceland.
77. Appendix 0801 B.Ed. Degree in preschool teacher education.
78. Appendix 0802 B.Ed. Degree in teacher education.
79. Appendix 0803 Teacher certification - Undergraduate diploma.
80. Appendix 0804 M.Ed. Degree in educational studies.
81. Appendix 0805 M.Ed. Degree in educational studies with an emphasis on educational administration.
82. Appendix 0806 M.Ed. Degree in educational studies with an emphasis on special education.
83. Appendix 0807 Teacher certification - Graduate diploma.
84. Appendix 0808 Teacher education program – Undergraduate studies - Course descriptions.
85. Appendix 0809 Teacher education program – Graduate studies - Course descriptions.
86. Appendix 0810 B.Ed. Degree in sport sciences.
87. Appendix 0811 B.S. Degree in sport sciences.
88. Appendix 0812 M.Ed. Degree in sport and health sciences.
89. Appendix 0813 Sport and health sciences program – Undergraduate studies – Course descriptions.
90. Appendix 0814 Sport and health sciences program – Graduate studies – Course descriptions.
91. Appendix 0815 B.A. Degree in social education.
92. Appendix 0816 B.A. Degree in leisure studies.
93. Appendix 0817 M.Ed. Degree in educational studies with an emphasis on social education.
94. Appendix 0818 M.Ed. Degree in educational studies with an emphasis on leisure studies.
95. Appendix 0819 Social and leisure education program – Undergraduate studies – Course descriptions.
96. Appendix 0820 Social and leisure education program – Graduate studies – Course descriptions.
97. Appendix 0821 M.A. Degree in educational studies.
98. Appendix 0822 M.S. Degree in educational studies with an emphasis on sport and health sciences.
99. Appendix 0823 Ph.D. Degree in educational studies.
100. Appendix 0824 Research studies program – Graduate studies – Course descriptions.

101. Appendix 0825 Courses of study – Undergraduate studies.
102. Appendix 0826 Examples of two elective fields within undergraduate teacher education: Icelandic and Social Sciences.
103. Appendix 0827 Examples of two courses of study – graduate studies.
104. Appendix 0901 Quality guidelines for the division of management.
105. Appendix 0902 Annual financial statement.
106. Appendix 0903 Statistical overview.
107. Appendix 0904 Goals for the division of management 2007.

In addition the application referred to two websites:

108. The IUE student Union website (available in English): <http://www.skhi.is>.
109. The NETTLE website (Network of European Tertiary Level Educators): <http://www.nettle.soton.ac.uk:8082>.