
**DEPARTMENT
OF DESIGN AND
ARCHITECTURE -
ARCHITECTURE
PROGRAMME**
INSTITUTION-LED
REVIEW

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FOREWORD

The following report describes the Department of Design and Architecture, one of five departments of the Iceland Academy of the Arts (IAA), and the recent institution-led evaluation carried out by the IAA.

The Department of Design and Architecture self-evaluation work took place during spring semester and autumn semester 2013. The work was divided into two parts, commencing with the Programme in Architecture in spring 2013 and then moving on to the Department's other BA degree programmes in autumn 2013; Fashion Design, Visual Communication and Product Design. This report focuses on the Programme in Architecture. The two parts discuss the programmes within the context of the Department and share aspects of the departmental environment and structure. The report on Architecture is a separate report in order to support the process of establishing an MA in Architecture at the IAA and the required process for achieving a EU accreditation of the programme.

The self-evaluation was conducted on the occasion of the five-year cycle of the Icelandic Quality Enhancement Framework for Higher Education in Iceland, created by the Quality Board for Icelandic Higher Education in 2011.

The Quality Board for Icelandic Higher Education was established in 2010 by the Ministry of Education, Science and Culture and tasked with taking forward the development of a Quality Enhancement Framework (QEF) for the higher education sector in Iceland. The QEF "is designed primarily to support the enhancement of the student learning experience" with guidelines "focusing on improving the future" rather than following set guidelines for valuing the past. The guidelines for QEF evaluation cycles issued in 2011 expect "each institution to design the approach and processes for subject level review that are most appropriate for the structure of the institution and the nature of its provision".

(See the QEF Handbook for Icelandic Higher Education for further information on the framework http://www.rannis.is/files/Handbook_complete_1558767620.pdf)

Two institution-led reviews at subject level have been undertaken at the IAA prior to the self-evaluation process at the Department of Design and Architecture (at the Department of Music, 2012 and at the Department of Fine Art, 2013). The Department of Music review was the first to be undertaken at the IAA and was administrated in co-operation with the AEC (Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen). In developing the institutional review process at the IAA, the different departments have shared experiences and references with the aid of the AEC guidelines and developed these further to suit the institution.

Along with the AEC guidelines, the Department of Design and Architecture has been supported by the self-evaluation guidelines developed by the KTH Royal Institute of Technology in Stockholm, as well as self-evaluation guidelines referred to in the Nordic Dimension in Architectural Education, Working Towards Better Accreditation and Quality Assurance, published by the Nordic Academy of Architecture.

(The Guidelines are available on the AEC website <http://www.aec-music.eu/userfiles/File/en4b-aec-framework-document-quality-assurance-and-accreditation-in-higher-music-education.pdf>).

(See the Self-Evaluation Manual for the Education Assessment Exercise (EAE) <https://www.kth.se/search/search?filter=%257B%2522collection%2522%253A%252>

2intra_collection%2522%252C%2522filterlabel%2522%253A%2522KTH%2Bintran%252C3%25A4t%2522%257D&q=self-evaluation+manual).

At the beginning of the work, a Review Committee was formed, with the Dean and two members of the Programme in Architecture academic faculty, two student representatives and one independent international expert.

The Review Committee:

- Anne Boddington, Dean of the Faculty of the Arts, University of Brighton
- Hildigunnur Sverrisdóttir, Adjunct and Programme Director in Architecture
- Ragnar Freyr Guðmundsson, 2nd year student in Architecture
- Sara Rós Ellertsdóttir, 2nd year student in Architecture
- Sigrún Birgisdóttir, Dean of the Department of Design and Architecture, Review Committee Chairman
- Steinþór Kári Kárason, Professor in Architecture

All members of staff and representatives of the Student Union at the Department were introduced to the working plan and procedures and a selected group participated in meetings during the process.

The principle task of the evaluation procedure was to provide a forum for discussion, to initiate a process of self-reflection and to develop a shared understanding of the Programme and its structures with the aim of strengthen the general vision and future strategy of the Programme and improving the quality enhancement in department.

The methodology consisted of self-evaluation with the participation of stakeholders and other specialists, along with visits by external experts.

The process was organised around weekly meetings of the Chair and the two other members of the Programme's academic faculty together with the student representatives. Regular meetings were held with invited specialists / stakeholders – e.g. part-time lecturers, current and graduated students, a representative of the Association of Icelandic Architects, a representative from The Association of Architectural Firms in Iceland, practicing architects and employers of past graduates - to discuss issues concerning the Programme.

Between 7 - 8 March, the entire Review Committee, including its external expert Anne Boddington, came together and met with specialists / stakeholders, departmental academic faculty and IAA support services staff.

A principle challenge entailed the shaping and structuring of the process of evaluation, identifying methods of evaluation and gathering of key data and documentation. Great emphasis was placed on describing the Programme and the environment that it is located within, and formulating a clear picture and understanding of the current status of the Programme and the Department. The emphasis in the main text is describing the Programme with specific agendas and reflections highlighted in Comments and Action plans within each chapter. Data is based on the academic year 2012-2013 with any later developments occurring during evaluation process added to Comments and Action plans and the Follow-up chapter.

The process concluded with a summary of aims and strategies for the further structuring and development of the Programme in chapter 8, enhanced by the production of a five year Action Plan for the Department of Design and Architecture, to be revised annually.

Since the writing of this report the Department has acted on many of the findings the self-evaluation process raised. In autumn 2014 a Follow-up chapter has been added

outlining the principle developments and enhancement being made in the period since the writing of this report.

In this report, the Icelandic Academy of the Arts will be referred to as the IAA, the Department of Design and Architecture as the Department and the Programme in Architecture as the Programme.

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1. INTRODUCTION

The Iceland Academy of the Arts (IAA) was founded in 1999. It is a self-governing institution providing higher education in fine art, performing arts, music, design and architecture, and arts education.

The IAA is the only higher education institution in Iceland accredited in the field of arts. It operates in a global environment and measures itself against academies that excel in arts education in the neighbouring countries.

The Iceland Academy of the Arts consists of five departments: the Department of Arts Education, the Department of Fine Art, the Department of Design and Architecture, the Department of Music and the Department of Performing Arts.

Close co-operation prevails between the different departments. Through the sharing of resources, staff, equipment, library and other facilities, the Academy strives to ensure efficiency and diversity of educational opportunities.

(See Appendix 1. Charter for the Iceland Academy of the Arts).

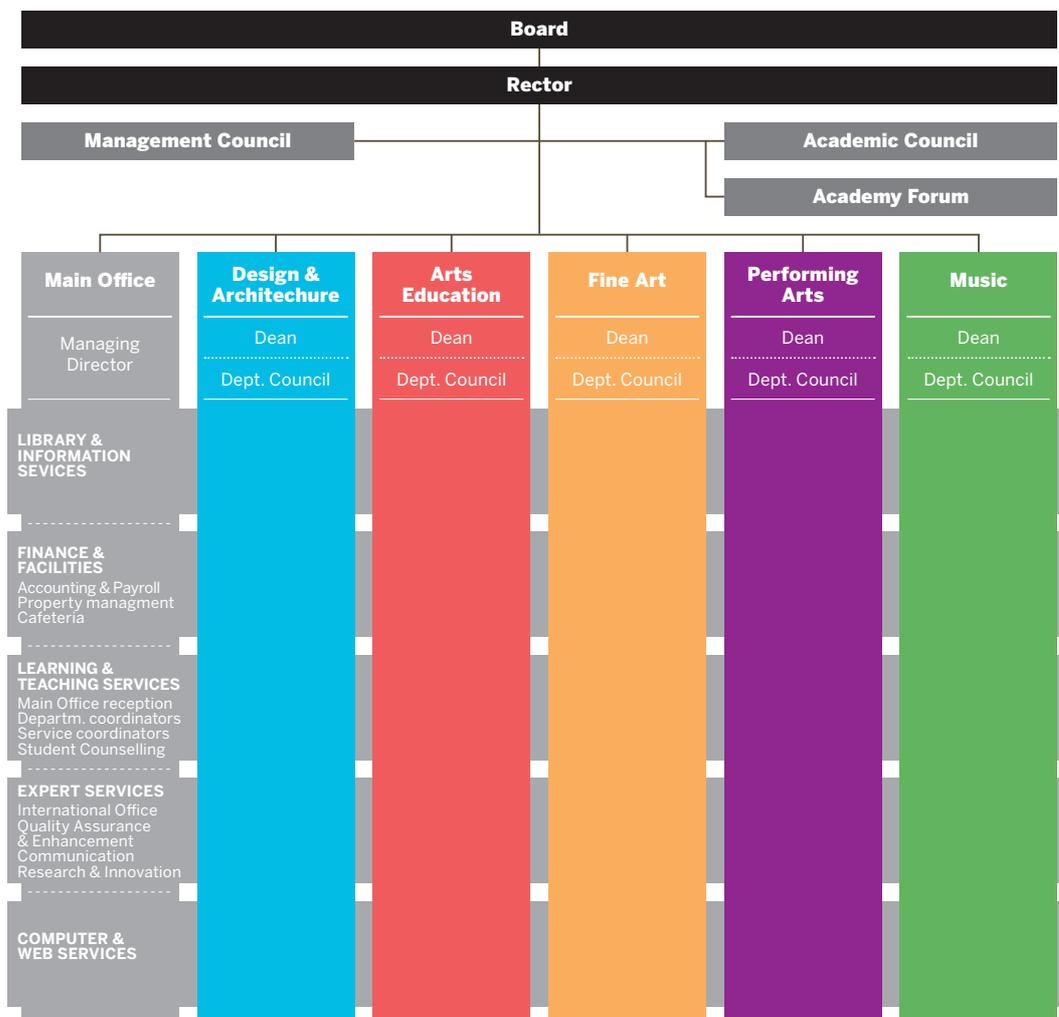


Figure 1 - IAA Organizational chart

THE DEPARTMENT OF DESIGN AND ARCHITECTURE

Design education in Iceland at university level was launched formally with the establishment of the Department of Design and Architecture at the IAA in 2001. The Department offers four three-year 180 ECTS programmes leading to BA degrees in Architecture, Fashion Design, Product Design and Visual Communication, and one two-year 120 ECTS MA programme, launched in 2012, leading to a MA degree in Design.

During the academic year of 2012-2013, 178 students were enrolled in the department consisting of 170 students in BA programmes and 8 students in the MA Design programme. In addition, 15 exchange students from abroad joined the programme during the year. The 178 students enrolled in the various programmes at the Department account for 38% of all students enrolled at the IAA. Since the establishing of the Department, 360 students have graduated in design and architecture in the period of 2000-2013.

The five IAA departments are located on three different sites across the city. The Department of Design and Architecture recently moved to a new location, along with the IAA Main Office and part of support services. The academic year of 2012-2013 was the first year in the new accommodation and entailed some inherent adaptation of the established culture of learning to a new learning environment. This called for some revision of the symbiotic relationship of spatial arrangements, teaching and learning.

THE DEPARTMENT'S MISSION AND VISION

The aim of the Department is to provide an ambitious level of teaching and learning and to promote a culture of design as an agent of change. The Department strives to empower students with a practical and theoretical education built on design practice and skills. The aim is to provide students with the experience and ability to contribute to society in a pro-active, positive and constructive way and to enter further university education of a high international standard.

Being the only higher education establishment in design in Iceland, the Department is an important agent in the development and shaping of design culture in the country. Emphasis is placed on building a community of teaching, learning and design practice, in close contact with numerous practicing designers, creating a diverse multi-disciplinary discourse on design and its application in society. The Department appoints up to 150 part-time lecturers each year to teach in the numerous studio practice and theoretical courses throughout the programmes, alongside its full-time academic faculty.

The Department regards design as a methodology to explore reality with a curious and critical outlook promoting creativity and innovative thinking to effect change by addressing the important issues of our times. Thus, the emphasis is on placing design within a clear and comprehensive context within critical current issues. The inherent interdisciplinary methodology of design has been a contributing factor in the development of various collaborative projects outside of the realms of the IAA. A significant number of courses engage with or collaborate with external agents through live projects, be it associations,

public institutions, companies or other groups. The Department continually develops and explores models of collaboration.

The Department requires a good range of contacts and networks internationally as well as nationally. The aim is to continually develop and challenge the educational programme and research questions. The Department takes part in the Cirrus Network, a Nordic-Baltic Art and Design education network and NordArk, a Nordic network between Scandinavian and Baltic Schools of Architecture, as well as being a member of the international Cumulus Association of Universities and Colleges of Art, Design and Media. The IAA is a member of ELIA, the European League of Institutes of the Arts. Approximately 5-10% of the Department's students take part in mobility programmes through the Nordic networks or the Erasmus programme. Nine students in the Department's BA programmes participated in student exchanges abroad during the academic year 2012-2013, while the Department received 15 students from abroad. A number of guest lecturers are invited to teach and lecture at the Department each year with nine guest lecturers teaching in the past academic year from Britain, France, Holland, Norway, Russia and the USA.

Huge strides have been made in design education nationally since the founding of the Department, with tangible effects visible throughout society. The Department aims to promote critical discourse on design education and development and build a research culture about the co-creation and production of knowledge. An emphasis is placed on exploring design and models of collaboration taking into account a small society in a vast geographical area. An important step has been taken with the launching of an MA Programme in Design, providing exciting possibilities for furthering curricular development both at BA and MA level, and offering greater opportunity to develop collaboration within the Department and creating a departmental research strategy.

The Mission of the Department of Design and Architecture is:

- To provide an ambitious level of teaching and learning.
- To develop a community of learning amongst students and staff.
- To develop collaborative and interdisciplinary processes in design.
- To promote systemic co-sustainability.
- To apply design methodology in addressing current issues in society.
- To build a research culture supporting the co-creation and production of knowledge.
- To promote the culture of design as an agent of change.
- To effect positive change.

DEVELOPMENT OF THE DEPARTMENT

The two programmes of Visual Communication and Fashion Design can trace their origins to previous programmes at The Iceland College of Arts and Craft (ICAC) and IAA's predecessor. Graphic design was launched at the ICAC as early as 1962 and in 1993 the course was first considered an equivalent to a BA degree. Textile Design had been taught for years at the ICAC and was to become programme in Fashion Design at the IAA in 1999. During the period 1999-2001 the Visual Communication and Fashion Design programmes were taught in the already established Fine Art Department at the IAA. The programmes in Product Design and Architecture were new and commenced in 2001 and 2002 respectively.

In its formative years Product Design hosted both fashion and products as a programme under the banner 3D Design, but later these became individual programmes with their own named awards. Thus, the establishing of the Department of Design and Architecture created a new and unprecedented environment of culture of design in Iceland.

The Department was founded on the idea of providing core disciplinary programmes, whilst simultaneously building and creating a multi-disciplinary culture of design with the aim of establishing a platform for the discourse of design practice and education. The ethos was to provide an environment of cross-fertilisation of ideas and design methodologies, allowing for co-education and collaboration across the programmes. Initially, numerous courses were communal across programmes but with time programmes have become more independent, focusing and developing teaching and learning models for subject specific skills and issues. A greater synergy in timetabling and module scheduling across programmes would allow for new opportunities for interdisciplinary activity within the Department.

The Department was founded on the idea of providing core programmes in individual fields whilst simultaneously building and creating a multi-disciplinary culture of design with the aim of establishing a platform for the discourse of design practice and education. The ethos was to provide an environment of cross-fertilisation of ideas and design methodologies, allowing for co-education and collaboration across the programmes. Initially, numerous courses were communal across all programmes but with time, programmes have become more independent, focusing and developing teaching and learning models for subject specific skills and issues. A greater synergy in timetabling and module scheduling across programmes would allow for new opportunities for interdisciplinary activity within Department.

In the Department's formative years, students in each year group shared a studio space, making students from all programmes work along side each other within the same space. This provided for cross-fertilisation across disciplines, but limited the building of subject specific cultures and knowledge transfer across year groups. With the relocation of the Department to new premises a decision was made to focus on building programme cultures and so allowing for greater transfer of knowledge and learning across year groups. This rearrangement calls for a revision of how to stimulate cross-disciplinary activity and collaborations across the Department. This is currently under review with the introduction of new courses for all programmes.

The number of students has been stable throughout the years with a limited cohort of students accepted onto each programme in line with agreement between the IAA and Ministry of Education. The Visual Communication Programme is the counts the most students, with an average of 20 students admitted into the first year, the Architecture Programme admits 15 students, and Fashion Design and Product Design 10 students each. Eight students were admitted to the MA Programme. The retention rates are high, with an average of 80% of students completing their studies.

With a new Department established, new knowledge and experience is created. At the time of setting up the Department, those educated in the field of design had all been educated abroad, primarily in Europe and USA, at different universities and colleges. Thus, the first lecturers in the Department had a broad pool of experience to share with the challenge of translating experience from foreign cultural and critical context to local conditions and environment. The challenge of the Department was to establish a common yet diverse culture of design and education, and to create a coherent critical and creative discourse amongst lecturers as well as students. New teachers gained experience and training within this environment. To this day, the Department reflects the broad range of experience and training of lecturers from a range

of countries, with faculty educated in countries like Denmark, France, Switzerland, Italy, England, Holland, and Canada.

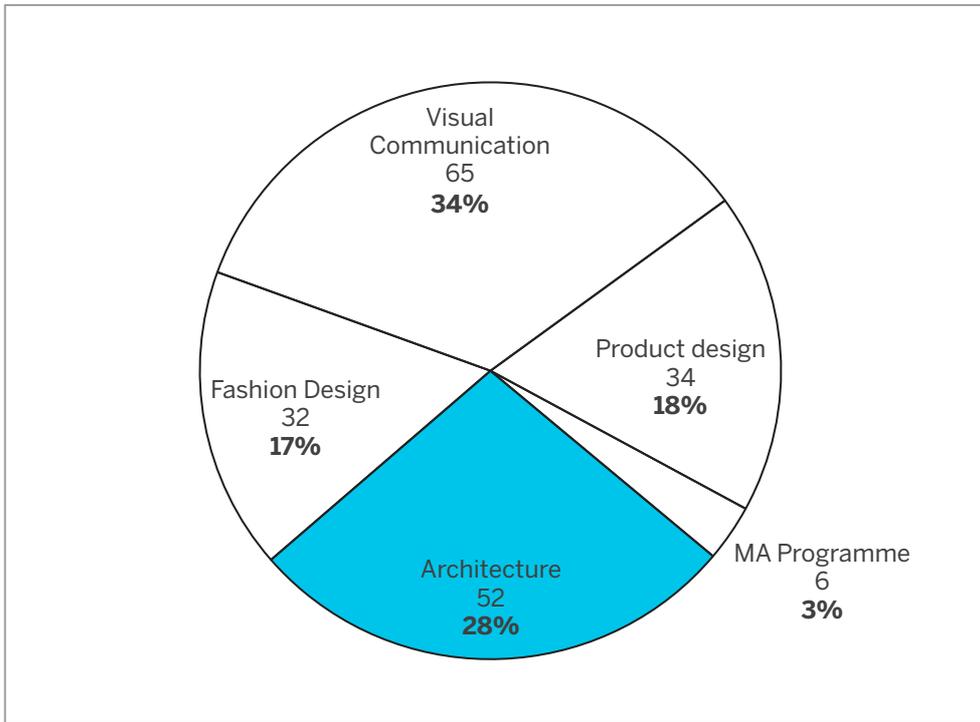


Figure 2 - Students at the Department 2012 - 2013

LONG TERM STRATEGIC PLAN FOR THE DEPARTMENT

The Department's strategic plan evolves in close collaboration with the overall IAA strategic plan, together with a continued critical dialogue within the Department among academic staff, part-time lecturers, and students.

The Department's principal strategic priorities are:

- To provide an ambitious environment for teaching and learning, and to support innovative teaching methods with progressive thinking.
- To enhance the design curriculum with further educational opportunities in design and introduce new programmes in design.
- To establish a strategy for public engagement and support for models of collaboration through education with an emphasis on the social role of learning.
- To ensure active international relations and the contribution of teaching on programmes by international designers and academics.
- To build a longer-term framework and aim for departmental research strategy creating a formal structure for research activity.

- To support the academic staffs' continuing design practice and research activities.
- To offer an MA programme in Architecture.
- To create a long-term vision for the Department whilst encouraging a responsive and critical educational and research environment.

DEVELOPMENT OF THE BA PROGRAMME IN ARCHITECTURE

Education in Architecture began in Iceland with the establishment of the BA Programme in Architecture at the Department of Design and Architecture in 2002. Previously, all Icelanders seeking architectural education travelled abroad. All of the approximately 400 professionals in architecture in Iceland have completed their qualified academic training in a foreign country. A majority of architects have trained in the Nordic countries, at institutions such as the Oslo School of Architecture, the Royal Danish Academy of Fine Arts in Copenhagen, Aarhus School of Architecture, as well as many of the other Nordic universities. Many have trained in other European countries, with Germany and Britain being popular destinations. Numerous individuals have also sought education in the USA and further afield.

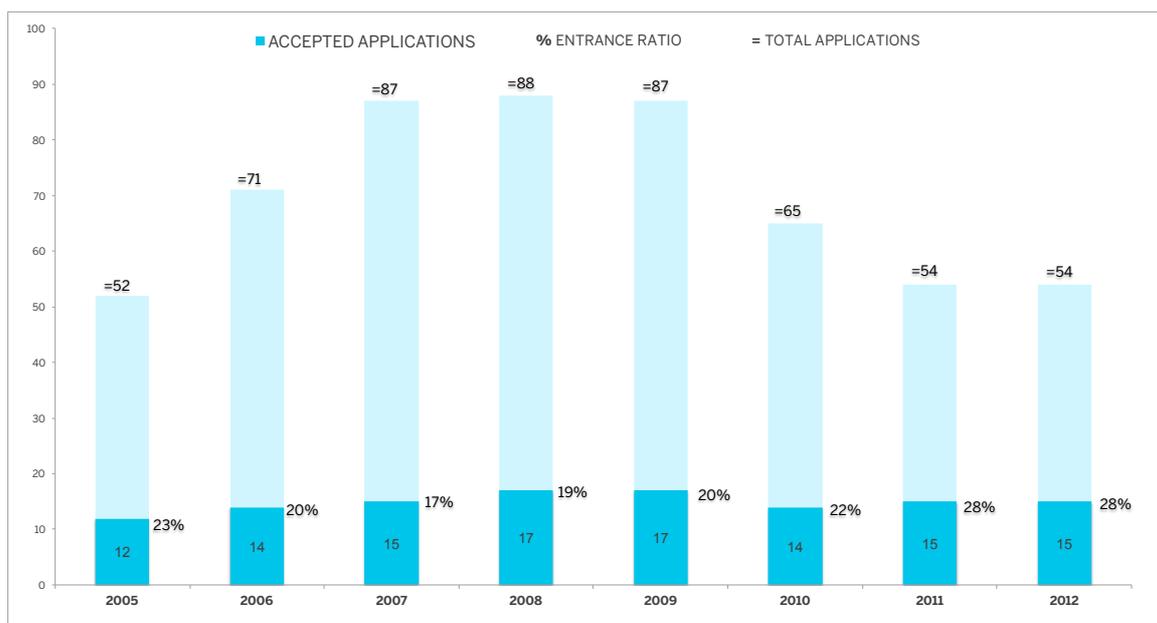


Figure 3 - Applications and admissions to the BA Programme in Architecture 2005 – 2012

The acceptance rate into the Programme in Architecture has been between 18-30% of applications. A group of 30 applicants is typically selected for interviews and generally 15 students are offered a place in the first year.

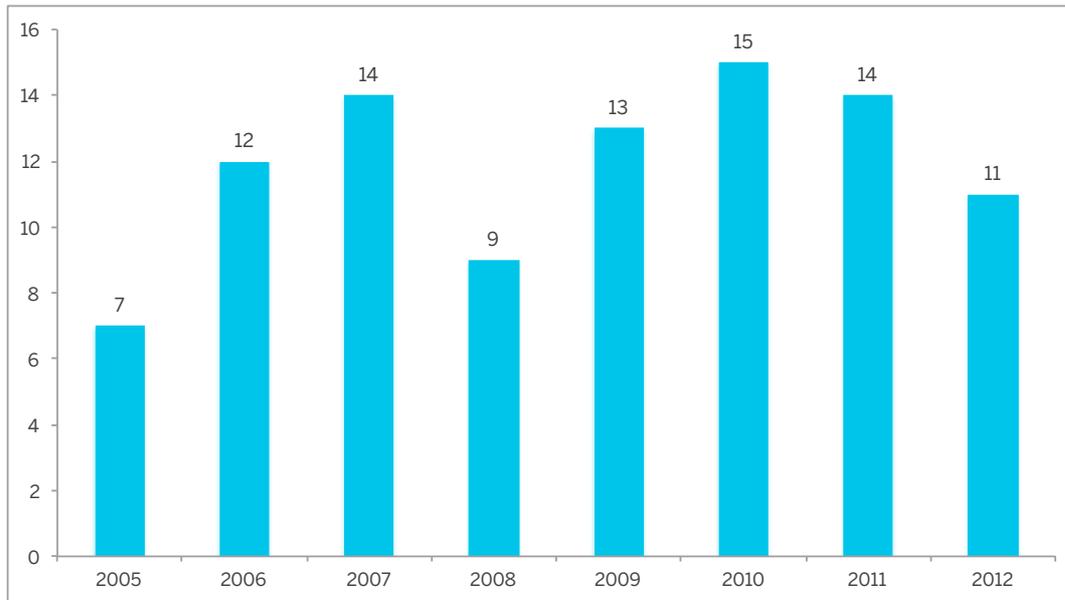


Figure 4 – Number of graduates from the Programme in Architecture 2005 - 2012

The Programme has since its inception graduated 95 students with a BA Degree in Architecture, which is 80% of the students that have been accepted into the Programme over the same period.

A number of students complete their studies in four years rather than three due to either failing courses and thus not progressing to the next year due to lack of the minimum ECTS required in accordance with the Academy's rules, or due to taking time off due to illness or other reasons, e.g. maternity/paternity leave. Reflecting the age of students, with the average age of first year students being 23 years, many students have families and take time off for maternity/paternity leave. The majority of students complete their BA Degree in the prescribed period of three years, or over 80% of the students graduated.

THE ROLE AND AIMS OF THE PROGRAMME IN ARCHITECTURE

The role of the BA Programme in Architecture is to provide a foundation for the study of architecture within an integrated theoretical and practice-based programme encouraging critical and creative thinking through design.

The Programme in Architecture should meet international standards and reflect the ambitions of a wide range of practices in the field. The Programme provides a platform for a critical discourse on issues concerning local and global issues in architecture and urbanism. The planned MA Programme in Architecture is an international programme taught in English attracting Icelanders and foreigners alike.

The objective of the BA Programme is for students to enhance their knowledge and experience, through a studio-based learning environment, to acquire critical skills and

independent working methods, to become able to carry out diverse assignments in a creative manner and be prepared for further studies at MA level.

The planned MA Programme in Architecture extends the study of the local in relation to current theoretical and critical practices in the context of pressing international socio-political issues and agendas. With the MA Programme, an urgent and important academic framework will be provided for knowledge creation, research and dissemination in the field of architecture and urbanism in Iceland. It will be impetus for extended research and innovation in the field allowing possibilities for further collaboration with other universities.

The Programme provides an important opportunity to focus attention on the local condition, addressing the extremes and particularity of a small population inhabiting a remote northerly country, in a vast landscape, with only one principle urban centre and a multitude of rural small townscapes across the country. These circumstances allow for a unique study of habitation in a country with extreme nature, weather and scale, the inherent physical and environmental challenges and the social issues of a small population in relation to an undeveloped landscape and historically late urban development. These local issues and the socio-and political context become the main framework for the study of habitation and articulation of the built environment and design.

The aim of the study programme is to create an environment to enhance understanding, knowledge, competence, creativity, originality, courage, intuition and personal vision.

LONG-TERM STRATEGIC PLAN FOR THE PROGRAMME IN ARCHITECTURE

As already stated, the Department of Design and Architecture's strategic plan evolves in close connection with the IAA Strategic Plan. This takes place through regular meetings with the Management Council and dialogue with academic faculty, part-time lecturers and students.

The following are the Department's long-term strategic priorities with regards to the Programme in Architecture:

- To make topical contemporary issues in the field, central to its work.
- To engage students with the pressing issues of our times.
- To relate research to teaching.
- To enhance the profile of the Programme.
- To archive work and make it more visible.
- To develop close collaboration with other universities and study programmes in Iceland and abroad.
- To develop a professional practice training programme for students of architecture with the Association of Icelandic Architects and the Association of Architectural Firms in Iceland.
- To launch an MA Programme in Architecture in 2016.

COMMENTS AND ACTION PLAN

- Clarify the framework and mission of the Programme and its relationship to the Department's aims and objectives, as well as its relationship to other programmes in the Department.
- Make the educational mission clearer in terms of educating skilful, confident and creative individuals and leaders in the field.
- Clarify the role of the Programme in society and in relation to professional bodies and aim to advance architectural debate nationally.
- Assess and demonstrate the impact the Programme is having on social and cultural context, policy-making and planning, as well as research activity.
- The archiving of work and making it visible and accessible to professionals and the public is vital for the continued development of discourse and debate nationally and is fundamental for dissemination internationally.

2. EDUCATIONAL PROCESS

BA PROGRAMME

The emphasis is on a project-based learning environment aiming to develop student skills to formulate and solve problems, to think critically and creatively, to analyse, evaluate and devise innovative solutions. The Programme is characterised by studio-based teaching with informal teaching through tutorials by the drawing table, reviews and crits.

The Programme emphasises the study of current and topical issues relating to the built and man-made environment in Iceland taking into consideration the country's late urban development in an expansive landscape, as well as the building in the landscape and articulating the extended rural field.

The Programme is structured and written in accordance with EAAE guidelines (European Association of Architectural Education, <http://www.eaae.be>). The mission of the Department and the goals of the Programme are implemented within the following structure.

PROGRAMME STRUCTURE

All BA design programmes in the Department are 3-year programmes leading to a BA degree and a named award in each discipline. Each programme follows a subject specific curriculum providing students with critical and creative training in their chosen fields.

Study modules are organised as practice based studio courses, theoretical studies, technical studies, and workshops with the following ECTS credit weighting.

Practice based studio	108 ECTS (60%)	All Mandatory
Theoretical studies	54 ECTS (30%)	52 ECTS Mandatory
Technical studies and workshops	18 ECTS (10%)	14 ECTS Mandatory
Total	180 ECTS	

The academic year consists of 2 x 15 week-long semesters, with the autumn semester beginning in late August, running through the second week of December, and the spring semester starting early January, running through mid-May. Each semester is organised in 5-week sessions. Theory and technical courses are scheduled along this 5-week rhythm, but studio modules vary in length according to the aims and objectives of each discipline ranging from 2-15 weeks in length.

Students complete 30 ECTS each semester, with 18 ECTS in practice based studios that can be made up from 2-5 consecutive studio modules. Students complete an average of 2-4 theoretical modules each semester that range from 2-6 ECTS each, adding up to 8-10 ECTS per semester. Technical studies are generally 1-2 ECTS with one module per semester. All practice based studio modules are mandatory, in architecture the majority of the theoretical studies are mandatory. The majority of technical studies are mandatory with a few electives.

Some theoretical modules are offered every other year, delivered to two student year-groups at a time. The 3-year programme concludes with a semester-long final project, examined and exhibited at a graduation exhibition open to the public at the Reykjavík Art Museum.

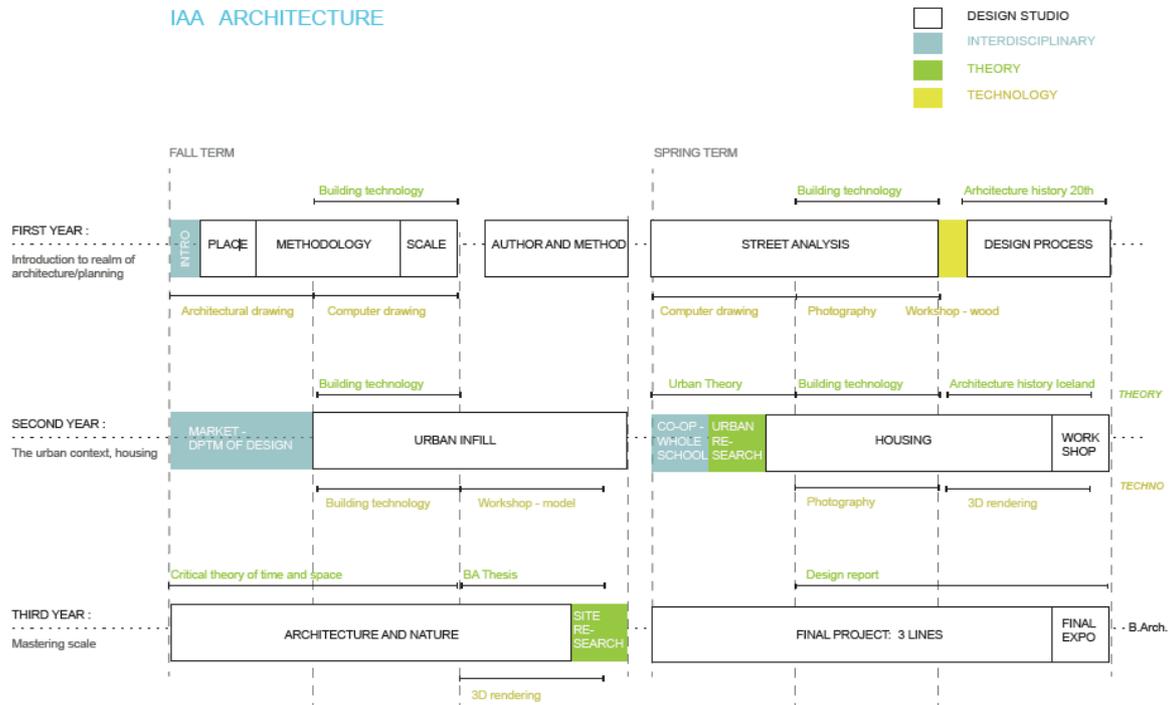


Figure 5 - BA Programme structure

FIRST YEAR

Studio practice

With an emphasis on being, inhabiting, sensing scale and place, students are in their very first semester at the Academy introduced to the basic concepts of architectural design, in a combination of courses that jump back and forth in scale from the abstract to the concrete, translated into materials from white paper to Lego bricks, seeking to form a sound base for further studies. The second semester is an introductory phase to researching the urban context collectively, usually resulting in a publication of a book on a particular street in Reykjavík. During a workshop at the end of the first year, students are asked to design, detail and build a small inhabitable structure on a 1:1 scale.

Theory and technical modules

Alongside, students are given introductory courses to architectural drawing; traditional and digital drawing and sketching. Basic history and cultural theory courses are run throughout the first academic year, along with building technology.

SECOND YEAR

Studio practice

The second year is largely devoted to the urban context. The third semester focuses on a simple building within the urban tissue, the fourth semester questions the home and housing collectives as urban agents. A 2-4 week urban research course precedes the second urban design studio, coaching students in analytical and critical methodology, providing a platform to formulate a critical approach to assignments in their fourth semester's design studio.

Theory and technical modules

Theory courses include urban theory and critical (architectural) theory. Students furthermore attend technical courses and receive tutoring in technical design and detailing in direct relation to their studio projects as well as 3D visualisation and rendering.

THIRD YEAR

Studio practice

The third year brings back the question of being and scale, building and nature. In a 10 week long course in the fifth semester, the focus is on a parallel development of analytical and critical methodology and a more traditional design phase through addressing the leaping scale of the Icelandic nature. The creative forces of the landscape are identified and questions of social, cultural and material sustainability become central.

The sixth and final semester at the Academy is largely focused on the graduation project. In conjunction with the graduation project, students write a design report, a written and illustrated theorisation and reflection on their own design process in the studio.

Theory and technical modules

Students attend courses in critical/cultural theory as well as preparing for their BA thesis, the writing of which is largely completed by the end of the fifth semester.

Technical courses in the third year include photography, 3D visualisation and rendering, as well as guidance in the design of their portfolio.

IMPLEMENTATION OF NEW CURRICULUM

During the years 2009-2011, considerable reorganisation took place in the teaching of Design Theory at the Department of Design and Architecture. Up to 50% of theory courses at the Department (a total of 54 ETCS), such as *Cultural Studies* or *Design Theory* are shared between the different study programmes, allowing students to choose electives in and across departments for the remaining credits. The specific professional and educational requirement in architecture demands more mandatory courses in the Programme of Architecture, and added to the common theoretical courses mandatory with other study programmes, leaves students with very few options for electives. This limitation of elective courses sets the Programme in Architecture apart from other programmes and this has been criticised by some students.

COMMENTS AND ACTION PLAN

- A conceptual map of the Programme is needed. The communication of the Programme structure must be improved, to allow students to have greater understanding of their study progression and introduction of subjects and projects throughout the course of studies.
- Originally all programmes in the Department were structured around 5 week studio sessions leading to numerous intensive studio courses. These studio courses have gradually been made longer. However, studio courses are still considered to be too many and the intention is to generally lengthen courses in the Programme, creating a more integrated theoretical and practical programme whilst reviewing the balance of subjects in relation to EAAE.
- The Aim is to have academic faculty leading longer and more integrative courses, allowing more in-depth reflection with specialist part-time lecturers running shorter workshop courses.
- It is important to create a more efficient structure of progression to enhance student learning as well as to reducing the management and administration load of the Programme.
- It is necessary to state clearly what students will have learned at the completion of their BA Degree and clarify programme learning outcomes.
- Although embedded in the programme structure, the implementation of professional practice needs clarification. Currently a collaborative project is being developed to create a framework for a postgraduate professional internship programme with the Association of Icelandic Architects (AIA) and the Association of Architectural Firms in Iceland (FSSA).
- External examiners' reports over the recent years have highlighted the lack of students' structural understanding of the proposed design with little sense of materiality and construction. The aim is to embed the practice of detailing and building technology in studio work along with the additional support of theoretical courses in building studies.
- The rewriting of the curriculum in the past, largely due to financial cuts, allowed for a the application of numerous theoretical courses offered for two cohorts at a time (2nd and 3rd year) whilst other courses are taught to cohorts of more than one study programme (e.g. *Urban Studies* for architecture students and product design students). This will be revised.

MA PROGRAMME

The aim of the IAA is to offer a comprehensive and accredited MA Programme in Architecture by 2016. A proposal for an MA Programme in Architecture was written in 2008-2009 with the aim of launching studies in 2010. This was delayed in the aftermath of the financial crisis in Iceland.

The proposal for the MA Programme in Architecture directs its attention to the extreme and particular conditions found in such a remote country, with a small population settled in an expansive landscape, and focuses on how this affects the development and articulation of the built environment, society and nature. The MA Programme will offer opportunities to

stimulate a research culture and provide an opportunity to develop a distinctive and innovative international architectural programme in a unique environmental context.

With an MA Programme in Architecture, the unique possibilities of proximity with other institutions and universities in Iceland could be utilised to the utmost and close collaborations established nationally and abroad for subject specific and interdisciplinary work.

The MA Programme in architecture will be an international programme taught in English, attracting Icelanders and foreigners, offering places to 12 students per year. The Programme is supported by collaboration with the Department's MA Programme in Design and other MA programmes at the IAA. Students graduating with a BA Degree from the Academy will apply specifically for a place on the MA Programme.

DESIGN THEORY

Theory forms an important part of IAA students' study programme. The Department of Design and Architecture offers about 30 theory courses every year and students must complete a total of 54 ECTS in design theory during their study programme. Theory therefore makes up about 30% of students' total study programme at the Department.

The aim of the study of design theory is to strengthen students' skills to engage with design and artistic practice; theoretically, creatively, and responsibly. The study programme is intended to increase students' awareness of the social responsibility of designers, i.e. with regard to the environment, human rights, and globalisation.

The theory courses are either common to all programmes or subject specific to a particular programme. The emphasis in theory is on:

- History and design theory
- Critical theory
- Academic studies and professional practice

The shared courses are primarily in the first year and third years, while the second year focuses on subject specific courses, as well as critical theory across all programmes. The first year focuses on design theory, cultural theory, and culture and communication. Subject specific courses are introduced during the second, third and fourth semesters. The fifth and sixth semesters involve academic research methodology, thesis writing, design report writing, and professional ethics and practice. Most theory modules in Architecture are mandatory but students can take additional theoretical modules as electives. Elective modules can be modules that are available as electives for all students, or are mandatory modules from other programmes or departments offered as electives to students outside their programme.

An important part of the study programme is the final thesis in the third year. Students engage in independent research under the guidance of a tutor. The thesis reflects the students' skills in critically approaching the subject of design and architecture and placing it in the context of aesthetics, art theory, society, culture, and ethics. The final thesis has proven an important part of the study programme with many students continuing working on aspects raised in their thesis through writing, research and design after completion of studies. Customarily, the thesis relates to some aspect of Icelandic culture. Theses are published and made accessible on a national library archive. Nearly 100 entries, addressing partly local architectural concerns, are accessible on this archive.

(See Appendix 2a. The Department of Design and Architecture Curriculum Overview and Appendix 2b. Course Descriptions).

INTEGRATION OF THEORY AND PRACTICE

The Programme in Architecture aims to integrate theory and the development of technical skill and contribute to critical and creative practice/agency. Where relevant and possible, the theoretical discourse is put immediately to the test in practice and design projects are translated into technical detail, encouraging students to evaluate and reflect on their respective processes.

COMMENTS AND ACTION PLAN

- Structure and emphasis of theoretical courses needs revising and to make compressive with studio practice.
- Too many theoretical courses are short, a revision will entail lengthening and making more comprehensive and to be of minimum 4 ECTS.
- Aim is to reconsider and develop more shared theoretical course across all programmes to reinforce shared discourse in design amongst the different design subjects.
- It is the aim to both seek to cater to the individual student's talent and interest as well as providing as beneficial and fruitful a breeding ground as possible for teachers' potential, interests and estimation of relevance, strengthening the institution as the principal framework for theoretical discourse involving the built environment in the Icelandic context. Given the small size of the student group, the diversity of students' interests and talents and the limited budget and institutional framework, this has proved to be a challenge for such a small institution but one which nevertheless must not be neglected.

LEARNING AND TEACHING

The learning outcomes for the Department of Design and Architecture correlate to the learning outcomes for the first and second cycle, according to the National Qualification Framework (published in May 2011). The curriculum of all programmes has been in continuous development since its inception with complete rewriting of modules in the year 2011-2012.

The educational principle of the programme is focused on project based learning. The Programme in Architecture is thus largely based on instruction around projects through tutorial guidance at the drawing table, supported with more targeted teaching in specific academic and skills-based areas.

STUDIO SPACE

Students are delegated a work area in a studio and they are expected to use it as their home base in the school. The studio-based teaching is fundamental to departmental pedagogy, allowing students to learn from each other through peer learning, whether through collaboration, team work, exposure to work or casual discussions.

COURSE LENGTH

The number of courses is relatively high and the length of studio courses varies from intensive 1-4 week workshops to more comprehensive longer courses running over 8-12 weeks. This changeable rhythm is considered important in the light of the smallness and remoteness of the Academy; where the challenge lies in providing students with a diverse and comprehensive learning experience.

COLLABORATION

There are 10-20 students in each studio course. Students conduct their work both individually and in pairs and groups, ranging from groups of 3-4 to the whole class, collaborating on a research or design project. Thus students are vividly encouraged to draw knowledge and skills from each other and disseminate for future collaboration.

In individual projects students develop their abilities, vocabulary, techniques and approach to creative working. In the group-work the aim is to enable students to develop their projects through informed conversation where students learn to both give and take in the development of a creative work, and to be prepared for active participation in the working environment of design, characterised by teamwork.

TEACHING METHODS

Various tutorial methods are practiced within the studio. The main forms of teaching include lectures (internal/external), regular tutorial in studios (individual tutorial between a teacher and a student), pin-ups (tutorial between a teacher and a small group of students), interim crits (phase related), and final review (always attended by an external expert in addition to studio teachers).

TEACHING TEAM

A course leader is in charge of every studio course but the formation of studio teaching teams may vary. A time for studio-work is allocated every day of the week, but tutors / teaching teams are free to organise their studio visits accordingly, but should meet each student at least once a week. Teaching varies from being a single tutor on a course to a larger team composed of multi-disciplinary members with different roles of engagement with students, e.g. tutorials at the table, lecturers, experts at reviews, etc. The size of the school and the small number of students is reflected in attentive tuition often resulting in close tutorial relationships.

TIMETABLE

The IAA revision of the week timetable in 2012 divides the timetable at noon, with morning sessions for theory and technical courses and studio courses in the afternoon. This was done to align schedule of theory course allowing students greater flexibility in attending theory

courses at other departments and universities. This is proving beneficial for studio teaching and reviews that take place in afternoons. Furthermore, this action has led to concentrating activities and all day reviews in the department on Fridays, allowing students to attend final critiques across years and disciplines.

DISSEMINATION

Throughout the programme, students present and argue their work individually or in teams, within a small known group of peers or in front of a partly public audience. The aim is for students to establish a confidence in presenting their work and at the same time, through discussions, gain a deeper general understanding and critical awareness.

COMMENTS AND ACTION PLAN

- The teaching strategies and teaching methods used need to be clarified and communicated more explicitly and good and/or innovative teaching celebrated.
- The diversity in the form of student/tutor contact is considered necessary but staff could be made more aware of different pedagogical methods in design and architecture. This has been addressed with joining teams across studios and programmes in reviews and crits. Further introduction to teaching practices and sharing of experience needs to take place for the numerous part-time lecturers teaching in the Programme in Architecture and at the Department. This will be organised with the Director of Academic Affairs.
- Research needs to be part of the culture of learning and the creative process and research understood as the systematic development of knowledge in the field. The research methods taught need to be made more explicit in course descriptions.
- The emphasis on interdisciplinary studies, the relevance of the study programme to society and training for collaborative work and teamwork needs to be further clarified and developed within the Department.
- Since 2012, studio space has been organised according to programmes on separate floors to support peer learning across year groups of same programme. Prior to this, however, year cohorts across programmes shared studios to stimulate exchanges across disciplines. The new arrangement is proving useful but has led to distancing and lessening of exchange across the different programmes. This will be reviewed before the beginning of the academic year 2013-2014.
- As Academic Faculty at the Department comes from diverse backgrounds in terms of education and training, complications arise with regards to translating/creating a common Icelandic vocabulary and understanding for learning and teaching in architecture. Terminology needs clarification in architecture and design.
- Due to the small size of the Academy and the small year cohort in architecture, special attention must be paid to diversifying the learning environment through the curriculum, as students do not gain from peer learning to the extent students at a larger universities might, in terms of having the opportunity to observe parallel learning environments, i.e. studios/ units/ departments/ research groups.
- Reading lists and key texts underpinning modules and the Programme need to be introduced.

INTERDISCIPLINARY STUDIES

One of the principle goals of the Iceland Academy of the Arts is to provide a place where students can explore and engage in interdisciplinary studies in the arts.

Opportunities for inter-disciplinary studies or multi-disciplinary studies may be organised in different ways, e.g. mandatory or elective courses, in studio or in theory, at inter-departmental level or within departments, with some courses being a collaboration with other universities.

INTER-DEPARTMENTAL INTERDISCIPLINARITY

All departments at the IAA make some theoretical courses available as elective courses to students across all departments.

One two week-long practice based course is mandatory for all 2nd year students across the IAA. This is the course, *Dialogue*, a multi-disciplinary course allowing for the possibilities of the various arts to be explored through a dialogue based on a shared theme. The students are able to mediate their own knowledge and experience, learn from other students while also finding commonality between different forms of arts and creatively taking advantage of these. The supervision of this course rotates between the departments.

INTERDISCIPLINARY COURSES WITHIN THE DEPARTMENT

A number of studio courses at BA level are common for all students in all study programmes at the Department of Design and Architecture, totalling 14 ECTS.

1st year

The first year commences with a week long introductory workshop to studio practice for the year cohort, *Kynning og samhæfing* (1 ECTS).

At the end of the first term all programmes collectively take part in a course called *Höfundur og verk* (6 ECTS), where students research, analyse and explore the inherent design methodology of individual designers/architects. Students work in research groups organised along study programmes followed by an individual design project.

2nd year

A second year five week course for year cohort, *Markaður og Form* (5 ECTS), addresses innovation and marketing in design, a course which has proved a foundation for many further innovative design and research projects. This course for many years was an inter-disciplinary course with marketing students at the Reykjavik University.

Dialogue (2 ECTS), mandatory multi-disciplinary course across departments

INTERDISCIPLINARY COURSES IN THE PROGRAMME IN ARCHITECTURE

The 2nd year inter-disciplinary course, *Samspil: arkitektúr og verkfræði*, was a collaboration with Reykjavik Business University. In the course, inter-disciplinary teams of 2nd year architecture / design students and MS students in structural engineering were formed in order to design a major edifice. The course was taught by architects and engineers. The course proved complex within the given time frame but very beneficial. The course ran for three years and will be reconsidered for the planned MA Programme in Architecture.

COMMENTS AND ACTION PLAN

- The course *Markaður og form* has run for 10 years. It is complex and has undergone numerous revisions. Various teaching methodologies have been explored with multi-disciplinary or subject-specific design teams. This course has been important for the co-operation and shared focus on educational discourse within department but will be completely revised and rewritten in terms of course content and learning outcomes. It will retain focus on multi-disciplinary teamwork, relevance to society, design activism and active research but emphasis will be on social impact and research, as opposed to business initiatives and growth driven agenda. The new course is called Together and will be based on a different theme each year. The course will focus on collaboration between MA and BA with MA students leading projects the 2nd year design students can select to take part in. The course is furthermore an instrument to define the different levels of BA and MA studies together with framing research interests of departments. The course may be a platform to invite outside agents to participate being public or private bodies or other university courses.
- Further rigour needs to be applied in terms of the concept of inter-disciplinarily, whether courses are defined along subject-specific lines, inviting other disciplines to join the discourse or if new fields and methodologies are being explored with all participants joining on an equal footing.

LEARNING ASSESSMENTS

The learning outcomes for the Department of Design and Architecture are correlating to the learning outcomes for the first and second cycle, according to the National Qualification Framework (published in May 2011).

(See Appendix 2c. The Icelandic Academy of the Arts – Rules, Chapter II, article 15 and Appendix 2d. The Departments learning outcomes).

ASSESSMENT OF STUDENT WORK IN THE DEPARTMENT OF DESIGN AND ARCHITECTURE

Students' work is assessed according to the IAA's rules listed in Art. 23 of the Academy Rules. Special attention is drawn to the responsibilities of the instructor regarding assessment and that "Forms of assessment and requirements are determined by the tutor in consultation with the Dean" (Article 23). In addition, the department and the instructors are required to inform students how assessment is determined and carried out.

ASSESSMENT METHODS IN THE PROGRAMME IN ARCHITECTURE

The general rule in the Department is that assessment for studio courses is led by individual studio tutors in consultation with the Programme Director and the Dean. Alternatively, assessment can be carried out by a team of examiners, particularly where numerous

instructors share the teaching of a course. Students must be informed of how assessment is carried out at the beginning of courses when they receive the course study plan. The information should also be included in the course description found in the Academy Curriculum Guide.

Assessment methods in the Programme in Architecture reflect the teaching methods. There are three principal forms of assessments of students' work:

- Reviews and crits. Students present their work in an open forum within the Academy, in front of a panel, where a tutorial dialogue is generated, involving teachers, students and often guest critics (guest critics are always present at a final review). Students hand in material, such as drawings, sketches, models, etc. as stated in the course brief. Great emphasis is placed on the oral presentation, where students exercise their verbal arguments supporting and describing their work and therefore helping the jury to evaluate the project presented. Students are urged to take part in discussion with peers during reviews.
- Submitting of a workbook or portfolio. Students receive written feedback from staff. This is a frequent submission, especially when students have worked in teams on a communal project focusing on design or research. This submission may be in conjunction with a presentation in a review or crit. Portfolio of student work may be catalogued in the Library.
- Exams, home assignments, essays (mostly in theory courses).

Assessment of graduation projects takes place in the Degree Show exhibition. An external examiner is invited from abroad to ensure impartiality in assessment and grading. During the examination the panel consists of the external examiner, the Programme Director, the project supervisors and the Dean may also be present. The external examiner leads the assessment and writes a review of each individual project. Each year there are different external examiners. Official grading scales used at the Academy are published in the Student Handbook and the Handbook for International Students and Teachers. The grading scale is from 0 – 10 with 5 as the minimum grade to pass a module.

An scoring rubric used as a guideline for grading:				
IAA	Comment	Kind	UK	USA
10.0	Excellent	Excellent grade	1 st	A+
9.5	Excellent	Excellent grade	1 st	A
9.0	Excellent	Excellent grade	1 st	A-
8.5	Very good	1 st grade	2i	B+
8.0	Very good	1 st grade	2i	B
7.5	Very good	1 st grade	2i	B-
7.0	Good	2 nd grade	2ii	C+
6.5	Good	2 nd grade	2ii	C
6.0	Good	2 nd grade	2ii	C-
5.5	Adequate	3 rd grade	3 rd	D
5.0	Adequate	3 rd grade	3 rd	D
4.5 (and lower)	Failed	Failed	Fail	F

Figure 6 – Guidelines for grades

(See the Handbook for International Students and Teachers http://english.lhi.is/files/2008/09/lhi_handbook_2012_web.pdf and Appendix 2e. Reykjavík External Examiner Report 2011, Appendix 2f. Review assessment form and Review self and peer).

COMMENTS AND ACTION PLAN

- A process is currently being formalised, allowing a fuller and more comprehensive student reflection of progress with self-assessment and self-evaluation for students being developed, both for individual design work and teamwork.
- A portfolio course will be implemented for all 3rd year students across all programmes at the beginning of the 6th term, in conjunction with interviews with the Programme Director, with the aim of allowing greater student reflection of the learning process. This will be to be launched for the academic year 2013-2014
- In past years, different external examiners have directed the examination of individual student projects. The external examiners have not been familiar with the IAA. Following course evaluations by students and discussion at the Department Council, the following considerations have been raised in connection to this:
 - Supervisors of final projects are to contribute approximately 50% to the grading so that it reflects the process as well as the end result. This is currently under review.
 - To introduce a repeat visit of external examiners over some period to allow for more reflection of the evolution of the Programme in conjunction with examination of student projects.
 - Improve guidelines for written feedback at the end of all courses.
 - Look at the coherence of the grading scale descriptors, or rubric, across all programmes within the Department and across different departments within the IAA.

IAA RESEARCH STRATEGY

The aim of the IAA to establish connections with various sectors of society and professional bodies through project work and research. Collaborative research projects are encouraged in the curriculum.

The Department's goal to focus on innovation and research through collaborative and interdisciplinary team-work reflects in a successful record among students in obtaining funding from the Icelandic Student Innovation Fund. This is has been supported by the IAA Research Service Centre. Out of the 250 projects receiving funds annually from across all universities in Iceland, a select number of awards and prizes have be awarded to students of the Department.

ROLE OF RESEARCH IN THE CURRICULUM

Students at BA level receive training in research methods through studio courses and theoretical courses. As part of the theory programme, students receive guidance and tutorials in academic writing and are made aware of different research techniques using academic methods. All students write a final thesis as part of the BA Programme. In the Programme's formative years, students were required to address or make reference to the Icelandic context in their BA thesis. All BA theses are available in hard copy at the IAA Library and digitally through the National Library. The 95 BA theses from the Programme have made a valuable contribution to writing on architecture, both with regard to writing in Icelandic and writing about the Icelandic context.

In the studio, students are introduced to a range of research methods in conjunction with design development and processes, e.g. the urban physical and built environment through analysis and on-site investigations, social and political manifestations in relation to spatial and physical environment, historical studies of individual buildings, and research of built environment with regard to critical theory and practice.

(See Appendix 2g. Examples of research projects in the Department).

COMMENTS AND ACTION PLAN

- The emphasis on research in the curriculum reflects the urgency and need for building a research culture that addresses architecture and the built environment in Iceland. The complete lack of academic framework and educational opportunities in architecture in Iceland until the 21st century is reflected in the poor infrastructural support for research initiative in the field. Hence there is great emphasis on knowledge creation and research of the local condition and built context throughout the Programme. The general discourse within architectural academia of the scope of research in architecture and what architecture research entails is reflected in the different approaches to research through teaching.

IAA INTERNATIONAL STRATEGY

The IAA International Strategy includes the following objectives: To increase mobility, to broaden and deepen the Academy's curriculum through international cooperation, to increase awareness of cultural differences, to provide opportunities for collaboration in international projects and partnerships, and to create a learning environment that is governed by equality and respect.

The Academy has been awarded the Diploma Supplement by the European Commission, LLP for higher education. The Diploma Supplement accompanies a higher education diploma, providing a standardised description of the nature, level, context, content, and status of the studies completed by its holder.

The IAA is actively engaged in international cooperation through programmes such as Erasmus, a programme for higher education in Europe, and Nordplus, which is a similar programme in the Nordic and the Baltic area. The IAA has bilateral agreements with over 200 institutions. These agreements concern student, faculty, and staff exchanges, mobility funds, and the possibility of further collaboration, e.g. in the form of joint intensive courses, research and/or curriculum development. The Department of Design and Architecture has around 60 exchange agreements with schools in Europe through the Erasmus and the Nordplus programmes. Additionally, the Department has made bilateral agreements with schools in the US, China, Mexico, and Israel.

The IAA was granted the Erasmus Quality Award in 2012. The Erasmus Quality Award stands for accomplishment in the Erasmus programme. This award is a recognised European “kite mark” for best practice and innovation, a joined approach to institutional support, monitoring, and promotion of student and staff mobility. Additionally, the Academy received the Leonardo Quality Award in 2012. This is a best-practice award with regard to placements, and the Academy has carried out five placement projects through the Leonardo programme since 2007, offering close to thirty graduates support for making internships abroad in their specialised area of study.

The Department received fifteen exchanged students during the academic year 2012-2013, while the number of outgoing students from the Department was seven.

The Department is a member of Cirrus, the Nordic-Baltic Network of Design Schools. This network enhances a close cooperation between the member schools in terms of student and teacher exchanges, curriculum development, and research and quality assurance.

(See Appendix 2h. The IAA International Policy)

COMMENTS AND ACTION PLAN

- It is of great importance for developing an understanding of urban development for students of architecture to visit and investigate a broad range of cities and urban centres.
- Annual student trips have been suspended since the crash due to financial constraints but are currently being reinstated.
- Architecture students are generally resistant to use opportunities of Erasmus Exchange at BA level as they are expected to go away for the full course of MA studies. Students need greater encouragement, as Erasmus Exchange is a good way to become familiar with other universities for MA studies.
- Discussions with foreign universities to establish collaborative educational processes are underway with talks with Freiburg University in Switzerland.

IAA LANGUAGE POLICY

The language of instruction at the Academy is Icelandic. Foreign students must be prepared to meet this challenge. However, most of lecturers, students, and staff have a good command of English. The Department receives a number of visiting lecturers from abroad every semester, in which case the language of instruction is English. Exams and final projects may usually be submitted in English. Exchange students are expected to command a good level of English. Special arrangements are made in order for them to benefit from the Programme on an individual basis.

The IAA recently published a Language Policy where the importance of the development is stressed.

FORMAL ARRANGEMENTS FOR STUDENTS TO RECEIVE GUIDANCE

When admitted to the IAA, students receive information about the Academy. They meet with the Dean of the Department, Professors/Programme Directors, and other faculty and staff. They receive the *Student Handbook* with detailed information on the IAA and information about structure of school, rules, support services, the facilities available to them, and how to use the IT system. Students are introduced to their learning environment and meet representatives of the Student Union.

COMMENTS AND ACTION PLAN

- A conceptual map of programme is needed. This will improve students understanding of progression of studies.
- An improved introduction to IT and printing within first few weeks would benefit students.
- A 6 weeks introductory course to design in first year for all design and architecture students is being developed. This will allow for shared understanding of education aims and objectives to be disseminated as well as give structure to practical preparation for the three year programme of study.

3. STUDENT QUALIFICATIONS

ENTRANCE QUALIFICATIONS

All applicants to the Department must meet both general and specific requirements. The number of applications to different study programmes has varied from year to year, but admission places have been fixed.

(See Appendix 2c. The Iceland Academy of the Arts Rules).

GENERAL REQUIREMENTS

Basic qualification for admission to the IAA is the matriculation examination (Icelandic: stúdentspróf) or equivalent. Applicants who do not meet these general requirements may be assessed on an individual basis and must then demonstrate knowledge, experience and maturity that can be judged to conform to the standards necessary for academic work.

SPECIFIC REQUIREMENTS FOR ARCHITECTURE

Applicants must show a detectable ability to think independently, critically, and preferably abstractly in their creative processes. This can be demonstrated through any creative expression in a portfolio.

PORTFOLIO

The portfolio is a collection of the applicant's work to date, presented (on paper). The work should give an insight into students' personality and shed light on their main areas of interest. The collection of works should illustrate students' potential for creativity and expression of ideas.

ADMISSION PROCEDURES

An Admissions Committee is appointed by the Rector based on the proposal of the Dean of the Department. The Admissions Committee consists of two members of academic staff and one external evaluator. Admittance is based on the general admission requirements and prior qualifications, evaluation of submitted portfolios of works, interviews and in some cases examination. Separate applications must be submitted for each programme of study at the Academy. The application deadline is usually in late March.

THE ADMISSIONS PROCESS

Following the evaluation of general admission requirements, the Admissions Committee reviews the submitted portfolios.

Applicants are assessed with regard to their suitability for future professional practice, artistic and creative expression and how their ability may benefit from the programme of study offered by the Department. Special emphasis is placed on evaluating applicants' independent work and initiatives developed on their own terms.

The interview sessions are an essential forum of consultation to assess the commitment of the applicants. The interview evaluates applicants' interest in the study programme, their

views and thoughts on design and architecture and their reflections on their own work. The Department regards a broad, diverse group of students beneficial to enrich and enhance the professional culture within the Academy.

All applicants to the Department receive admission notifications simultaneously. The decision of the Admissions Committee is final.

The average age of the 1st year intake ranges from 24-28 years old. The students come with various experiences with regard to preparation for studies in the field of the arts. Most applicants have completed some kind of preliminary art and design courses. Some applicants apply a number of times before being accepted.

COMMENTS AND ACTION PLAN

- The interview process may act as a forum to guide interested applicants who lack preparation for the given programme, often due to limited access to art and design courses nationally.
- There is limited access to foundational studies in Design and Architecture nationally, this causes concern to the Department, also in terms of accepting students to programme. Following are various responses to this concern:
 - To give applicants home assignments and bring to interview.
 - To launch preparatory courses at IAA through the intended Open Academy initiative.
 - To accept a larger number of applicants to the first year of Architecture with a limited entry of students proceeding to the 2nd term or 2nd year of study. This would allow a greater number of students to discover design and architecture test their abilities.

DATA COLLECTING FOR ALUMNI

The IAA has made annual surveys among its alumni community for the last three years. The IAA General Alumni Survey provides information about IAA alumni as a whole but not each department individually prior to 2013. At the commencement of the departmental review, the Department of Design and Architecture conducted a separate online survey among the Department's 2005 – 2011 alumni.

(See Appendix 3a. The IAA Department of Design and Architecture Alumni Survey 2005 - 2011 and Appendix 3b. The Architecture Programme data from the Alumni Survey).

The survey was conducted during a 14 day period in January 2013. Quality Assurance and Enhancement at the IAA sent an e-mail to 271 of the 500 students graduated from the Department during the seven year period and 45 of the 71 (63%) graduated students from the Programme in Architecture responded to the survey. The response rate to the survey as a whole was 136/271 (50%).

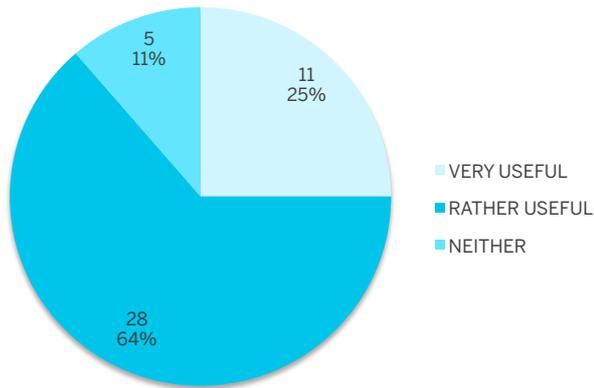


Figure 7 - How useful do you think the studies at the IAA Department of Design and Architecture have been with regard to your work and career?

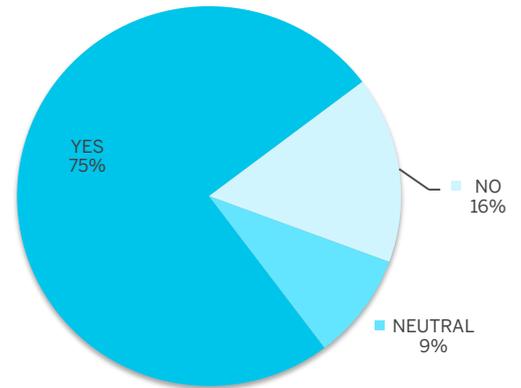


Figure 8 - Would you recommend the studies?

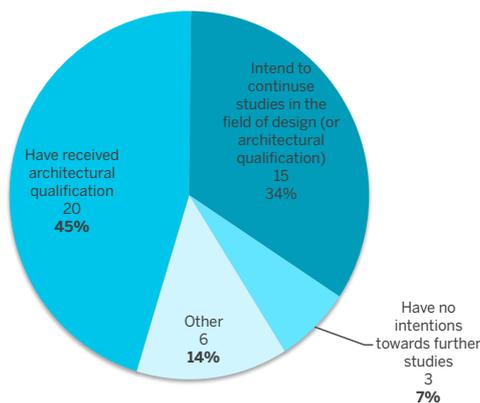


Figure 9 – Have you completed further studies (Architectural Qualification) or do you plan to do so?

FURTHER EDUCATION OF ARCHITECTURE STUDENTS FROM THE IAA

According to the survey, approximately 30 students from the Programme in Architecture have completed a professional MA or full academic training in architecture. The IAA has no specific agreement with foreign schools when it comes to accepting candidates for further professional studies.

There is no specific tendency with regard to country of destination, though many seek to go to the Nordic countries. Graduates with a BA Degree in Architecture from the IAA have entered schools of good reputation across Europe and the USA (e.g. London Metropolitan University, School of Mackintosh Glasgow University, Oxford Brookes University, KTH Stockholm, AHO Oslo, Aalto University, Royal Danish Academy of Fine Arts in Copenhagen, Aarhus, School of Architecture, EPF Lausanne, ETH Zurich).

Recently, the Department has also seen students completing degrees within other but related academic fields at Icelandic universities, such as cultural studies, geography, lighting design, planning and urban design, in part due to the complication of moving abroad and partially to enhance their possibilities of being accepted to high quality institutions abroad.

The 2008 Icelandic economic crash has had an influence on students and prevented many from proceeding with their studies due to the inherent cost of moving abroad.

COMMENTS AND ACTION PLAN

- An alumni network would benefit programme. With increased number of graduates from BA level having completed MA studies abroad and have since entered the professional realm, an active network could be helpful in reflecting on programme, raising profile of programme and to create network with universities abroad. Data collecting on alumni would be beneficial.
- All information of where IAA graduates proceed with MA studies is informal and through personal contacts. Data collection of where IAA have been accepted to Universities and completed their professional studies would be beneficial to understand the reception of graduates from IAA.

EQUAL OPPORTUNITY

The IAA has an Equal Rights Policy that aims to ensure the equal rights of men and women within the academic community through specific actions and by encouraging an active debate on equal rights in all areas of the Academy's activities. The Academy strives to ensure that its human resources – the talents of its employees and its students – thrive. The Equal Rights Policy is currently under revision.

The Admissions Committee, on behalf of the Department, aims to accept students with varied backgrounds and experience. The Admission Committee considers gender equality together with the equal opportunity of access to art education in preparation for further studies in art and design, with special consideration to where applicants live in Iceland. Thus, equality between urban/rural areas is taken into consideration.

(See Appendix 3c. The IAA Equal Rights Policy).

4. ACADEMIC FACULTY

ARTISTIC AND SCHOLARLY QUALIFICATIONS

In accordance with the overall policy of the IAA, all faculty academic staff and part time lecturers at the Department are active creative practitioners and researchers.

ACADEMIC FACULTY

Academic faculty in the Department consists of five people in 4.5 full positions; Dean, three Professors and Design theory Assistant Professor. Seven Adjuncts are employed in positions ranging from 60-100%. Part-time lecturers are around 155 each school year, teaching across all four programmes (equivalent to around 6.4 full positions). Generally, there are six to eight foreign visiting guest artist/lecturers/theoreticians that join faculty every year.

The student – teacher ratio is 37/1 (including the Dean, Professors and Assistant Professor). The student – teacher ratio is 15/1 (including the Dean, Professors, Assistant Professor, Adjuncts and Adjuncts in workshops, 1.9 posts). If Part-time lecturers are also included (6.4 positions) the student – teacher ratio is 9/1.

It is the IAA's policy that academic faculty can hold a position for a maximum of eight years. This policy is being discussed within the IAA but the general consensus is that with such a policy in place, certain renewal and flexibility is ensured.

ACADEMIC FACULTY IN THE PROGRAMME IN ARCHITECTURE

There are currently two academic posts in the Programme in Architecture within the Department (since 2010, prior to that one academic post), one 100% post for an Adjunct and Director of Programme and one 60% post for a Professor, adding up to approximately 35% of teaching hours being taught by academic faculty in the studio component of the Programme. The current Dean, since 2012, is an architect as well as being the previous Programme Director and contributes to teaching.

The majority of studio teaching, or 65%, is conducted by part-time lecturers. Of the 16 mandatory studio courses in the Programme in Architecture (8 courses in the 1st year, 5 in the 2nd year, and 4 in the 3rd year), 8 courses are taught by academic faculty, most of which are taught in teams with a contracted part-time lecturer or lecturers. The very small number of academic faculty reflects the long-standing policy of the school to base its teaching largely on part-time lecturers, the majority of whom are practicing and respected professionals. Every year, between 20-30 practicing architects teach studio courses (as part-time lecturers), with students being taught by numerous other specialists in theoretical and technical courses, e.g. graphic designers, philosophers, historians, cultural theorists, urban theorists, artists and more.

When possible, the Programme invites foreign visiting lecturers to teach courses or workshops. The Department also seeks to engage other professionals, artists, designers and relevant parties to lecture, give desk tutorials and be present at crits. The Department places great emphasis on inviting professionals and specialists from outside the Academy to course presentations, to ensure a steady and fresh critical dialogue with the profession.

This makes up for a small student group and is of particular benefit to students, who get an unusual amount of professional exposure so early on in their studies.

(See Appendix 2c. The Iceland Academy of the Arts – Rules, Chapter IX).

COMMENTS AND ACTION PLAN

- The duration of employment contract for faculty is currently under review with the suggestion of extending it to two five-year periods as per discussion across the IAA.
- A continuous revision of employment and staff / student ration within the architecture programme must be ensured, and taken into consideration for the development of the MA programme in Architecture.
- Much of the part-time staff may teach one course a year regularly, with some teaching a number of courses. It is necessary to put in place a framework for the hiring of visiting staff, assuring they have appropriate qualifications as educators and that they are properly inducted to the Academy environment and procedures.
- It is important to make sure that visiting and part-time lecturers feel a part of the larger academic vision. The dissemination of departmental goals, education structure and conceptual map of programme would be beneficial.
- It is necessary to improve the induction of part-time staff and introduction to IAA processes and procedures.

QUALIFICATIONS AS EDUCATORS

The Iceland Academy of the Arts employs academic faculty and part-time lecturers. There is a clear protocol for the hiring of academic staff at the IAA. The institution's document, 'Rules on Appointments at the Iceland Academy of the Arts' clearly specifies the advertisements, application process, committee evaluation procedures, and final decision protocols for all academic staff (on long-term contract) at the Academy. Academic staff is hired for a three year period with the maximum extension of employment being eight years. The Academy emphasises an equal opportunity process in staff recruitment.

Faculty, with titles of Deans, Professors, Associate Professors and Assistant Professors, is appointed in accordance with regulations on the appointment of academic lecturers, who have been deemed qualified by a special committee, for the posts. Adjuncts are excluded from this requirement and are appointed directly by the Rector, in consultation with the relevant Dean, without going through the qualifying process.

(See Appendix 4a. Rules on Academic Appointments at the IAA)

The 'Rules on Appointments at the Iceland Academy of the Arts' do not apply when part-time lecturers are hired to the Department. The hiring process is informal and educators are often handpicked within the professional community. The choosing of educators reflects the expertise required in relation to specific course content, and in relation to the practice output the Department is aiming for. The hiring of part-time lecturers is therefore first and foremost based on their artistic and/or research activity and the quality of their work.

COMMENTS AND ACTION PLAN

- A criteria needs to be established in the 'Rules on Appointments at the Iceland Academy of the Arts' to evaluate the different levels of Academic posts in terms of Professor, Associate Professor and Assistant Professor. This has been unclear for many years but work is currently under way within the Staff Development Committee, which is reviewing all contracts at the IAA.
- A framework for progressions needs clarifying. Currently there is no framework of progression from Assistant Professor, Associate Professor and professor.
- Currently Deans do not have an academic title e.g. Professor. This is being reviewed in the Staff Development Committee to better reflect role and responsibilities.
- The informality of hiring part-time staff is in line with the size of the Department and the society, offering room for a valuable level of spontaneity. In the past, emphasis has been placed on allowing study programmes to respond to urgent and topical issues in society with the flexibility of writing new course descriptions, thus continually evolving the curriculum and introducing new tutoring staff in the programmes.

IAA RESEARCH STRATEGY

The IAA implements a research strategy, which is meant to enhance and encourage R&I activities across the institution. The R&I ratio varies between individuals, depending on their post and experience.

All academic faculty, with an R&I component in their employment contract, document their artistic and scholarly activities in the Academy's online R&I database. Academic faculty updates their profile regularly and meet annually with the respective Dean and Rector for an annual assessment. (Evaluation criteria for R&I output is currently being developed to be introduced in spring 2014.) The database portrays faculty members' artistic practice, research activities, publications and participation in conferences, public discourse, memberships and overall outreach to the professional environment in design and architecture.

THE RESEARCH SERVICE CENTRE

The formal and systematic integration of R&I into the IAA's overall aims and activities was initiated in September 2007 with the establishment of the Research Service Centre. The centre's aim is to support research activities at the Academy, as well as to encourage and enhance the production of knowledge and understanding in various fields of art. It oversees the writing of research proposals, both among students and staff, in addition to serving as a general consulting platform for the development of research projects and their dissemination.

INTERNAL FUNDING AND SUPPORT

Faculty members have access to one support fund, the Professional Development Fund (ISK 2 million annually across all departments). Planned establishment of a Research Fund and a Publication Fund have been suspended for now due to budget cuts.

The Dean allocates funding for professional development (travel grants) in relation to specific projects.

PLATFORMS FOR DISCUSSION AND DISSEMINATION

The Research Service Centre organises regular internal platforms for discussion on R&I where staff members present their professional career and personal practice in their respective fields. It also organises public events for discussion on R&I, as in conferences, seminars or symposia, sometimes in collaboration with other cultural or higher education institutions. An annual symposium is organised by the Centre where staff and MA students present their research projects (in Icelandic: Hugarflug).

The IAA also contributes financially to a self-organised network consisting of staff members who are also PhD students or working on formal research projects. Three members of the Department's staff participate in this initiative. The group meets every three weeks to discuss each other's projects, occasionally inviting guest lecturers to the forum.

RESEARCH AND INNOVATION AT THE DEPARTMENT

The aim of the Department is to create and support a vibrant research culture. The Department of Design and Architecture has had a total of 76 entries on the R&I database since it was launched in 2009.

Academic faculty at the Department of Design and Architecture have 13-30% of their contracted hours dedicated to R&I. The Department invests approximately 15% of the total working hours of the 11 members of teaching staff, ranging from Adjunct Lecturer, Programme Directors, Assistant Professors and Professors, in R&I time.

(See Appendix 4c. Examples from the Department of Design and Architecture research profile).

R&I ACTIVITY: DOCUMENTATION AND REVIEW

As stated above, academic faculty is appointed with a specific percentage of working hours for R&I activities, ranging from 13-30% depending on each academic post. The Department invests an average of 15% of total working hours in R&I time (across the Department). About 20% of departmental R&I is designated to research in architecture. This time is distributed between three academic faculty members who hold the positions of *Adjunct* (13% R&I), *Assistant Professor* (20% R&I) and *Professor* (30% R&I).

All faculty members with contractual R&I time document their artistic and scholarly activities in an online database for R&I output at the institution. The database portrays each faculty member's artistic practice, research activities, and publications, as well as participation in conferences, public discourse, memberships, and overall outreach to the professional environment in his/her field. A peer review meeting is held every September on the basis of this documentation where each faculty member presents a summary of his or her activities over the past academic year, with the opportunity to highlight main projects. All faculty members, the Dean, the Rector, and the Director of Research Service Centre. Evaluation criteria for R&I output is currently in development and is estimated to be ready at the end of this academic year.

COMMENTS AND ACTION PLAN

- The IAA is currently enhancing/re-constructing its strategy to support long-term activity of academic faculty by developing an improved support system and framework for research activity. This may include improved time-planning for research, providing research workshops and additional support with funding applications.
- The 2012 annual research assessment was developed as a collective seminar (as opposed to an individual review with the Rector, as it had previously been), with presentations of all academic faculty with the aim to further develop departmental discourse on research interest and projects..
- R&I activity should be higher, especially in the light of the relatively high number of instructors when including part-time lecturers. There is no policy for the evaluation of the research of part-time lecturers. This should be revised. Part-time lecturers play an important role within the Academy and they should be encouraged to develop their interests further.
- Research database is proving beneficial but does not have a high profile and does not appear on search engines. This needs improving and to link to Departmental staff profile pages.
- Department must support to greater extent individuals research and project applications with the aim to further research activities.

5. FACILITIES, RESOURCES AND SUPPORT

The five departments of the IAA are located at three different sites in the city, all within 2-3km distances of each other. The Department of Music and the Department of Performing Arts are located in the city centre at Sölvhólgata, the Departments of Fine Art and Art Education are located in Laugarnes, and the Department of Design and Architecture is located in Þverholt along with the IAA's main office.

At each location there is a subject specific section of the main library and a student and staff canteen.

It has been the IAA's aim and urgent request since its inception that its diverse activities be accommodated in one location. In 2008, a competition proposal was introduced for a new building in the city centre. The economic crash put that idea to rest. All departments are in urgent need of improved accommodation and facilities.

ACCOMMODATION AND FACILITIES

In spring 2012, the Department of Design and Architecture moved to a new location along with the IAA main office. The relocation and inhabiting of the space is still under way, but the improved facilities have had an immediate effect on the learning and teaching environment.

The Department of Design and Architecture is now accommodated in 3650 m² facilities in Þverholt. With 184 students enrolled in Department the average square metres per student are 20 m². The Main Offices occupies 477 m² in the same building.

Studios are housed over three floors. Students from each study programme share a studio space. All students have a personal workspace with a desk. There are lecture spaces and areas for pinning-up material within the studios. There are communal lecture spaces on each floor and in the basement. Students have access to the building until 1am daily. These spaces allow for a flexibility of working, conducting seminars and various models of collaboration. The move and the accommodating of each programme in a separate studio has led to a strengthened programme identity but at the cost of interaction across programmes. Further lecture space is still needed for theory and technical classes.

COMMENTS AND ACTION PLAN

- With the developing of MA in Design and the MA in Architecture added space is needed.
- The new accommodation at Þverholt for the Department of Design and Architecture is a great improvement from the previous accommodation at Skipholt. But, flexible space for the multiple activities at the Department is needed, to give space, prominence and visibility to the myriad of projects happening throughout the year e.g. collaborative projects, workshops, exhibitions and research activity.
- Communal allocated space for students and student union should be considered within the premises.

FACILITES AND EQUIPMENT

The Department of Design and Architecture runs four workshops in Laugarnes together with the Department of Fine Arts; print-making, photography, video, and wood/metal workshops. Numerous technical courses take place in the workshops. Instruction takes place in the workshops and supervisors of workshops provide both students and instructors with technical assistance for the realisation of projects. The workshops are satisfactory and much of the equipment has recently been renewed. It is policy to offer open access allowing students to enter facilities outside scheduled class.

The Department of Design and Architecture has two workshops in Þverholt, one model-making workshop for plastics, wood, and metal, and one textile print workshop. These workshops are currently being established and constructed. It is necessary to secure staff to supervise these workshops and to establish the access policies and security procedures.

The fact that the workshops are located in two different sites can cause problems; students can experience trouble transporting half-built projects between locations, and can cause difficulties in developing satisfactory relationships among staff.

COMMENTS AND ACTION PLAN

- It is a continuous problem to manage workshops across different sites. The Department of Design students feel unwelcome at the Laugarnes site and find access difficult. Induction and introductory courses are being improved in curriculum and storage space for Design and Architecture students is being improved

THE LIBRARY, ASSOCIATED EQUIPMENT AND SERVICE

The IAA Library is divided into three sections located at each of the three IAA sites. The majority of the Design and Architecture section is found in the Þverholt, where the Department of Design and Architecture is located. The Library now lists just over 53,000 copies in print or other media.

The Design and Architecture section counts 13,700 copies in print or other media, with 4500 signed loans in a given year by approximately 1000 persons. Users can access around 35 journal titles in print in Þverholti, in addition the Library's electronic subscriptions to various titles in online databases.

The Library facilities are much used for informal teaching, examinations, and tutorials. Due to financial constraints, each library section is closed one day of the week.

COMMENTS AND ACTION PLAN

- The library suffered great cuts in the aftermath of the financial crash in Iceland. For there to be a real development of an academic library of Design and Architecture a considerable increase in the purchasing of books, print and other media items needs to take place. This is especially poignant as this is the only library nationally specialising in Design and Architecture and additionally important for the development of graduate studies and research.
- A continuous discussion takes place at IAA managerial level on the dispersal and/ or centralising of facilities. The scope for development of library will only take place if is centralised in one site, both in terms of assistance and services and in terms of improving access to material.

FINANCIAL RESOURCES

The IAA is a self-governing institution and it operates on a contract with the Ministry of Education, Science and Culture, receiving 80% of its funding from the Ministry and 20% from students fees. The contract allows for a minimum of 385 students and a maximum of 600 students. The number of students is a calculated number from three years prior to the funded year. Number of full year students funded in 2012 = 20% of full year students 2009 + 60% of full year students 2010 + 20% of full year students 2011. This method acts as a buffer for the number of students funded each year. For the calendar year of 2013 this number was 355 BA students, 20 diploma, and 19 MA students.

In 2012 the funds per student were ISK 771,000 to ISK 3,145,000 depending on the department. Additional funds are then granted for each graduated student, and finally there is a contribution towards MA studies.

Only 6% of funds granted to the IAA are for research. The percentage for UI is 35% and for RU 21%. It is on the IAA's agenda to increase funding for research considerably in the upcoming negotiations with the Ministry for funds in the future.

From 2008-2012, the Government has cut down funds to the IAA by 19,2% due to the difficult economic situation in Iceland – but there were no further cuts for 2013.

The IAA budget for the school year 2012-2013 was finalised in August 2012 and sent to the Ministry for approval. The budget planning takes place during March-June and is a co-operative effort of the Deans, the Managing Director, and the Rector.

Additional cuts were made in the summer of 2012 when it became clear that the IAA was heading for a ISK 85 million debt, the first debt in its 12 year history, mostly due to the relocation of the Department of Design and Architecture and the main office. The cuts to the budget, plus a ISK 35 million extra contribution from the Ministry in December, has helped, but still the budget is tight.

The budget for the Department of Design and Architecture for the academic year 2012-2013 in ISK:

DDA Payroll	94,886,632
DDA Office and administrative costs	2,641,000
DDA Tools and equipment	1,714,000
DDA Other operating costs (travel, materials, student costs)	6,863,000
Total	106,104,632

In addition to these costs, the Department's share of IAA operating costs* could be calculated as a percentage of IAA students attending the Department (40%) and this then gives some idea of total costs.

40% of IAA operating costs = ISK 200,800,000.

COMMENTS AND ACTION PLAN

- Research funding on behalf of Ministry of Education to Academy needs clarifying. This is being followed through by rector and administration.
- The conceived low salary is of continuing concern of staff, with there being now options for additional payment for research and committee work as is customary in some other Universities in Iceland. The low salary has been a hindrance to hiring staff to the Department. Salary and compensations for additional work must be revised to attract quality staff to posts.

6. QUALITY ASSURANCE SYSTEM

ORGANISATION AND DECISION-MAKING PROCESSES

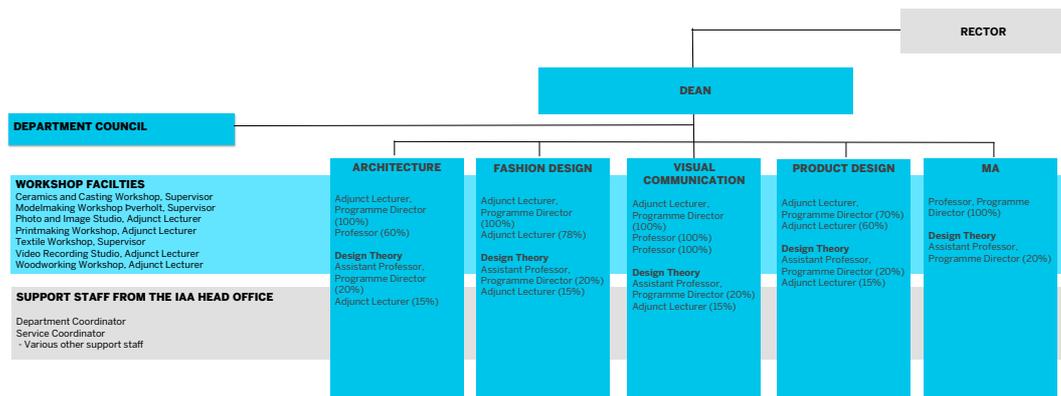


Figure 10 Organisational structure

THE ORGANISATIONAL STRUCTURE OF THE DEPARTMENT OF DESIGN AND ARCHITECTURE

The running of the four study programmes and the MA Programme in Design is supported with a range of workshop facilities and administrative support from the main office. The organisational structure is reflected in figure 11.

The Dean is responsible for academic delivery and management of the Department. The Dean leads the professional and artistic development of the Department and has final authority over matters concerning studies and students' academic progress. He/she acts as an arbitrator in case of ruling on student matters.

Programme Directors are responsible for the administering of each subject specific academic programme, and supervising the curriculum development along with the Dean, direct the hiring of part-time lecturers and supervise students' educational development. Programme Directors also generate and lead collaboration and relations with the professional bodies and societies, generating projects and contributing to the dissemination and discourse in design.

The allocated support staff members from the main office, The Department Coordinator, and the Service Director work solely for the Department of Design and Architecture.

DEPARTMENT COUNCIL

The Departmental Council is a consultative forum for departmental staff and serves to advise the Dean on academic matters. Members of the council are the Dean, permanent Academic staff and Programme Directors, student representative (and departmental support staff). The Dean submits recommendations to the Rector about the composition

of the Council for approval if different from the above. The Dean presides over the work of the Council and serves as its Chair. Meetings are held at least twice per semester.

MANAGEMENT COUNCIL

The Management Council is a consultative forum for the senior staff and managers (administrators) of the IAA. The Council addresses issues shared by all departments and support service, together with administering of core agenda, i.e. teaching, learning environment, and delivery of programmes.

Members of the Management Council are the Rector, the Deans, and Managing Director. The Rector presides over the work of the Council and acts as its chair.

THE ACADEMIC COUNCIL

The Academic Council is a consultative and information-sharing forum for administrators, academic staff and students. The Academic Council addresses the professional aim of the IAA, reflects on quality and performance and provides the Rector and Board support with decision-making processes regarding academic matters.

Members of the Academic Council are the Rector and Managing Director, the five Deans, academic representatives from each department, student representatives from each department, and two representatives for part-time visiting lecturers at the IAA. The Rector presides over the work of the Council and serves as its chair.

STUDENT COUNCIL

Student unions are run within each department at the IAA, each forming its own student council. The Student Council in the Department of Design and Architecture consists of three people chosen by students in the Department. The chair has a place on the IAA Student Council together with chairpersons from each student union within the IAA.

Representatives of the Student Union bring forth proposals and concerns to the Department Council meetings.

VARIOUS COMMITTEES AT THE IAA

The Dean and/or other members of the Department take part in various departmental and interdepartmental working groups or committees, e.g. the IAA's Research and Innovation Committee, the Quality Assurance and Enhancement Committee, Continuing Professional Development, Web Page Development, Programme development, Environmental Committee, Ethics committee, and others.

CURRICULUM DEVELOPMENT

The Programme Directors lead the development of the curriculum for each study programme in collaboration with the Dean. The curriculum is under constant revision, reflecting the aim of the Department to participate in and address current and urgent matters in contemporary society. The Dean chairs all curriculum work within the Department.

The structure of the Programme in Architecture has been in continuous and lively development in the 10 years since its launching in 2002, with four different individual Programme Directors leading the development and coordination during this time, all of which continue to collaborate and engage with the curriculum development ensuring its coherency.

The recently established Curriculum Committee oversees the writing of the entire IAA curriculum, ensuring conformity in presentation, required work load on courses and evaluating teaching and assessment methods, as well as making suggestions to departments. When new courses are written, descriptions are sent to the Curriculum Committee for guidance and reflection as and when needed.

From 2013-2014, evaluation processes of programmes are to be developed with the Dean and the programme teams, summarising development and outcome of each programme each academic year. Curriculum development is by programme team, based on programme evaluation in relation to programme aims and objectives and key indicators.

INTERNAL QUALITY ASSURANCE SYSTEM

The IAA has an organised system of quality management for teaching and research, based on internal evaluation procedures in accordance with the Higher Education Institution Act No. 63/2006. As a means to control the quality of teaching and research, the Academy is developing a quality assurance and enhancement system that provides an overview of all the key aspects of the operation and an IAA Quality Assurance and Enhancement Handbook containing information on the policy and organisation of the Academy, as well as all major work procedures.

THE IAA QUALITY ASSURANCE AND ENHANCEMENT HANDBOOK

Main procedures are described in the IAA Quality Assurance and Enhancement Handbook. The rights and obligations of students and staff, proceedings and requirements are all included in the Handbook.

(See Appendix 6. Index of the Quality Assurance and Enhancement Handbook)

STUDENTS' INVOLVEMENT IN THE QUALITY ASSURANCE AND ENHANCEMENT SYSTEM

Course evaluation

At the end of each course, students participate in course evaluation. The evaluation is conducted electronically at the end of a module. The evaluation addresses the course content and the teachers' delivery and role. The Rector and the Dean examine the evaluations and subsequently the relevant evaluations are reviewed by the Programme Directors and individual lecturers. If problems arise, the Dean discusses the matter with the relevant lecturer.

(See Appendix 5. Students Course evaluations).

Student meeting with the IAA administration

Once a year, the Rector, Managing Director and the Director of Academic Affairs (Main Office) meet with all students. At these meetings, general matters of concern and educational issues are discussed with students. These include the organisation and content of study programmes, instruction and roles of the instructors or facilities, services, social activities and interaction between students, teachers, faculty and administration.

The results of these meetings are brought to the Dean and Rector before being sent to all departmental members and students of the Department.

The main purpose of the meetings is to provide students with a forum to interact with senior management, including the Rector and the Academy's administrative team and

discuss how the learning environment, teaching and services reflect the needs of the students.

The Rector and Student Council also have regular consultation meetings.

STUDENTS REPRESENTATION IN COUNCILS AND COMMITTEES

Students are represented in a number of councils and committees across the IAA. Student representatives have participated in the self-evaluation processes at the subject level and the formation of the Strategy Policy.

Students have representatives in Academic Council, Department Councils, Equal Rights Committee, and Committee on Environmental Sustainability, Quality Assurance and Enhancement Committee and Grievance Committee on Student Rights.

COMMENTS AND ACTION PLAN

- Management workload and information flow within Department and Programme needs revising.
- Internal communication strategy is being developed for 2013-2014 following the hiring process of more academic staff to the Department in the year 2012-2013. Increased number of staff allows for greater teamwork to occur and spreading of management workload.
- Aim is to hire a Departmental project co-ordinator to assist in administrative tasks in department.
- The terminology used in identifying structure, environment and role of staff needs clarifying, reflecting the effective operation of the Department.
- Questions regarding terminology are posed on issues regarding academic structure, management, and how IAA structure reflects the culture of universities and academia in general. This arises from the general custom of teachers and students calling programmes within the Department 'departments' ie. Department of Architecture, Department of Product Design etc. This raises the question of whether to talk about departments rather than programmes, faculty rather than department and/or school of architecture.
- Architecture programmes are generally within distinct departments at Universities or sit within Schools of Architecture. Some consideration amongst staff and students is for this to be implemented at IAA.
- The Academic Council has an unclear role in the IAA and thus relevance to the Department. The role of the Council will be revised with participation of Departmental representatives.

7. PUBLIC INTERACTION

INFLUENCE ON CULTURAL LIFE

From its foundation, the general policy of the IAA has been to forge, emphasise and strengthen the connection with various sectors of society.

MAIN RESEARCH AND COLLABORATIVE PROJECTS

The Department of Design and Architecture has initiated numerous collaborative projects with other universities and art institutions in the country. Students in architecture participate in a range of diverse cross-and inter-disciplinary projects with other students within the Department and other departments at the IAA.

Throughout the Programme in architecture, emphasis is placed on students working across disciplines and through teamwork. Students have the opportunity to work on multidisciplinary projects addressing artistic practice, innovation and marketing as well as research projects aimed more specifically at the architectural concerns of the built environment and urbanism.

The Programme has placed emphasis on collaboration with public and private institutions in Reykjavík and in the countryside. Many projects that are part of the course structure are organised in collaboration and with the support of companies or public institutions. Other collaborative processes can lead to summer research projects or workshops funded by the Icelandic Student Innovation Fund. Projects in the field include:

Reykjavík streets

A long-standing collaboration with the Reykjavík City Planning Department has supported the study of individual streets within the streetscape of Reykjavík. First year students collaborate on research, analysis and mapping of a chosen street in the Reykjavík city centre. The Reykjavík City Planning Department has partially funded publication of the material generated about the streets through these projects. The Reykjavík Streets projects have furthermore enabled collaboration with the University of Iceland through a conference on streetscapes and boulevards in particular.

The Icelandic farm

Students participate in a collaborative research project with the University of Iceland by taking part in workshops learning about historical vernacular construction methods enabling new methods and innovative processes to be developed. These take place at a living museum, The Icelandic Turf House, which is founded at a vernacular farm in south Iceland.

Design Activism

Design activism is embedded in the programme ethos. Students have been invited to take part in various initiatives with the City of Reykjavík to engage with public spaces in the city, as part of the city's current urban strategy.

Building workshops

Students take part in short workshops about building structures in the landscape in collaboration with tourist operators developing sustainable tourist attractions and their partners in the development project Vatnavinir. Visiting professors from Oslo have participated in the building of pavilions and structures.

Abandoned farms

Students take part in a collaborative project identifying and documenting rural and abandoned farms in Iceland.

Importantly, many students continue to work in collaborative groups and continue these outreach projects on leaving and graduating from the Academy.

FORMAL AND INFORMAL INTERACTION WITH THE PROFESSION

The Dean, academic staff and Programme Directors of the Department of Design and Architecture are all active members in practice and professional discourse, communicating and interacting with various sectors of the professional body in an ongoing dialogue through both official and informal meetings, conferences, committees, various organisational panels, selection committees and jury panels. The majority of both academic faculty and part-time lecturers are professionally involved with organisations outside the IAA.

THE DEPARTMENT OF DESIGN AND ARCHITECTURE LECTURE SERIES

Section – In View

This is a new lecture series introduced in 2013-2014 to provide a forum for the academic staff of the Department to talk about their work and design in relation to research and the expansion of the knowledge field in design, and in relation to teaching and developing educational programmes in design in Iceland.

Guest Talks

A number of designers and academics give lectures and presentations on their work and ideas in a mid-day lectures series at the Department of Design and Architecture. The lectures are intended to introduce and encourage discussion about a range of issues regarding artistic practice, design, architecture and contemporary culture as well as foster and provide stimulation for cross-disciplinary discourse. The lectures are a very important part of the Academy's public relations as well as being an open platform for a connection between students and the world of ideas and experience of artists and academics.

Lecture series with the Iceland Design Centre and Reykjavík Art Museum

The Department of Design and Architecture runs a monthly evening lecture series at the Reykjavík Art Museum with the Iceland Design Centre and the Museum. The lectures focus on topical issues in design inviting Icelandic and international designers as speakers. All lectures are advertised and open to the public.

Information to potential students

The Department of Design and Architecture and its study programmes are introduced on the IAA website in Icelandic and English. Potential students can access information on the Department and admission procedures through the website.

Printed material is published with information for potential students. A brochure about the IAA and its individual departments is published regularly. Printed material and web material is consistent with the educational programmes offered by the Department.

COMMENTS AND ACTION PLAN

- With the founding of the Programme of Architecture and the Department a culture of Academia is being established in Iceland.
- The critical role of design needs to be supported.
- The role and relevance of the Programme to the profession's discourse needs strengthening and clarifying.
- The aim of the Department has been, since its founding, to be current and connect with society in tandem with the overall aim of the IAA.
- Numerous modules, projects, research projects, and exhibitions have been developed and realised with agents outside the Academy structure. It is increasingly important to form a framework around public outreach projects. This would enable:
 - Formalising of collaborative projects and partnership projects.
 - Support with project management.
 - Support with follow- up of projects and continuity.
 - Support with contractual matters regarding copyright and finances
 - Support with archiving and dissemination of projects, currently this is lacking and much knowledge and information being lost.
 - Support with funding for projects.
 - Clarification of intent and role of outreach projects for Department and IAA.
 - Emphasising the social role of learning and role of Academy in education of design and architecture at all educational levels.

8. SUMMARY

The aim of the IAA is to provide quality education providing graduates with the experience to contribute to society in a pro-active, constructive and positive way and the ability to enter high quality MA level programmes in Design internationally.

A major challenge has entailed the shaping and structuring of the process of evaluation, identifying methods of evaluation and gathering and producing data and documentation. Great emphasis was put on describing and creating a clear picture of the current status of the programmes and the Department.

The self-evaluation process has proved beneficial in identifying the challenges that need to be addressed within the programmes and the departmental structure of the IAA; highlighting various aspects regarding the educational process in terms of learning experiences and pedagogical strategies, administrative structures, and how to develop outreach strategies and embed research within the departmental culture.

The whole process has helped shape the structure and aims for the future development of the programmes and the Department. As a result, an action plan has been drafted for the Department to address the principle aims and objectives for the next five years. This plan will be assessed every autumn semester and re-evaluated at the end of each spring term. (See Appendix 7. Action plan 2013 - 2017). One of the aims of the action plan is to construct archives and processes for the systematic gathering and analysis for the continuing enhancement of programmes and departmental aims and objectives.

The following is a summary of principle reflections and objectives that have risen out of the evaluation processes in the Department, both in evaluating the three design programmes, Fashion, Graphics, and Product, as well as in the programme in Architecture.

MISSION

Clarify and communicate the framework and mission of the Programme in Architecture and clarify its positioning within society as the only Programme in Architecture in Iceland.

EDUCATION

Clarify and simplify the curricular structure of the Programme:

- Produce a conceptual map of the whole Programme
- Clarify the design and structure of the Programme, introduction of subjects and skill mapping and learning outcomes across the Programme
- Clarify module structure, consider lengthening courses to 6-10 ECTS and develop further integrative learning models of theory and practice, how the 180 ECTS balance across curricula of studio practice, theory and technical modules.

TEACHING AND LEARNING

Clarify and communicate more explicitly the teaching strategies and teaching methods employed, in addition to celebrating good and/or innovative teaching:

- Clarify teaching methods and strategies and student contact; one-to-one tutorials, seminars, lectures, teamwork, etc.
- Train students for teamwork
- Revise assessment criteria and assessment process (e.g. integrative assessment, portfolio reviews, self-assessment, peer assessment)
- Issue reading lists and indicative key texts underpinning modules and programmes
- Archive work for the dissemination of knowledge

ACADEMIC FACULTY

Improve staff support and training and celebrate good teaching:

- Celebrate good teaching
- Ensure suitable staff/ student ratio.
- Provide staff training workshops and peer reviews
- Improve induction and support for part-time lecturers
- Create framework for core part-time lecturers
- Develop faculty profile
- Identify and clarify workloads

RESEARCH

Research is about the currency of the intellectual debate. Make the research culture about the co-production and the creation of knowledge:

- Introduce departmental research seminars
- Host artistic research methodology workshops
- Plan research time in relation to teaching
- Integrate research with teaching
- Improve access to funds
- Develop Research LABS
- Make research part of all work
- Archive work

QUALITY ASSURANCE / ADMINISTRATION

Develop a culture of trust and transparency. Create an environment to support shared development of learning. Make reflection and re-evaluation an integral part of work. Create a framework for the discussing of mission and continuing development of programme and departmental aims:

- Create a framework around what we are already doing
- Plan time and improve time control

- Improve and clarify decision-making processes
- Improve collaborative processes within the Department
- Improve transparency of information flow staff/students
- Write mission, use key targets, action plan, key indicators
- Foster an inclusive community of learning developing co-authorship of work

PUBLIC INTERACTION

Emphasise the social role of learning and the role of the Academy in society:

- Identify relationship of programmes and academia to the profession and how the Academy can further stimulate discussion and knowledge creation in the field.
- Clarify role of international relations to the programmes of the Academy:
- Support culture of design as being the agent of change
- Formalise collaborative projects and partnership projects
- Initiate and engage in interdisciplinary projects
- Clarify contracts for collaborative projects and copyright issues
- Archive work

9. FOLLOW-UP

The self-evaluation process stimulated much consideration on the development of the educational programmes of the Department. Since the writing of this report the Department has acted on many of the findings the self-evaluation process raised. For the issuing of the report in autumn 2014 this Follow-up chapter has been added outlining the principle developments and enhancement being made in the period since the writing of this report. The enhancement is in line with the aims and reflections described within the sections of Comments and Action plans throughout this report, the summary in Chapter 8 and the Departmental Action Plan.

EDUCATIONAL PROCESS

The aim for the academic year 2013-2014 was to review and revise the educational programmes within the Department. In autumn 2014 new curriculum guides for all BA programmes and one for the MA programmes were published and delivered to all students and staff. The work involved the reviewing and rewriting of all modules with the restructuring of programmes, emphasising integrative learning of practice, theory and technique and clarifying aspects of interdisciplinarity.

The rewriting of curriculum entailed the following:

- Creating a conceptual map of framework for all programmes, specifying emphasis of each semester.
- Creating a communal module structure with parallel subject specific modules and shared modules.
- Emphasise integrative learning of studio practice, theory and technique and structuring modules to reflect this.
- Focus on shared values in design and create communal theoretical courses for all programmes, in addition to subject specific modules supporting studio practice courses.
- Identify and structure interdisciplinary communal modules across programmes.
- Review learning outcomes for Department and all programmes.
- Write learning outcomes for each year of programme along with the description of emphasis of study of each year.
- Rewriting scoring rubrics for studio practice and theory.
- Publish schedule and timetables for all programmes.

(See Appendix 8A. Conceptual Framework, Appendix 8B. Programme Curriculum and Appendix 8C. Programme Schedules).

ACADEMIC FACULTY

During the writing of this report, faculty appointments and other staff appointments have been made to ensure the appropriate level of qualifications of faculty and to improve the staff/student ratio and services. Faculty have been appointed following the required process of advertising posts publicly.

From autumn semester 2013 the architecture faculty profile is:

- Architecture: Adjunct Lecturer in a 70% post as the Programme Director, Professor in 60% post and Assistant Professor in a 80% post. Total of 210% for 47 students of architecture.
- Previously in Architecture: Adjunct Lecturer in a 100% post as the Programme Director and Professor in 60% post. Total of 160% posts for 47 students of architecture.

Since autumn 2013 technicians have been appointed to workshops:

- A technician has been appointed in a 50% post to administer and manage the wood, metal and plastics workshop. Additionally the same person teaches CAD /CAM course as part of programmes to enable use of 3D printers and Laser cutting machines in workshop. This is post was created for the new workshop established on the new premises of Pverholt.
- A technician has been appointed in a 20% post to administer the textile and print workshop. Additionally the same person teaches textile print to Fashion Design Students. This is post was created for the new workshop established on the new premises of Pverholt.
- A technician has been appointed in a 20% post to the ceramics and casting workshop located in Laugarnes. This workshop is run by the Department of Design and Architecture and Fine Art.

ORGANISATIONAL STRUCTURES

During the year 2013-2014 a new internal communication and management has been revised:

- Time has been allocation and scheduled within the Department to support cross-programme dialogue and collaboration.
- Programme Directors meet with the Dean and administrative staff every two weeks to support the educational and management discourse across the Department and other organisational tasks.
- Programme team meetings happen three times per term with the Dean to develop continuing reflective evaluation of the programmes.

Project co-ordinator was appointed in spring 2014:

- Project co-ordinator assists with general administrative tasks within department and ensures the improvement of information flow between different members of staff.
- The main task of the project co-ordinator during spring 2014 was to project manage the revising of the curriculum.

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APPENDIX 1

CHARTER FOR THE ICELAND ACADEMY OF THE ARTS

CHARTER

FOR THE ICELAND ACADEMY OF THE ARTS

Article 1

The Iceland Academy of the Arts is a self-governing institution with a special administrative board. Its domicile and venue are in Reykjavík.

The self-governing institution's starting capital is its own capital of 500,000 ISK as of September 21st, 1998.

Article 2

The Iceland Academy for the Arts is a university institution offering higher education relating to the various fields of art that satisfies demands made of instruction and research at a university level. In addition, the Iceland Academy of the Arts shall work towards the furthering of art education in this country and convey information regarding arts and culture to the public.

Article 3

The Academy board is composed of 5 members appointed for a three-year term, none of whom shall earn her/his livelihood working for the Academy nor be student at the Academy. The Minister of Education appoints two members of the board, and three are to be elected at the annual general meeting of the Society for the Support of the Iceland Academy of the Arts (Félag um Listaháskóla Íslands). The board elects a chair and vice-chair from among its members. The board's working year begins April 1st.

Article 4

The Academy board shall keep watch over the function played by the Academy and ensure that its activities serve set objectives. The Academy board is responsible for operations, finances and assets and determines tuition rates. In addition, the board appoints the Rector.

Article 5

The Rector is appointed for a term of five years. The position shall be advertised for applicants when vacant. The incumbent Rector may be re-appointed once for a five-year term without the position being advertised for applicants as vacant. At the end of this term, the position must be advertised.

The Rector handles the Academy's administration and operation on behalf of the Board, to which s/he is responsible. S/he is responsible for staff arrangements being in keeping with the Academy's role, objectives and quality requirements regarding curriculum, organization of instruction and so on. The Rector is responsible for the hiring of staff. The Rector shall appoint top management at the Academy in consultation with the Academy Board.

Article 6

The Academy's activities shall be divided into departments by field of art. The Academy Board determines department divisions. The Academy Board sets operating procedures for the departments. The Academy Board sets rules for the Academy in accordance with Act no. 136/1997. The management of each department is assigned to the Dean. The position of Dean shall be advertised for applicants when vacant for up to three years at one time. The Rector appoints Deans in consultation with the Academy Board.

Article 7

A curriculum shall be set for each department within the Academy, stipulating objectives, content and main subject of the course of study. Deans are responsible for curriculum preparation, but it is the Rector who approves the curriculum. On the basis of the curriculum, a course catalogue shall be given out yearly, where the structure of study programmes, methods of instruction, course assessment and so on are to be outlined. The Rector is responsible for the preparation of the course catalogue. Stipulations regarding semester/term division, hours of instruction, examination periods, leave and other issues pertaining to study and course organization shall furthermore be made in the course catalogue or other organizational plans of individual departments.

Article 8

The Academy Forum is a cooperative platform for Academy departments and institutions, and the Academy Board and Rector can refer any matter regarding the Academy's work and development to the Forum for consideration. An Academy Forum meeting shall be held a minimum of once each academic year. The Rector calls Academy Forum meetings. The Academy Board sets further rules regarding the activities of the Academy Forum.

Article 9

A Grievance Committee makes final decisions in matters concerning discipline and the rights of students. Two Deans, two long-term Academy instructor representatives and two student representatives sit on the Grievance Committee, in addition to the Rector, who chairs the Committee. The Academy Board sets further regulation regarding nominations to the Grievance Committee and its activities in other respects.

Article 10

In every instance where a Dean or tertiary instructor is to be appointed to the Academy, the Rector shall, at the nomination of the Board, name a three-member selection committee for the purpose of evaluating the ability of applicants to act in the position of tertiary instructor or Dean. No one may be appointed as tertiary instructor or Dean unless s/he has been deemed qualified by the majority of the selection committee.

Article 11

The financial year for the Academy is the calendar year, and the Rector shall, within three months of the close of the financial year, submit the financial statement, as well as a report on Academy activities, to the Academy Board. The Rector shall, prior to May 1st of each year, submit the operating budget for the next financial year to the Academy Board to be passed.

Article 12

Should the Academy be shut down as a self-governing institution, a winding-down committee, comprised of one representative from every nominated party in the Academy administration, is to determine how this process will take place.

Article 13

The Ministry of Education, Science and Culture guarantees financial support for the Academy, resting upon an agreement for those services the Academy provides. Furthermore, the Minister of Education, Science and Culture guarantees that a special agreement be made with the Academy regarding use of the premises at Laugarnesvegur 91, Reykjavík.

The Academy is permitted to enter into agreements regarding financial or other forms of support with whom ever wishes to grant the Academy financial support or make use of its services. The Academy is responsible for its commitments.

Article 14

The Academy board shall, prior to the end of November of each year, hold an annual open meeting to present the finances and principal core operations of the Academy. The Board determines policy regarding the organization of annual meetings.

Article 15

The Academy Board may make amendments to this charter with unanimous consent.

Amendments to this charter may only be approved in meetings of the Academy Board called following correct legal procedure where a proposal for amendment to the Academy Charter has been introduced at the time of the meeting's announcement.

Passed at the inaugural meeting, Monday, September 21, 1998.

With amendments unanimously consented to at the Academy Board meetings of October 3, 2002 and November 25, 2003.

APPENDIX 2A

**THE DEPARTMENT OF DESIGN AND ARCHITECTURE
CURRICULUM OVERVIEW**

BA Architecture curriculum 2012-2013						
	1.år/ year 1					
	Autum 2012					
Type	Number	Engl	Name	Mandatory	Credits	ECT Total
Studio	ALL100-01H	x	Presentation and integration	1	ECTS	
Studio	ARK102-03H		Knowing a place	3	ECTS	
Studio	ARK102-06H		Architecture and methodology	6	ECTS	
Studio	ARK101-02H		Playtime	2	ECTS	
Studio	ALL100-06H	x	Research: Authors and their works	6	ECTS	
						18
Theory	HFR100-06H	x	Design Theory	6	ECTS	
Theory	HFR100-04H	x	Cultural Theory	4	ECTS	
						10
Technical	VER211-02H	x	Studio Photography for Architects	2	ECTS	
Technical	VER104-02H	x	Drawing and sketch work	2	ECTS	
						4
			Autum semester 2012 TOTAL			32
	Spring 2013					
Studio	ARK100-10H		Public space	10	ECTS	
Studio	ARK100-08H		Design: process and realisation	8	ECTS	
						18
Theory	HFR219-02H		Design: a creative force for reform	2	ECTS	
Theory	HFR105-02H		Culture and communication	2	ECTS	
Theory	HFR101-02H		Building Technology I	2	ECTS	
Theory	HFR120-04H		History of Architecture	4	ECTS	
						10
Technical	VER109-02H		Vectorworks	2	ECTS	
Technical	VER113-02H	x	Introduction to the woodworkshop	2	ECTS	
						4
			Spring semester 2013 TOTAL			32
	Autum 2013					
Studio	ALL200-05H		Market and form	5	ECTS	
Studio	ARK200-13H	x	Building a city	13	ECTS	
						18
Theory	HFR220-02H	x	Building science	2	ECTS	
Theory	HFR206-04H		Detail Design	4	ECTS	
Theory	HFR300-04H		Space and time	4	ECTS	
						10
Technical	VERK200-02	x	Building surveying	2	ECTS	
Technical	VER203-02H	x	Illustrator for architects	2	ECTS	
Technical	VER204-02H	x	Modelmaking for architects	2	ECTS	
						6
			Autumn semester 2013 TOTAL			34

			Autumn semester 2013 TOTAL			34
			Spring 2014			
Studio	SAT000-02S		Dialogue	2	ECTS	
Studio	ARK200-03H	x	Urban Research	3	ECTS	
Studio	ARK201-11H		Urban Density	11	ECTS	
Studio	ARK201-02H		Workshop	2	ECTS	
						18
Theory	HFR200-04H	x	Urban studies	4	ECTS	
Theory	HFR120-04H		History of architecture	4	ECTS	
						8
Technical	VER211-02H		Photography I	2	ECTS	
Technical	VER304-02H		Digital design Techniques	2	ECTS	
						4
			Spring semester 2014 TOTAL			30
			Autum 2014			
Workshop	ARK300-06H		Urban analysis	6	ECTS	
Workshop	ARK300-10H		Neighbourhood	10	ECTS	
Workshop	ARK300-02H		Site investigation	2	ECTS	
						18
Theory	HFR302-02H	x	Designer's social responsibility	2	ECTS	
Theory	HFR304-02H		Theory and academic practice	2	ECTS	
Theory	HFR300-04H	x	Space and time	4	ECTS	
						8
Tecnical	VER304-02H		Digital design Techniques	2	ECTS	
						2
			Autumn semester 2014 TOTAL			28
			Spring 2015			
Workshop	ARK301-06H		Preparation for final project	6	ECTS	
Workshop	ARK301-12H		Final project	12	ECTS	
						18
Theory	BAH300-04H		Final thesis	4	ECTS	
Theory	HFR331-02H		Design process, research and communication	2	ECTS	
						6
			Spring semester 2015 TOTAL			24
			Mandatory Credits TOTAL			180

			Electives		
Theory	HFR202-02H		Body, clothing and society	2	ECTS
Theory	RFS0102T		The History of Electronic Music I	2	ECTS
Theory	HFR203-04H	x	Icelandic furniture design	4	ECTS
Theory	HFR210-02H		Curating	2	ECTS
Theory	HFR120-02H		History of Product Design II	2	ECTS
Theory	HFR221-02H		Graphic novel	2	ECTS
Theory	LIS3134Mv		Photography and contemporary art	4	ECTS
		x	Sustainability, environment and design		
Theory	SK0004Mv		Creative writing	4	ECTS
Theory	HFR202-02H		Body, clothing, society	2	ECTS
Theory	HFR230-04H		Material culture	2	ECTS
Theory	RFS0102T		The History of Electronic Music I	2	ECTS
	HFR204-02H	x	Sustainability, environment and design	2	ECTS
	HFR301-02H	x	Professional working environment and manac	2	ECTS
Technical	VER208-02H		Bookmaking	2	ECTS
Technical	VER209-02H		Animation	2	ECTS
Technical	VER217-02H		Rhino II	2	ECTS

APPENDIX 2B
COURSE DESCRIPTIONS

Studio Mandatory BA in Architecture

Course name: Presentation and coordination

Course number: ALL100-02H

Course type: Mandatory

Course level: Baccalaureate 1.2

Semester: 1st semester

Number of units: 2

Language: English / Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have become acquainted with new and previously unexplored ways to approach a subject,
- Have strengthened and increased understanding of original thought,
- Have expanded their vision of feelings with drawing exercises and discussions,
- Have enhanced independent thought and originality in drawing work,
- Have adopted a wider use of drawings and coordination of thought and practice,
- Have enhanced their originality and critical thought in a drawing process,
- Have enhanced boldness and gained strength in the use of drawings.

Description: To challenge work habits and style and in the process discover new methods of working.

During the one week workshop, each person makes at least 150 drawings. One could best describe this workshop as aerobics in drawing both physical and digital. The workshop encourages happy accidents and explores various methods of drawing. Facility and experience can be the enemy, and real success is poison. When you get “good” at something, you develop work habits and styles that can limit you just as they advance you. In this workshop, we get ourselves into trouble. The kind asks, “What have I done?” and then, “What could this be?”

Studio Mandatory BA in Architecture

Course name: Author and their works

Course number: ALL100-06H

Course type: Mandatory in studio

Course level: Baccalaureate 1.2

Semester: 1st semester

Number of units: 6

Language: Icelandic

Preliminary requirements (or precursors):

Learning outcomes: At the end of the course, students should:

- Have the ability to use historical research as a method for gathering professional knowledge with the aim of analysing the elements in the works of known designers/architects which may be important for their own artistic practice,
- Have a general understanding of the works and characteristics of a certain designer/architect,
- Have adopted an understanding of the phases of the design process, which span from the formation of an idea to its presentation,
- Have the ability to familiarise themselves with, analyse and explain the characteristics of a designer/architect,
- Have the ability to work on and take an independent stance toward their own design,
- Have acquired an ability to present research conclusions.

Description: The aim of the course is that students demonstrate knowledge of the relationship between a designer, his environment and his working methods. The methodology of historical case study is introduced as a method for gathering professional knowledge. The aim is to analyse those elements in the works of known designers/architects that may be of importance to each and every one's artistic practice as one of the most important quality of all designers is also to be able to put themselves in other people's shoes. At the same time, the work is about increasing everyone's knowledge by beginning careful research of important designers/architects which have had a decisive influence on design.

Assessment: Lecture, short lecture, portfolio, drawings, attendance and productivity.

Supervisor: Haraldur Agnar Civelek

Teachers: Steinþór Kári Kárasón, Sæunn Þórðardóttir and Tinna Gunnarsdóttir

Studio Mandatory BA in Architecture

Course name: Building a city

Course number: ARK200-11H

Course type: Mandatory in year 2 in Architecture

Course level: Baccalaureate 1.2

Semester: 3rd semester

Number of units: 10

Language: Icelandic

Preliminary requirements (or precursors): Studios in year 1 in Architecture

Learning outcomes: At the end of the course, students should:

- Have acquired an understanding of the urban environment's creation of form and space and have developed a strong feeling for urban spaces and their function,
- Have acquired a general understanding of theories, premises, concepts and methods related to the architecture of the urban environment,
- Have acquired an understanding of the interplay of architecture and the built urban environment,
- Have developed a method to react to the urban environment, with the tools of architecture, with the aim of harnessing it with an architectonic intervention,
- Have acquired skill in describing the subject of the urban environment and conclusions of surveys related to this and be able to present these in written language or in speech,
- Be able to set themselves a goal and a project plan and follow this through.

Description: In this course, the relationship between architecture and the urban environment is discussed and students are allocated a specific site or area to look at and to engage with. Students design solid architectonic works, in accordance to prescription given, where the premises of the city form the base on which to build. They are expected to produce work based on a clear ideology which runs like an unbroken chord through the work, from city to building, where the emphasis is on explaining the urban environment and strengthening public space. The architectonic intervention is thus informed by the city and shapes the city at the same time.

Assessment: Analysis, assignment, presentation, short lecture, productivity and attendance.

Supervisor: Steinþór Kári Kárason

Teacher: Ásmundur Hrafn Sturluson

Studio Mandatory BA in Architecture

Course name: Dialogue

Course number: SAT000-02S

Course type: Mandatory in year 2

Course level: Baccalaureate 1.2

Semester: 4th

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): none

Learning outcomes: The students shall be able to mediate their own knowledge and experience; learn from other students while also finding commensures between different forms of arts and creatively taking advantage of these. The possibilities of the various arts will be explored through a dialogue based on one shared themes.

Description: In this two weeks period, small groups of students will work towards different kind of projects leading to final results in the form of a performance, lecture or any kind of happening, where different ideas and methods will be the focus point. Each small group will have a leader (teacher), who will lead the discussion within the group and the working process. During this period there will also be lectures and introductions to methods of different artists. The theme of the Dialogue course is "New Iceland". It is interesting to explore the new ground following the economic crash in 2008 - where does Iceland stand amongst other nations? Art and culture is the root of every nation's creativity/productivity, - both as a mirror and also as an important feature in general criticism and evaluation of any kind.

Assessment: Attendance, participation and assignments

Supervisor: (Departments take turns running the course)

Teacher:

Studio Mandatory BA in Architecture

Course name: Urban research

Course number: ARK300-06H

Course type: Mandatory in studio

Course level: Baccalaureate 1.2

Semester: 5th semester

Number of units: 6

Language: Icelandic

Preliminary requirements (or precursors): Urban studies

Learning outcomes: At the end of the course, students should:

- Be able to discuss the urban environment in professional terms and be able to place it in the context of ideas about social development, in writing and in speech, along with visual presentation,
- Possess the skill and knowledge to be aware of the different methodologies and possibilities in presentation in urban research to discuss infrastructure, type and form of the urban environment,
- Have knowledge and ability to analyse and develop ways to research and analyse the formation of the man-made environment,
- Have an understanding of different methods of narrative and presentation which shed light on the urban context.

Description: There are certain assumptions about how the man-made environment is formulated in each place. The environment is formed by powers which may be traced to social and environmental factors, where social, political and economic values are formative, along with geographical and meteorological factors. In this course, the city is discussed and the characteristics of the urban environment researched.

Basic information gathering is the premise for being able to develop a methodology for knowledge creation, processing and communication. Students are shown different analytical methods to discuss synergetic and formative factors in the urban environment. Emphasis is placed on collaboration, experimentation and the development of the visual presentation of a subject which engages with the different factors of culture and urban environment. Light will be shed on the different characteristics of the city in order to create a communal source of knowledge and to deepen vision and understanding of the creation of the man-made environment.

Assessment: Analysis, assignment, presentation, short lecture, productivity and attendance.

Supervisor: Sigrún Birgisdóttir

Teachers:

Technical mandatory BA in Architecture

Course name: Studio Photography for Architects

Course number: VER102-02

Course type: Mandatory in year 1

Course level: Baccalaureate 1.2.

Semester: 1st semester

Number of units: 2

Language: English

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired understanding and knowledge of the photography studio's technical equipment and concepts related to this,
- Have adopted an understanding of the value of photographic technology to develop architectonic design,
- Possess an ability to apply photographic technology to support professional decisions,
- Have acquired knowledge and skill in applying photographic technique to communicate ideas and professional decisions which are useful in the progression and presentation of projects
- Have developed independent practices in the photography studio.

Description: In the course, students acquire understanding, training and skill in working in a photography studio, with special emphasis on photography which can be utilised in architects' working process. Methods and basic technology in the use of lighting for photography, backdrop equipment (background), arrangement in studio is taught, in addition to basic elements of the pre- and post-production of digital photographs. Special emphasis is placed on the photographing of models.

Assessment: Portfolio, attendance and productivity.

Supervisor: Eric Wolf

Teachers: NN

Technical Mandatory BA in Architecture

Course name: Introduction to the Wood Workshop

Course number: ARK100-02H

Course type: Mandatory in year 1

Course level: Baccalaureate 1.2

Semester: 2nd semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired understanding and knowledge of equipment in the wood workshop and its function,
- Possess the ability to use the equipment in the wood workshop to make models to support ideas in architecture,
- Have acquired knowledge of the qualities of the materials which may be worked with in the equipment in the wood workshop,
- Have acquired proficiency in applying the technology which the workshop has to offer to enhance broadmindedness and originality in presentation and conceptual work.

Description: In this course, the Academy's carpentry workshop is introduced to students. In the first part of the course, basic safety procedures for working in the wood workshop are covered, in addition to students receiving guidance on procedures and treatment of larger equipment and tools. Only students who have completed the first part of the course on safety are authorised to use equipment in the wood workshop. In the second part of the course, students are introduced to the basics of carpentry, among these the different qualities of different types of wood and carpentry methods which students use in their independent work.

Assessment: Portfolio, presentation, work procedures and productivity.

Supervisor: Gulleik Lövskar

Teacher: NN

Technical Mandatory BA in Architecture

Course name: Drawing and Sketching

Course number: VER104-02H

Course type: Mandatory in year 1

Course level: Baccalaureate 1.2

Semester: 1st semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired understanding and knowledge of the value of sketching for architects,
- Have deepened their understanding of the relationship of drawings to the design of buildings,
- Have acquired knowledge and understanding of presentational methods which use sketches as tools,
- Have knowledge of the relationship of design, drawing and the environment,
- Have the skill to independently assess presentational methods in architecture and be able to communicate ideas and know-how in design ideas with drawings,
- Have developed independent work practices in the transfer of sketches to presentation drawings and use these with broadmindedness and originality.

Description: In the course, students acquire practice and skill in using sketches and drawings to document discoveries and experiences in the environment. Furthermore, students build up understanding and knowledge to enhance and strengthen and explain and sharpen ideas. It is important to understand the use of drawings as a medium to support and explain ideas. Students learn to transfer sketched ideas to other mediums, especially computers.

Assessment: Sketchbook, attendance and productivity.

Supervisor: Hans Olav Andersen

Teachers: NN

Technical Mandatory BA in Architecture

Course name: Illustrator for Architects

Course number: VER203-02H

Course type: Mandatory in year 2

Course level: Baccalaureate 1.2

Semester: 3rd semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired knowledge and understanding of the methods the computer programme Illustrator has to offer,
- Have adopted knowledge of the relationship between design and presentation programmes,
- Have skill to assess architecture's presentation methods independently and be able to communicate ideas and know-how in design ideas with presentation programme(s),
- Be able to develop independent work procedures using presentation programmes as a tool.

Description: Emphasis is placed on teaching students to use *Adobe Illustrator* and *InDesign* and how these are used with the *Adobe Photoshop* programme as a tool to communicate ideas and information. The course is intended to get beginners off to a good start in using the programmes, understand them and utilise their main tools. Students are taught to use the programmes for simple arrangement work, especially to communicate their own work and in the making of a portfolio. In the course, students receive training and skill in using the programmes to enhance their understanding and knowledge of presentation methods on a computer. They are taught to develop their skill in the use of the programmes and to make their ideas more understandable.

Assessment: Assignments in class, productivity and attendance.

Supervisor: Sigurður Ármannsson

Teachers: NN

Technical Mandatory BA in Architecture

Course name: Modelmaking for Architects

Course number: VER204-02H

Course type: Mandatory in year 2

Course level: Baccalaureate 1.2

Semester: 3rd semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired understanding and knowledge of the making and use of a model,
- Have acquired skill in the making of models,
- Have been acquainted with main methods and materials used in the making of models,
- Have the ability to make a model in connection with a studio project,
- Have the ability to reflect an architectonic idea in a model,
- Have the ability to work independently on a model.

Description: The course aims to introduce students to the making of models so that they acquire training and skill in such work. They receive guidance in using models in their concept work and in the development of projects in studios. The aim of the course is that students acquire an understanding of the model being used to develop what is being created rather than showing what already exists.

Assessment: Presentation of model, productivity and attendance.

Supervisor: Ásmundur Hrafn Sturluson

Teachers: NN

Technical Mandatory BA in Architecture

Course name: Building Surveying

Course number: VER200-02H

Course type: Mandatory in year 2

Course level: Baccalaureate 1.2

Semester: 3d semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired an understanding and knowledge of concepts and methods used in the surveying of old houses,
- Have acquired understanding and knowledge of the structure of old houses,
- Have adopted knowledge and understanding of the supporting structure, materials and detail solutions in older buildings,
- Be able to survey older houses in accordance with acknowledged professional methods,
- Have acquired an understanding of the main concepts used in the reconstruction of older houses,
- Have competence to interpret a survey of an older house, communicate it and use for further technical solutions.

Description: This is an applied course where surveying practices for older buildings and building parts are taught. The course mainly takes place in the field where houses are surveyed. In addition to applied teaching, there are short lectures on measuring techniques, the building inheritance and the technical structure of old houses.

Assessment: Project, portfolio with drawings, attendance and productivity.

Supervisors: Jon Ivar Nordsteien

Teachers: NN

Theory Mandatory BA in Architecture

Course name: Design Theory

Course number: HFR100-06H

Course type: Mandatory in year 1

Course level: Baccalaureate 1.2

Semester: 1st semester

Number of units: 6

Language: Icelandic

Preliminary requirements (or precursors): None

Learning outcomes: At the end of the course, students should:

- Have acquired practice in visual analysis and the reading of visual language,
- Know and be able to explain main currents, stylistic types and movements, from the industrial revolution and up until our times and be able to place these in the context of the ideology of the period and the history of design,
- Know and be able to explain the main designers of the period and be able to place their work in an ideological and historical context,
- Be able to discuss contemporary design critically and place individual works in a historical and ideological context.

Description: In this course, design and architecture from the industrial revolution and up until our times are discussed and both are placed in the context of currents and movements, stylistic types, ideology and the spirit of their times. Special emphasis is placed on looking at the characteristics and influence of modernism, reactions to it and the consequences of these. Light is shed on the position of design and architecture in our times in view of different ideologies and cultural currents and hypotheses for future developments are offered. There is an emphasis on visual presentation and the context of different elements in design, architecture, culture and ideology.

Assessment: Examination

Supervisor: Guðmundur Oddur Magnússon

Theory Mandatory BA in Architecture

Course name: Cultural Theory

Course number: HFR100-04H

Course type: Mandatory in year 1

Course level: Baccalaureate 1.2

Semester: 1st semester

Number of units: 4

Language: Icelandic

Preliminary requirements (or precursors):

Learning outcomes: At the end of the course, students should:

- Have adopted theoretical concepts which may be of use to them when discussing design, architecture and the arts in a new context,
- Be able to discuss visual elements of contemporary culture, critically and theoretically and present an argument for their opinions with reference to academic theories,
- Be able to discuss urban society, critically and theoretically,
- Have received basic training in academic methods and be able to apply these independently in their own work.

Description: In the course, the methods of cultural theory are applied to the analysis of various elements of society and visual manifestations of culture. The course discusses how urban society moulds people's behaviour and reflects on whether an interplay of power in society may be discerned through various elements of culture and artistic practice. The principles of contemporary philosophy and cultural theory are also discussed, such as discourse analysis, deconstruction, phenomenology and psychoanalysis and how these theories can be applied in creative work. Training in academic methods is woven into the teaching.

Assessment: Workbook, assignments and examination

Supervisor: Sigrún Sigurðardóttir

Theory Mandatory BA in Architecture

Course name: Urban studies

Course name: HFR200-04H

Course type: Mandatory in year 2 of Architecture

Course level: Baccalaureate 1.2

Semester: 3rd or 4th semester

Number of units: 4

Language: Icelandic

Preliminary requirements (or precursors): Cultural Theory and Principles of Architecture

Learning outcomes: At the end of the course, students should:

- Know main theories and concepts in urban studies and be able to apply these to individual examples in an Icelandic and international context,
- Have an understanding of the history and development of the urban environment and be able to explain this in terms of different theories and ideologies,
- Be able to discuss the urban environment in theoretical terms and place this in the context of ideas on social development, in writing and in speech and in a visual presentation,
- Be able to explain the main emphases and assumptions of urban planning in the 20th and 21st centuries,
- Know the challenges that increased urbanisation in the world in the 21st century brings and be able to discuss urban sustainability in that context,
- Know main facts and theories about the development of Reykjavík's urban environment and be able to take a reasoned stance on individual elements with regard to this development,
- Be able to engage in writing and practice independent procedures on the course's subject.

Description: In the course, several elements which together play part in creating the organic whole that is the urban environment are discussed. Among these is the development of planning ideas and how expectations of an urban environment and space change in step with changed society and changed times. Thought is given to how political opinions, finance and the economy influence the urban environment and furthermore, cultural and environmental influences are discussed. The historical development of the urban environment and the ideology that the modern city is based on is also discussed. Special attention is given to the Reykjavík urban environment and the development of the city is reviewed in terms of different theories on the formation of an urban environment.

Assessment: Portfolio, essay and a short lecture in class

Supervisor: Sigrún Birgisdóttir

Teachers: NN

Theory Mandatory BA in Architecture

Course name: Designers' social responsibility

Course number: HFR302-02H

Course type: Mandatory in year 3

Course level: Baccalaureate 1.2

Semester: 5th or 6th semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): To have completed 60 ECTS in the Department of Design and Architecture.

Learning outcomes: At the end of the course, students should:

- Know about professions' ethics,
- Be able to discuss, in writing and in speech, the role, responsibility and position of designers in society in a critical and theoretical way,
- Be able to discuss different value paradigms in theoretical terms,
- Be able to take a conscious stance on individual issues which regard the role and responsibility of designers in society and be able to present an argument for their opinions,
- Be able to practice independent procedures, use information technology and write on the basis of their professional field.

Description: In the course, the social responsibility of designers is discussed; designers' interactions and relationships with consumers, project buyers, other designers and public institutions. The role of designers is discussed critically and designers' position in society viewed from various angles. Emphasis is placed on looking at designers' responsibility with regard to environmental issues and human rights. Students familiarise themselves with different academic theories from philosophy and ethics and are trained to look at real debates in view of these theories.

Assessment: Essay and group assignment

Supervisor: Gunnar Hersveinn Sigursteinsson

Teacher: Sóley Stefánsdóttir

Theory Mandatory BA in Architecture

Course name: Space and time

Course number: HFR300-04H

Course type: Mandatory in year 3 in Architecture, elective in year 2 in Theory and Practice

Course level: Baccaalaureate1.2

Semester: 5th semester (Architecture), 3rd semester (Theory and Practice)

Number of units: 4

Language: Icelandic

Preliminary requirements (or precursors): Students in Architecture must have completed the courses Cultural Theory and Theory and Creative Thought.

Learning outcomes: At the end of the course, students should:

- Know about different theories of space and time and be able to utilise these in their work on projects,
- Be able to understand the interplay of space and time with reference to different elements of perception,
- Have demonstrated an ability to express themselves critically, in speech and in writing, about the subject,
- Be able to utilise the theories discussed in the course systematically in their own design or artistic work,
- Have demonstrated an ability for independent procedures and active participation in collaboration with others.

Description: The course focuses on two basic elements of perception; space and time and studies these from a theoretical perspective. Answers will be sought on the nature and limits of space, the relationship of body (self) and space and how environment, perception and meaning play together. The interplay of space and time, how the relationships of different perceptions of time (real time, imagined time and experienced time) occurs, is also discussed.

Assessment: Workbook, group assignments and smaller assignments

Supervisor: Hildigunnur Sverrisdóttir

Theory Mandatory BA in Architecture

Course name: Building Science

Course name: HFR201-02H

Course type: Mandatory in year 2 in Architecture

Course level: Baccalaureate 1.2

Semester: 3rd semester

Number of units: 2

Language: Icelandic

Preliminary requirements (or precursors): Building Technology I

Learning outcomes: At the end of the course, students should:

- Have acquired an understanding of the main environmental elements which influence the exterior and the interior of buildings and possess knowledge of the elements that dictate the finishing of buildings with regard to weather and other environmental effects and be able to apply these,
- Have acquired an understanding of the natural elements that influence the built environment, such as weathering, heating flows, humidity flows, acoustics and flame resistance,
- Be able to utilise their know-how to solve certain assignments and be able to place these in the context of architecture's ideology,
- Have adopted independent procedures in the solution of technological challenges in the construction of buildings in studios.

Description: In the course, the basic elements of building technology are discussed, main concepts and calculation methods are explained with examples and placed in the context of current regulations in the Icelandic Planning and Building Act. There is a focus on understanding the combined action of natural elements in buildings and the main problems which may occur in relation to these. The influence of the environment and the weather on technical challenges is discussed and these elements viewed in the context of various natural elements, such as weathering, heating flow, humidity flow, acoustics and flame resistance.

Assessment: Assignment and examination

Supervisor: Jóhannes Þórðarson

Teachers: Björn Marteinnsson and Steindór Guðmundsson

APPENDIX 2C

THE ICELAND ACADEMY OF THE ARTS - RULES

ACADEMY RULES

2014-2015

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I. THE ACADEMY'S ROLE AND ORGANISATION

ARTICLE 1. ROLE

The Iceland Academy of the Arts is a higher education institution offering education in the academic field of art. The Iceland Academy of the Arts strives to further arts education in Iceland and to imparting education on art and culture to the general public.

ARTICLE 2. LEGAL STRUCTURE AND CHARTER

The Iceland Academy of the Arts is a self-governing institution. It is managed by its Board, Rector and Departments. The Charter, ratified by the Minister of the Interior, governs the appointment and purview of the Board.

ARTICLE 3. BOARD

The Academy of the Arts' Board is the highest decision-making authority within the institution and it supervises all matters that concern the Academy as a whole. The Board is a custodian of the Academy's role and ensures that its activities are in line with its goals. The Board elects the Academy's Rector.

The Board is responsible for the Academy's operations, financial matters and assets, for determining tuition fees and formulating regulations concerning most of the Academy's activities, including the appointment of its staff. The Board holds an open annual meeting presenting the Academy's finances and principal operations. The Board formulates regulation regarding the organisation of the meeting.

The Board consists of five members elected for a term of three years at a time. None of the members can earn a living from a position at the Academy or attend a course of study at the Academy. The Minister of Education, Science and Culture appoints two members of the Academy's Board, whereas three other members are elected at the general meeting of the Association for the Foundation of the IAA. The Board elects a Chair and a Deputy Chair from among its members and determines its Code of Practice, which is published on the Academy's website.

The Board performs a function corresponding to the role of a University Council, as defined in Article 15 of the Higher Education Act No. 63/2006.

ARTICLE 4. RECTOR

The Academy's Rector handles the management and administration of the Academy on the authority of the Board and works on forming a comprehensive policy regarding Academy business. The Rector is responsible for the execution of the policy and for making sure that the organisation of the Academy's activities complies with its role, aims and quality requirements.

The Rector, with the Board, supervises the Academy's administration, teaching, artistic endeavours, research, services and other activities, in accordance with the Higher Education Act No. 63/2006.

The Rector is responsible for hiring members of staff and management, in consultation with the Board. The Rector chairs meetings of the Academy's Management Council and Academic Council and calls academic forums. The Rector is the Academy's main external spokesperson.

ARTICLE 5. MANAGING DIRECTOR

The Managing Director supervises the Main Office and all Directors of Support Services. The Managing Director works alongside the Rector and supervises the Academy's finances and assets in consultation with the Rector and the Board. The Managing Director sits on the Management Council.

ARTICLE 6. MANAGEMENT COUNCIL

The Management Council is a consultative platform for the Academy's main management. The Council discusses issues shared by all Departments and Support Services, as well as the organisation of the Academy's activities, including teaching organisation and arrangements. The Management Council prepares recommendations on the Academy's policy in most areas and serves as the Rector's support in day-to-day management.

The Management Council consists of the Rector, the Managing Director and the Deans of Departments. Other members of staff participate in the Council's meetings as far as required by the meeting's topics. The Rector chairs the meetings of the Management Council.

ARTICLE 7. ACADEMIC COUNCIL

The Academic Council is a consultation and information-sharing platform for the Academy's management, teachers and students. The Council discusses the Academy's academic objectives, performance and quality and supports the Rector and the Board in making decisions on academic matters. Among matters submitted to the Council for review are proposals on programme composition, criteria for the quality of programmes and programme requirements, policies for research and artistic practice, as well as broader definitions of the Academy's values and role.

The Academic Council consists of the Rector, the Deans of Departments, five representatives of academic faculty (one from each Department), five student representatives (one from each Department) and two representatives of part-time lecturers. The Managing Director and the Directors of Support Services attend the meetings of the Academic Council when the topics of such meetings call for it. The Rector calls meetings and prepares agendas. The Academic Council meets at least once each semester. The Rector chairs the meetings of the Academic Council.

ARTICLE 8. ACADEMIC FORUM

The Academic Forum is a platform to discuss academic matters and academic policymaking within the Academy. The Rector and the Board can seek the forum's opinion on every matter concerning the Academy's activities and development. It is open to all academic faculty, students and members of staff.

Academic Forum must be held at least once a year and is convened by the Rector.

ARTICLE 9. ANNUAL GENERAL MEETING

In accordance with the Academy Charter, the Board holds an open annual general meeting presenting the finances and principal operations of the Academy. The Academy Board determines regulations for the organisation of the annual general meeting.

ARTICLE 10. DEPARTMENTS

The Academy's work is divided into Departments by artistic field. The Board makes decisions on the division of Departments and determines procedures for each Department. Departments are managed by Deans. Each Department has Department Council.

Dean of Department

The Deans supervise activities and manage their respective Departments and formulate their strategies. Deans have final authority within Departments in matters of education and students' academic progress. They also supervise academic matters and artistic practice within Departments. Deans of Departments sit on the Academy's Management Council and Academic Council.

Department Council

Department Council operates within each Department and serves as a consultation platform within the Department to advise the Dean on academic matters. In addition to the Dean, the Department's academic faculty, Programme Directors and a student representative are members of the Department Council. The Dean submits recommendations to the Rector about the composition of the Council for approval, if different from the above. The Dean supervises the work of the Department Council and serves as its Chair. Meetings are held at least twice per semester.

ARTICLE 11. MAIN OFFICE

The role of Main Office is to create conditions for Departments and the Academy's staff to work in accordance with the Academy's Charter and regulations. The Main Office supervises the following Support Services: Library and Information Services, Finance and Facilities, Learning and Teaching Services, Computer and Web Services, in addition to specialist services on international affairs, research and innovation, communication and quality assurance and enhancement.

The Managing Director is the head of the Main Office and all Directors of Support Services. The management of Support Services is in the hands of the Support Services Directors and their responsibilities and activities are defined specifically in each instance.

ARTICLE 12. QUALITY ASSURANCE AND ENHANCEMENT

The Academy of the Arts systematically monitors the quality of teaching and research on the basis of an internal assessment; cf. Chapter IV of the Higher Education Act No. 63/2006. The Academy follows the criteria of the Quality Board for Icelandic Higher Education, as stated in the Board's Handbook. The Rector is responsible for the Academy's Quality Enhancement Framework.

ARTICLE 13. CONSULTATION WITH OTHER UNIVERSITIES AND COLLABORATIVE INSTITUTIONS

The Iceland Academy of the Arts and its Departments consult and cooperate with other universities in order to make optimal use of available human and material resources, and contribute in a pragmatic way to a more diverse higher education, in accordance with Article 9 of the Higher Education Act No. 63/2006. The Academy furthermore seeks to make collaborative agreements with other institutions engaged in complementary activities.

ARTICLE 14. CODE OF ETHICS

The Iceland Academy of the Arts has set itself an ethical code; cf. Article 2 of the Higher Education Act No. 63/2006. The Code of Ethics is intended for students, academic faculty and the Academy's staff and is a reference guide in all its activities. The Code of Ethics engages with three main issues: general communication within the Academy, society and the environment and creativity, teaching and research. The Code of Ethics is published on the Academy's website and is prominently placed in the Academy's working areas.

II. HIGHER EDUCATION AND DEGREE CRITERIA

ARTICLE 15. LEARNING OUTCOMES

The Iceland Academy of the Arts publishes learning outcomes for higher education and degrees by Departments and programmes and study level. These are a systematic description of degrees and final examinations where emphasis is placed on a general description of the knowledge, skills and abilities that students should possess at the end of their studies. The Iceland Academy of the Arts' criteria are set in accordance with the National Qualification Framework, as dictated by the Minister of Education, Science and Culture; cf. Article 5 of the Higher Education Act No. 63/2006.

III. DEPARTMENTS AND PROGRAMMES

ARTICLE 16

The Iceland Academy of the Arts is made up of five Departments: the Department of Design and Architecture, the Department of Arts Education, the Department of Fine Art, the Department of Performing Arts and the Department of Music. These Departments offer eighteen different programmes of study. Five programmes are at Master's level and thirteen at Bachelor level.

The Department of Design and Architecture

Study in the Department of Design and Architecture is divided into five programmes, four at Bachelor level and one at Master's level.

Programmes at Bachelor level are: Architecture, Fashion Design, Visual Communication and Product Design. The programmes are organised as 3-year, 180 ECTS programmes. Upon successful completion of coursework, projects and examinations, the student is awarded a BA Degree.

At Master's level, a 2-year, 120 ECTS study programme is offered in Design. On completion of coursework, projects and examinations, the student is awarded an MA Degree.

The Department of Arts Education

The Department of Arts Education offers one programme at Master's level in Arts Education. There are three routes on offer within the Programme, i.e. 120 ECTS for an M.A.Ed. Degree or MA Degree and a 60 ECTS Diploma Programme. The Diploma

Programme is only on offer to students who have previously completed a Master's Degree in their chosen artistic field.

The Department of Fine Art

Study in the Department of Fine Art is divided into two programmes, one at Bachelor level and one at Master's level.

The Bachelor level programme is organised as a 3-year, 180-ECTS, study in Fine Art. Upon successful completion of coursework, projects and examinations, the student is awarded a BA Degree.

The Master's level programme is organised as a 2-year, 120 ECTS study in Fine Art. Upon successful completion of coursework, projects and examinations, the student is awarded an MA Degree.

The Department of Performing Arts

The Department of Performing Arts offers three programmes, all at Bachelor level: Acting, Contemporary Dance and Theatre and Performance Making. The programmes are organised as a 3-year, 180 ECTS study. Upon successful completion of coursework, projects and examinations, the student is awarded a BA Degree. No students are admitted to the Department every third year.

The Department of Music

The Department of Music offers courses in seven main programmes of study, five at Bachelor level and two at Master's level. Programmes at Bachelor level are: Instrumental/Vocal Performance, Church Music, Creative Music Communication, Vocal and Instrumental Pedagogy and Composition. Programmes at Master's level are: New Audiences and Innovative Practice and Composition.

There are two programmes in Instrumental/Vocal Performance. There is a 3-year, 180 ECTS programme in Instrumental/Vocal Performance culminating in a B.Mus. Degree and a Diploma, 80 ECTS, for young students who meet the Academy's requirements of knowledge of an instrument, who want to attend general upper secondary school alongside their musical studies. Students in the Diploma Programme will ordinarily be at least 16 years old when they begin their study.

The programmes Church Music, Creative Music Communication, Vocal and Instrumental Pedagogy are 3-year, 180 ECTS studies for a BA Degree. The church music route is run in collaboration with the Church of Iceland Music School.

The Programme in Composition at Bachelor level is a 3-year, 180 ECTS study in music for a BA Degree where students can choose to specialise in composition and/or new media.

A Master's degree in Composition is a 2-year, 120-ECTS research-related programme in composition granting an MA Degree.

A Master's programme in New Audiences and Innovative Practice is a 120-ECTS programme towards an M.Mus. Degree, jointly offered by the Iceland Academy of the Arts and four other European music academies.

IV. STUDENT ADMISSIONS

ARTICLE 17. ADMISSIONS

Bachelor programmes

The original work that applicants submit with their application and/or their performance in entrance examinations are taken into consideration when determining which applicants shall be admitted to the Academy. The extent to which a student will benefit from courses offered at the Academy is also considered.

Applicants for Bachelor programmes shall have completed upper secondary school qualifications or equivalent. However, the Academy has the authority to grant admission to those applicants who possess knowledge and experience deemed sufficient preparation for a Bachelor Degree at the Academy. It is generally expected that in order to qualify for assessment, the applicant shall have completed at least 105 ECTS of upper secondary level education. Having received the assessment of the Admissions Committee, the Dean proposes to the Rector which applicants should be granted the opportunity to commence studies.

The Board can limit the number of students who commence study at the Academy's Departments. Admission normally takes place no later than April or May each year. A certified copy of the applicant's examination certificates and other documents requested by the relevant Department must accompany the application.

Admissions Committees assess applications based on the information submitted in addition to interviews and/or entrance examinations in the fields where this is appropriate. The Rector appoints and sets guidelines for Admissions Committees based on recommendations of the Dean of Department. Admissions Committee guidelines shall be made available to applicants. Admissions Committees decisions, based on an artistic assessment and assessment of the applicant's potential for artistic growth in the relevant field, are final and therefore not subject to the approval of the Rector or the Board.

A visiting student must be enrolled in an equivalent or more advanced programme of study at a recognised art academy and provide written documentation to that effect, cf. Article 19.

The Academy of the Arts can assess Bachelor study from other universities up to a maximum of 60 ECTS.

On assessment of ECTS from other universities, refer to Article 23.

A student accepts a place at the Academy by paying the confirmation fee, which goes toward the student's fees but is non-refundable.

Master's programmes

When selecting applicants to the Academy, applications, reports and professional experience are taken into consideration. Furthermore, the extent to which a student is likely to benefit from the courses offered is also considered.

Applicants for a Master's Degree shall have completed a Bachelor Degree or equivalent 180 ECTS of university courses on which to base their ability to fulfil the requirements of Master's study. The Rector appoints Admissions Committees upon receiving proposals from the respective Deans of Departments.

The Admissions Committee assesses applications based on the information submitted and interviews with applicants. The Rector appoints and sets guidelines for Admissions Committees based on recommendations of the Dean of Department. Admissions

Committee guidelines shall be made available to applicants. Admissions Committees decisions are final and therefore not subject to the approval of the Rector or the Board.

The Board can limit the number of students who commence study at the Academy. Admissions normally take place no later than April or May each year. A certified copy of the applicant's examination certificates and other documents requested by the relevant Department shall accompany the application.

A visiting student must be enrolled in an equivalent or more advanced programme of study at a recognised art academy and provide written documentation to that effect, cf. Article 19.

The Academy of the Arts can assess Master's study from other universities up to a maximum of 40 ECTS. In instances where students have valid teaching credentials in their field, up to 60 ECTS may be assessed in the Department of Arts Education.

On assessment of ECTS from other universities, refer to Article 23.

A student accepts a place at the Academy by paying the confirmation fee, which goes toward the student's fees but is non-refundable.

ARTICLE 18. ASSESSMENT OF PREVIOUS STUDIES AND THE EXPIRY OF ECTS

In the instance of former students seeking to recommence study at the Academy and complete their studies, the rule applies that they may have courses still taught at the Academy assessed. This rule assumes that no more than five years have passed since students discontinued their previous studies. On the same condition, other courses will also be assessed if they fall within the current organisation of the Curriculum when students recommence their studies at the Academy.

With regard to students who apply to commence studies when more than five years have passed since they discontinued their studies at the Academy, they can apply for their previous studies to be assessed taking the current Curriculum into consideration.

The general rule applies that ECTS are no longer valid once nine or more years have passed since students discontinued their studies.

V. EXCHANGE STUDENTS, VISITING STUDENTS, RESEARCH STUDENTS AND RESEARCH FELLOWS

ARTICLE 19. EXCHANGE STUDENTS, VISITING STUDENTS, RESEARCH STUDENTS AND RESEARCH FELLOWS

Exchange students

The Iceland Academy of the Arts is part of international partnerships which include student exchange programmes between comparable educational institutions and mutually recognised programmes. Student exchange is based on bilateral agreements between institutions. Students who choose student exchange normally do so for a period of one semester during their studies at the Academy. A special permission from the relevant Dean is required for a longer period of exchange.

Visiting students

The Rector may, upon recommendation from the Deans, admit a visiting student for one or two semesters. A visiting student must be enrolled in an equivalent or more advanced programme of study at a recognised university elsewhere and provide written documentation to that effect.

A visiting student is subject to the same rules and regulations and must fulfil the same academic requirements as other students at the Academy. Tuition and fees are also the same as those of other students. If a visiting student wishes to continue studying at the Academy, s/he must apply for admission to the Academy on the same basis as other applicants.

Research students

Research students are students at the Master's or Doctorate level who have study space at the Academy of the Arts and access to its services without attending a regular study programme. The Dean and the student make an agreement about access to the Academy, which the Rector ratifies.

Research fellows:

Research fellows are academics with an academic position at other universities who temporarily have space at the Academy of the Arts and access to its services by agreement with the relevant Dean of Department and the Rector.

VI. TEACHING ORGANISATION, ATTENDANCE AND ACADEMIC PROGRESS

ARTICLE 20. ACADEMIC YEAR, SEMESTERS AND GRADUATION

The academic year runs from 1 August to 31 July the following year. The teaching year is divided into two teaching semesters: autumn semester and spring semester. Each semester consists of a minimum of 15 weeks of teaching, excluding examinations and holidays.

Results of assessment shall be available ten working days after the setting of exams or assignments for the course, at the latest; cf. Article 25. The autumn semester shall conclude no later than 21 December and the spring semester shall commence no earlier than 3 January. No teaching takes place on public holidays. The Rector can decide to cancel teaching on other than the above mentioned days.

The Academy's main graduation ceremony takes place in the spring, as close as possible to the end of May or the beginning of June. Students intending to graduate in spring must register for graduation before 15 March.

Students who have not obtained the required number of ECTS to graduate at the main graduation ceremony can apply to graduate in autumn or in mid-winter. The autumn graduation takes place in mid-September, whereas mid-winter graduation is in mid-January. In order to graduate in autumn, students must apply no later than 15 August and no later than 15 November for the mid-winter graduation.

Upon registration for graduation, students must have paid all outstanding fees to the Academy.

ARTICLE 21. CURRICULUM

The Academy publishes a Curriculum for the coming academic year. The Curriculum must also be published on the Academy's website. The Curriculum states learning outcomes for courses in each programme, in addition to listing all course numbers and names and providing a brief course description for each and every course. The course descriptions shall include information such as the type and level of the course, number of ECTS, preliminary requirements, learning outcomes, description and assessment.

ARTICLE 22. EVALUATION OF TEACHING

A questionnaire to evaluate teaching is given to students at the end of each course. Students then have the opportunity to answer questions about teachers' performance and courses as a whole. At the end of the semester, teachers get access to outcomes for the courses they have taught. Deans of Departments have access to outcomes of teaching assessments for all courses in their Department. The Rector and the Director of Academic Affairs have access to outcomes of teaching evaluation for the Academy as a whole.

ARTICLE 23. NUMBER OF ECTS AND ACADEMIC PROGRESS

In organising courses at the Academy, it is assumed that one ECTS corresponds to 25-30 hours of work for the student.

Students are responsible for their academic progress within the Academy's organisational framework. Normally, they will complete 60 ECTS every year or 30 ECTS each semester.

Students who wish to have ECTS from other universities assessed must apply for this specifically and submit the relevant documentation at the beginning of their studies.

Bachelor programmes

A minimum of 180 ECTS is required for a BA or B.Mus. Degree. The Academy's curriculum is organised to allow for a maximum of 72 ECTS in one academic year and no more than a total of 210 ECTS for the student's whole period of study.

A full-time student must complete a minimum of 48 ECTS in an academic year to be allowed to advance to the next year of study.

In order to advance from one semester to the next, students must have paid all outstanding fees. Changes to registration are not permitted after 1 October in the autumn semester and 15 February in the spring semester.

A student's total combined period of study must not exceed one year over and above the normal length of study, with the exception of absence due to maternity/paternity leave. The Rector, on recommendation of a Dean, may grant exceptions to this rule in special circumstances. In those cases, the respective students shall explain their circumstances in writing, stating their reasons for the application.

On final projects, refer to Article 27.

Master's programmes

A minimum of 120 ECTS is required for MA, M.Mus. and M.Art.Ed. Degrees. The Academy's curriculum is organised to allow for a maximum of 66 ECTS in one academic year and no more than 132 ECTS for the student's whole period of study.

Master's students in Design, Fine Art and Composition must complete a minimum of 48 ECTS in order to advance to the next year of study.

In order to advance from one semester to the next, students must have paid all outstanding fees. Changes to registration are not permitted after 1 October in the autumn semester and 15 February in the spring semester.

A student's total uninterrupted period of study must not exceed one year above and beyond the normal length of study. In the Department of Arts Education, a student's total uninterrupted period of study must not exceed two years of the normal length of study, with the exception of absence due to maternity/paternity leave. The Rector, on recommendation of a Dean, may grant exceptions to this rule under special circumstances. In those cases, the respective students shall explain their circumstances in writing, stating the reasons for their application.

On the final project and its preparation, refer to Article 27.

ARTICLE 24. ATTENDANCE AND PARTICIPATION

Bachelor programmes

The Academy expects students to attend all their courses. Teachers are responsible for monitoring student participation and recording attendance.

If a student is absent, including when due to illness, for more than a fifth of the teaching period in a particular course, s/he is considered to have failed that course. In special circumstances and circumstances beyond the student's control, an appeal may be made to the Rector for exemption from this rule. Such an application will only be considered if a student is being prevented from advancing to the next year.

Master's programmes

As a general rule, students at Master's level are expected to take full part in the activities of the programme and be active participants as individuals and as part of a group. However, each Department sets its own rules, taking the nature of the courses into consideration.

VII. ASSESSMENT AND ACADEMIC PROGRESS

ARTICLE 25. ASSESSMENT

Purpose

The principal aim of assessment is to provide students with information about their academic progress and results. It also confirms for the Academy that the student has acquired knowledge and proficiency in a specific field.

Responsibility and arrangements

Examinations and project assessment takes place during the course period or during special examination or project periods at the end of each semester. Teachers are in charge of and responsible for assessment but each Department sets its own policy for examinations and the submission of projects within the limits of these rules.

Examinations may be oral, written or practical. Projects may include essays, reports, performances, all kinds of artistic practice assignment and related research work. The composition of assessment is determined by the relevant teacher in consultation with the Dean and students must be notified of this in the course description no later than at the

beginning of teaching in the relevant course. Special regulations, as stated in Article 27, apply to responsibility for and assessment of final projects.

Grades

Grades range from 0 to 10 in steps of a half. The minimum grade necessary to pass an examination is 5. In courses of 6 ECTS or less at Baccalaureate level and 8 ECTS at Master's level, the Dean may allow an assessment indicated by letters instead of numbers: S for 'Pass' and F for 'Fail'.

Assessment results and appeal process

Assessment results must be available no later than ten working days after the assessment took place. A student who has not passed an exam or has not obtained the minimum grade for an assignment is entitled to an explanation of the assessment. An explanation shall be requested no more than five days after the publication of the grade. If the student does not feel this is satisfactory, s/he may appeal to the Dean of the Department in question.

Absence from examination

A student who does not attend an exam that s/he is registered for and fails to notify the Academy in advance is considered to have failed the exam. S/he thereby forfeits the right to re-examination.

Resitting an exam or re-doing an assignment

If a student fails an exam or assignment s/he may re-sit the exam or request a special assignment. A student is only entitled to re-sit an exam or request a special project when failing a course or part of a course if s/he has fulfilled attendance requirements. A special application must be made to the Dean of Department or the relevant Programme Director within five days of the publication of the result if an exam is to be repeated or another assignment to be done. If re-examination is not practicable, the Dean may decide on an equivalent assignment. If a student fails in the re-sitting of an examination or re-doing of an assignment, s/he must repeat the course to obtain the necessary ECTS.

If a student has passed an examination/assignment, s/he may, under special circumstances, request to re-sit the examination / re-do the assignment. If the Dean of the Department authorises a re-sit, the student may retake the examination the next time it is held or re-submit the assignment the next time it is set. The grades from the latter exam/assignment will apply.

Resitting exams / re-doing assignments

Resit exams / projects shall be held no later than 15 January for the autumn semester and no later than 1 June for the spring semester.

The recording and retention of grades

Academic Affairs is responsible for recording and retaining students' grades, in addition to publishing final grades. Written examinations are held for six months after the date of the examination and then destroyed.

ARTICLE 26. ACADEMIC PROGRESS

Students' commitment and withdrawal from a course

When a student is registered for a course s/he is automatically registered for exams or bound by submission dates for assignments in that course. By withdrawing from a course, a student is thereby released from those requirements with regard to that course. Withdrawal from a course must be submitted in writing to the Department Coordinator before 1/3 of the entire length of the relevant course has passed.

Illness

Students who cannot sit an exam or submit an assignment within the given timeframe for assessment due to illness must give notification of this before the exam begins or the time limit for the submission of assignment expires. A doctor's certificate must be submitted to the Academy's Main Office to confirm this no later than three days after the exam was held or the time limit for the submission of the assignment has expired, otherwise the student is considered to have sat the exam or participated in the submission of assignments. With a doctor's certificate, the student gains the right to a resit paper; given that his/her attendance in the course has been satisfactory.

Study break

Students can take a study break within the framework of the Academy's Regulations on academic progress. Students must notify the Academy of a study break on the appropriate forms no later than 1 October for the autumn semester and 1 February for the spring semester and the break must be accommodated within the four year continuous maximum time of study, cf. Article 23.

ARTICLE 27. FINAL PROJECTS

Bachelor programmes

A Board of Examiners or an external examiner assesses final projects. The Board of Examiners shall have at least one external examiner who acts as Chair of the Board of Examiners. The Deans appoints examiners in consultation with the Departmental Council. Special guidelines are issued for the duties of the Board of Examiners and the external examiner. Students, who wish to comment on the assessment process, may submit a written request for explanation to the Dean concerned.

Students who are not satisfied with the outcome may appeal the Board of Examiners' decision to the Dean concerned, within five days of the publication of the results, by submitting their reasoning in writing, requesting a re-assessment that takes their concerns into account. The Dean must respond to the student's appeal within ten days of receiving them. After this, the decision of the examiners is final.

Special guidelines are issued on final projects for each programme.

Master's programme

By the end of the 3rd semester of Master's study, the Master's student must have submitted a report and a draft of a final project, as well as a project plan, which has been accepted by the Assessment Committee of the Department in question. The student will be given an opportunity to apply for a re-submission of the final project plan to the Assessment Committee, within two weeks of the first submission but should it be rejected a second time, the student is disallowed from the final project for that semester.

An Assessment Committee at Master's level and/or an external specialist examiner assess final projects.

Deans appoint examiners or Assessment Committee at Master's level in consultation with the Department Council. Special guidelines are issued for the duties of Assessment Committees and examiners. If students wish to comment on the assessment process, they may submit a written request for explanation to the Dean concerned.

Students who are not satisfied with the decision of the Assessment Committee may appeal to the Dean concerned, within five days of the publication of the result, by submitting their reasoning in writing, requesting a re-assessment, that takes their concerns into account. The Academy must respond to the student's appeal within ten days of receiving it. After that, the decision of the examiners is final.

Special guidelines apply for final projects and Master's defences in each programme.

VIII. STUDENTS' RIGHTS

ARTICLE 28. STUDENTS' COMPLAINTS

In general, students who consider themselves to have been unfairly treated must turn to the relevant teacher, supervisor or student counsellor, who will direct the matter into the appropriate channel to the Programme Director or Dean of the Department in question, who will seek to resolve the matter. Should students not be satisfied with that solution, they must send a written letter, stating their reasons, to the Rector. The Rector reviews the matter, makes a decision and students will receive a written reply where the conclusion of the matter is clearly supported. Should students not accept the Rector's decision, they can appeal to the Grievance Committee on Student Rights. Refer to Article 30 for more on the Grievance Committee. On responsibilities and arrangements around assessment, refer to Article 25.

ARTICLE 29. BREACH OF LAW OR ACADEMY REGULATIONS

Should students be found in breach of law or the Academy's regulations or their behaviour toward members of staff or other students be considered to be indecent or improper, the Rector and/or the relevant Dean can issue them with a written warning. If the breach is considered serious and challenges the Academy's fundamental activities, the Rector can expel the relevant students from the Academy, temporarily or indefinitely. Students may appeal the Rector's decision to the Grievance Committee on Student Rights, see Article 30. Matters of this nature must in all other respects comply with the law.

ARTICLE 30. GRIEVANCE COMMITTEE ON STUDENT RIGHTS

The Academy has a special Grievance Committee, which makes final decisions in matters concerning discipline and the rights of students. The Committee is comprised of three persons; one Dean of Department, who chairs the Committee, one teacher representative and one student representative. The teacher and student representatives are appointed for one-year terms and have deputies appointed for the same period of time. Balance should be attempted, to the extent possible, between appointments from different Departments. Deans select a representative from among themselves to sit on the Committee on their behalf and another representative to serve as a substitute. The Academy's Board further defines the Committee's duties and formulates its code of practice. Matters must be submitted to the Committee in writing, clearly stating the case.

IX. ACADEMIC FACULTY

ARTICLE 31. JOB TITLES AND APPOINTMENTS

The Iceland Academy of the Arts employs academic faculty and support services staff. Academic faculty are *Professors*, *Associate Professors* and *Assistant Professors*, who are hired in accordance with Rules on Academic Appointments and assessed by a specially appointed Evaluation Committee, *Adjunct Professors*, who are hired directly by the

Rector in consultation with the respective Deans for defined tasks within a Department, and *part-time lecturers*, who are hired by Programme Directors or Deans.

The Academy's definition of criteria for assessment of knowledge and experience of a university teacher in the arts, art theory and arts education, as agreed on 28 January 2013, forms the basis for hiring for academic positions at the Academy of the Arts. The definition is published on the Academy's website.

Programme Directors supervise programmes and can be Professors, Associate Professors, Assistant Professors or Adjunct Lecturers.

The Rector, upon recommendation from the Deans, determines the ratio of teaching and other professional duties of each member of academic faculty, within the framework of her/his employment contract. Professors', Associate Professors' and Assistant Professors' professional duties are composed of the integration of three aspects, i.e. teaching, administration and research and innovation, whereas the professional duties of Adjunct Lecturers can consist of one, two or all three of these aspects. Part-time lecturers have teaching duties only.

Guest lecturers are hired on a temporary basis, full-time or part-time, for defined duties within the Academy. These are artists or academics in the field of the arts that excel and the Academy considers it important to collaborate with in the building up and development of programmes. The Rector hires guest lecturers on recommendation from the relevant Dean of Department with the confirmation of the Board. The Academy's Rules on Academic Appointments therefore do not apply.

Definitions in relation to the role and responsibilities of teachers are published in the IAA Handbook.

X. FUNDS

ARTICLE 32. FUNDS SUPPORTING ACADEMIC WORK

Two funds are available within the Academy to support academic work: the Development Fund for Academic Staff and the Publication Fund. Each fund is governed by regulations defining among other things the role and scope of the fund, the appointment of its Board, the organisation of its activities and arrangements around the allocation of grants.

Development Fund for Academic Staff

The purpose of the Fund is to support the professional development of the Academy's academic faculty. Professional development means continuing education in the field in which the member of staff works and any endeavour on his/her part which may be considered to lead to the strengthening of his/her professional activities.

The Fund's revenue is the Academy's contribution in accordance with budget and other revenue that the Fund may receive.

The Board of the Fund consists of the Rector, who chairs the Board, Deans and representatives of academic faculty, one from each Department. Representatives of academic faculty are appointed for two years at a time. The Board makes decisions about the Fund's matters within the framework of its rules.

Academic faculty can apply for the support of the Fund, in addition to part-time lecturers who teach at least 50 hours in the semester when an application is submitted for a grant.

Publication Fund

The purpose of the Fund is to strengthen the Iceland Academy of the Arts publication activities and enhance the dissemination of the work of academic faculty. The Fund thereby aims to strengthen the relationship between teaching, research and innovation.

The Fund's revenue is the Academy's contribution in accordance with budget and other revenue that the Fund may receive.

The Board of the Fund consists of three parties, one external and two from the Iceland Academy of the Arts. The Board is appointed by the Rector for two years at a time on recommendation from the Management Council. The role of the Board is to assess applications and decide on grants to be allocated on the basis of the Fund's code of practice.

Academic faculty with a minimum of 50% employment ratio may apply for support from the Fund.

XI. FEES

ARTICLE 33

The Academy's Board determines the size of fees and payment conditions. Fees may be changed but normally follow the index of consumer prices. Only students who have paid their fees are considered to be registered students at the Academy and only these students are authorised to attend the Academy.

XII. ENTRY INTO FORCE AND OTHER MATTERS

ARTICLE 34

These regulations are set on the basis of the Academy Charter and with reference to the Higher Education Act No. 63/2006. Agreed at a meeting of the Academy's Board in June 2014.

APPENDIX 2D

THE DEPARTMENTS LEARNING OUTCOMES

Baccalaureate (3rd to 4th years, 180-240 ECTS) Level 1.2

Learning outcomes	Department of Design and Architecture	Architecture	Fashion Design	Visual Communication	Product Design
KNOWLEDGE	<ul style="list-style-type: none"> ▪ Have knowledge of theories, concepts and methods used in Design ▪ Have basic knowledge of the professional environment of Designers/ Architects ▪ Have insight and understanding to approach the subjects in an individual manner ▪ Have understanding of the ideology and concepts on which execution in the field is based ▪ Know the basics in search and information technology 	<ul style="list-style-type: none"> ▪ Have knowledge of theories, concepts and methods used in Architecture ▪ Have basic knowledge of the professional environment of Architects ▪ Have insight and understanding to approach subjects in Architecture in an individual manner ▪ Have understanding of the ideology and concepts on which construction is based ▪ Know the basics in search and information technology 	<ul style="list-style-type: none"> ▪ Have knowledge of theories, concepts and methods used in Fashion Design ▪ Have basic knowledge of the professional environment of Fashion Designers ▪ Have insight and understanding to approach subjects in Design in an individual manner ▪ Have understanding of the ideology and concepts on which the designing of clothes is based ▪ Know the basics in search and information technology 	<ul style="list-style-type: none"> ▪ Have knowledge of theories, concepts and methods used in Visual Communication ▪ Have basic knowledge of the professional environment in Visual Communication ▪ Have insight and understanding to approach subjects in Design in an individual manner ▪ Have understanding of the ideology and concepts on which visual communication is based ▪ Know the basics in search and information technology 	<ul style="list-style-type: none"> ▪ Have knowledge of theories, concepts and methods used in Product Design ▪ Have basic knowledge of the professional environment of Product Designers ▪ Have insight and understanding to approach subjects in Design in an individual manner ▪ Have understanding of the ideology and concepts on which product design is based ▪ Know the basics in search and information technology

SKILLS	<ul style="list-style-type: none"> ▪ Can take a critical stance on information and methods ▪ Have adopted critical vision of their own works and those of others ▪ Are able to participate in critical discourse in Design/Architecture ▪ Can make decisions and provide a rationale for these on professional grounds ▪ Have technique and skill to work independently and systematically on subjects within Design ▪ Have learnt to adopt broadmindedness and originality in their thinking ▪ Are able to independently assess ideas used ▪ Have adopted enquiring and varied working methods and daring in execution ▪ Are able to utilise the technology and equipment that serves the field 	<ul style="list-style-type: none"> ▪ Can take a critical stance on information and methods ▪ Have adopted critical vision of their own works and those of others ▪ Are able to participate in critical discourse in Architecture and construction ▪ Can make decisions and provide a rationale for these on professional grounds ▪ Have technique and skill to work independently and systematically on subjects within Architecture ▪ Have learnt to adopt broadmindedness and originality in their thinking ▪ Are able to independently assess ideas used ▪ Have adopted enquiring and varied working methods and daring in execution ▪ Are able to utilise the technology and equipment that serves the field 	<ul style="list-style-type: none"> ▪ Can take a critical stance on information and methods ▪ Have adopted critical vision of their own works and those of others ▪ Are able to participate in critical discourse in Fashion Design ▪ Can make decisions and provide a rationale for these on professional grounds ▪ Have technique and skill to work independently and systematically on subjects within Fashion Design ▪ Have learnt to adopt broadmindedness and originality in their thinking ▪ Are able to independently assess ideas used ▪ Have adopted enquiring and varied working methods and daring in execution ▪ Are able to utilise technology and equipment that serves the field 	<ul style="list-style-type: none"> ▪ Can take a critical stance on information and methods ▪ Have adopted critical vision of their own works and those of others ▪ Are able to participate in critical discourse on Visual Communication ▪ Can make decisions and provide a rationale for these on professional grounds ▪ Have technique and skill to work independently and systematically on subjects within Visual Communication ▪ Have learnt to adopt broadmindedness and originality in their thinking ▪ Are able to independently assess ideas used ▪ Have adopted enquiring and varied working methods and daring in execution ▪ Are able to utilise technology and equipment that serves the field 	<ul style="list-style-type: none"> ▪ Can take a critical stance on information and methods ▪ Have adopted critical vision of their own works and those of others ▪ Are able to participate in critical discourse on Product Design ▪ Can make decisions and provide a rationale for these on professional grounds ▪ Have technique and skill to work independently and systematically on subjects within Product Design ▪ Have learnt to adopt broadmindedness and originality in their thinking ▪ Are able to independently assess ideas used ▪ Have adopted enquiring and varied working methods and daring in execution ▪ Are able to utilise technology and equipment that serves the field
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COMPETENCES	<ul style="list-style-type: none"> ▪ Have the independence and communication skills to actively participate in collaborations and lead working groups ▪ Can work independently and systematically, set goals, select appropriate methods, produce a project/work plan and adhere to it ▪ Are capable of interpreting and presenting their subjects and outcomes clearly in speech and in writing ▪ Can communicate their ideas through their own works ▪ Can communicate their skills, ideas and knowledge to different groups in different circumstances ▪ Have cultivated their imagination for independent creativity and/or unconventional approaches and are able to utilise this in their work ▪ Have developed independent working methods for further study in their field 	<ul style="list-style-type: none"> ▪ Have the independence and communication skills to actively participate in collaborations and lead working groups ▪ Can work independently and systematically, set goals, select appropriate methods, produce a project/work plan and adhere to it ▪ Are capable of interpreting and presenting their subjects and outcomes clearly in speech and in writing ▪ Can communicate their ideas through their own works ▪ Can communicate their skills, ideas and knowledge to different groups in different circumstances ▪ Have cultivated their imagination for independent creativity and/or unconventional approaches and utilise this in their work Have developed independent working methods for further study in their field 	<ul style="list-style-type: none"> ▪ Have the independence and communication skills to actively participate in collaborations and lead working groups ▪ Can work independently and systematically, set goals, select appropriate methods, produce a project/work plan and adhere to it ▪ Are capable of interpreting and presenting their subjects and outcomes clearly in speech and in writing ▪ Can communicate their ideas through their own works ▪ Can communicate their skills, ideas and knowledge to different groups in different circumstances ▪ Have cultivated their imagination for independent creativity and/or unconventional approaches and utilise this in their work ▪ Have developed independent working methods for further study in their field 	<ul style="list-style-type: none"> ▪ Have the independence and communication skills to actively participate in collaborations and lead working groups ▪ Can work independently and systematically, set goals, select appropriate methods, produce a project/work plan and adhere to it ▪ Are capable of interpreting and presenting their subjects and outcomes clearly in speech and in writing ▪ Can communicate their ideas through their own works ▪ Can communicate their skills, ideas and knowledge to different groups in different circumstances ▪ Have cultivated their imagination for independent creativity and/or unconventional approaches and utilise this in their work ▪ Have developed independent working methods for further study in their field 	<ul style="list-style-type: none"> ▪ Have the independence and communication skills to actively participate in collaborations and lead working groups ▪ Can work independently and systematically, set goals, select appropriate methods, produce a project/work plan and adhere to it ▪ Are capable of interpreting and presenting their subjects and outcomes clearly in speech and in writing ▪ Can communicate their ideas through their own works ▪ Can communicate their skills, ideas and knowledge to different groups in different circumstances ▪ Have cultivated their imagination for independent creativity and/or unconventional approaches and utilise this in their work ▪ Have developed independent working methods for further study in their field
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APPENDIX 2E

REYKJAVÍK EXTERNAL EXAMINER REPORT 2011

External examiner's report

by Fintan Duffy, B.Arch, M. Urban and Building Conservation

Lecturer and course leader, Department of Architecture,
Waterford Institute of Technology, Ireland.

For end-of-year assessment of Studio project,
Iceland Academy of the Arts, Faculty of Architecture
Third year, Bachelor of Science of Architecture, award stage.

Reykjavík, May 3rd 2011

Background:

F Duffy was nominated to attend in the place of Máire Henry, Head of Department of Architecture, WIT, who was temporarily unable to do so.

Role:

To assess the standard of the work presented, based on his experience of student work at a similar stage in other European architectural schools. The external examiner's remit in this case did not extend to having sole responsibility for grading and marking nor did it involve the assessment of any other aspects of the students' work such as written exams etc.

Format:

The students had to individually present their projects, in closed session, to the panel consisting of Sigrún Birgisdóttir Director of programme, Steinþór Kári Kárason professor and year tutor, and Ásmundur Hrafn Sturluson, tutors and Jóhannes Þórðarson, head of school and this external examiner. The student gave a short oral presentation in each case and then the external examiner questioned him/her, followed by questions from the tutors. The grading of the student was based on a combination of the quality of the presentation, both verbal and graphic and the student's ability to respond to the questioning, in the context of the learning objectives set in the syllabus..

Assessment criteria:

The criteria communicated to the students with the project brief is based on the syllabus document and requires the students to produce 'a coordinated, complete architectural work, based on a clear concept and executed with the means and tools of architecture'. The following criteria were used by the assessors in forming their opinions in relation to the student's levels of ability:

Ability to communicate the architectural intentions through the verbal presentation,
Ability to communicate them through the drawings and models,
Completeness and quality of the graphic presentation,
Ability to work consistently in an evolutive manner from sketch to detailed design,

Ability to translate the brief into a coherent and convincing architectural proposal,
Ability to work on a range of scales from the urban plan to the detailed layout,
Demonstration of an understanding of structures and materials.

Project structure and organisation:

The students started the programme working as a group on the site analysis aspects. These third year students were assisted by first year colleagues in the production of street surveys of the area which were subsequently used as background to the design stage. The students had to analyse three sites initially before choosing one to be developed to detailed design stage. The brief, a Dance 'house' or centre for dance, in all its forms, including performance spaces and public areas, was of a very suitable type and extent for this stage of their architectural education. The students were also given a 'client' in the person of a local representative of the dance community in order to gain a better understanding of the real requirements.

General comments:

Firstly I wish to extend my thanks to the staff and students for the preparation of the presentations and the efficiency of their delivery which enabled everything to go smoothly on the day, and for the warm welcome extended to me.

The course seems well resourced, well structured and well run, with a dedicated and committed staff. The students seem to be responding positively to the tutorial-based teaching and were all well prepared for their presentations. The current situation of the Icelandic school whereby the students of architecture share their studios with students from other disciplines within the arts must make for interesting and stimulating exchange and is one to which most other architectural schools can only aspire!

The nature of the project itself was well conceived and very suitable to this stage of the students' development. The cooperative approach between the different years at the preparatory stages is an excellent idea, and can only be of benefit to both groups. The survey information thus gathered, consisting mainly of street elevations which would otherwise be unlikely to be produced, has proven to be of great interest to the city planning authorities, thus enhancing the school's social capital and the students' civic awareness, which of itself is an important part of the educational process.

The students generally responded well to the task set to them with a high standard achieved in a number of cases. Of particular note was the clear instructions given, and followed, in relation to the presentation content which was very professionally and consistently presented in a gallery setting. Most students showed developed skills in the creation of suitable spaces and volumes and their connectivity. There was a strong sense of appropriate progression of space from the public realm to the private areas. The students also considered, with varying degrees of success, the connections to site, landscape and the urban fabric.

However, there was a tendency in some cases towards a convergence of form and style. This could be due to the relatively small size of the group (average class size is 15) and the limited number of sites (3). There also seemed to be an emphasis on the resolution of the functional layout as the primary driver of the design in the absence perhaps of a more conceptually-based initial idea. It may be worth varying some of these parameters for the next exercise in order to compare the outcomes. In terms of the quality of the space-making, priority was generally given to the main volumes, with a tendency to relegate the service areas, many of which were accessible to the public and consisted of daytime functions, to the least favored parts of the building, often in the basement. A more sustainable approach to the location of these functions, as well as the exploration of their potential to participate more fully in the architecture may be worth considering.

Generally there seemed to be no real sense of structure in most of the solutions. While it is accepted that detailed structural knowledge is not usually a requirement of this stage, more insistence on the reality of its presence might help the students to better define the interface between different volumes or as an ordering device for dimensional or modular purposes. A workshop on structural design applied to the project at hand may be worth considering for the next exercise. This could result in an additional requirement for the presentation of, say, a sectional-relief model at a scale of 1/50. If this suggestion is acceptable then you may also wish to consider requiring the students to produce a floor plan at a scale of 1/100 showing the structural layout and dimensions as a precursor to this.

The students seemed to have a strong sense of the materials they wished to use but no real sense of their materiality, particularly in terms of their contribution to the architectural result. Again, a 'jumping up' in scale during the course of the exercise through a larger scale sectional study for example, followed by a return to the smaller scale armed with new constructional insights might be one way to help this aspect of their work to evolve.

Finally, there seemed to be a reluctance by the students to question the fundamentals of the brief. For example, should the 'black box' be black (most students had no possibility of natural light into this space) or even a box? In reflecting on the nature of dance and spaces for its expression, could there have been more amalgamation of formal and informal, public and private? How can the 'service' functions more fully become part of the process and its resolution?

APPENDIX 2F

**REVIEW ASSESSMENT FORM AND REVIEW - SELF AND
PEER**

yfirferð :: sjálfsmat og jafningjamat :: hönnunar- og arkitektúrdeild :: Listaháskóli Íslands

review :: self and peer assessment :: hönnunar- og arkitektúrdeild :: Listaháskóli Íslands

emandi / student:	
Kennararpanell / tutor panel:	
Dagsetning / date:	

Námskeið / course:	Almenningsrými / Public space
Námsmat / assessment:	Greining, verkefni, framsetning, kynning, þáttaka og ástundun.
Einkunnarkvarði / grades:	10 9.5 9.0 8.5 8.0 7.5 7.0 6.5 6.0 5.5 5.0 4.5 4.0 3.5 3.0 2.5 2.0 1.5 1.0

NEMANDI / STUDENT :: ::

Styrkur / mætti styrkja

SAMNEMENDUR / CO-STUDENTS:

ANDREA

Styrkur / mætti styrkja

Einkunn:

BRYNJAR

Styrkur / mætti styrkja

Einkunn:

HÁKON

Styrkur / mætti styrkja

Einkunn:

HEIDAR

Styrkur / mætti styrkja

Einkunn:

HENNÝ

Styrkur / mætti styrkja

Einkunn:

HJALTI

Styrkur / mætti styrkja

Einkunn:

JÓHANN

Styrkur / mætti styrkja

Einkunn:

JÓN PÉTUR

Styrkur / mætti styrkja

Einkunn:

KRISTINN

Styrkur / mætti styrkja

Einkunn:

MARÍA

Styrkur / mætti styrkja

Einkunn:

SANDRA

Styrkur / mætti styrkja

Einkunn:

VILHJÁLMUR

Styrkur / mætti styrkja

Einkunn:

WALTER

Styrkur / mætti styrkja

Einkunn:

APPENDIX 2G
EXAMPLES OF RESEARCH PROJECTS IN THE
DEPARTMENT

EXAMPLES OF ONGOING STUDENT RESEARCH PROJECTS

Borghildur (City-frames, <http://borghildur.info>)

Study of social life of urban spaces in Reykjavík, built on research methods from social sciences, architecture and film in collaboration with Reykjavik Planning Department.

Eyðibýli á Íslandi (Abandoned Farms in Iceland)

The study and detailed documenting of abandoned farms in Iceland in collaboration with a cultural admin agency and regional councils in order to research potential regeneration with regards to the tourism industry.

Reykjavíkurgötur

Course focusing on urban research with a year cohort collectively documenting a selected street each year through various means, resulting in a growing portfolio of streetscape studies in Reykjavík.

APPENDIX 2H
THE IAA INTERNATIONAL POLICY

ERASMUS POLICY STATEMENT

INTERNATIONAL POLICY STATEMENT OF THE ICELAND ACADEMY OF THE ARTS

I

GENERAL

The Iceland Academy of the Arts (IAA) was established in 1998. It operates in five departments: Department of Fine Arts, Department of Design and Architecture, Department of Theatre and Dance, Department of Music and Department of Art Education. The Academy offers a wide range of undergraduate programs providing students with a comprehensive education, which provides a sound foundation, be it for further study at the university level or for working in the international art arena. From 2012, the Academy offers four different international master programmes in the field of music, fine arts and design. This includes a collaborative European master in music, provided by five distinguished music academies. Furthermore, the Academy offers a master programme in Arts Education, allowing graduates to apply for certification to teach at the primary and secondary school levels.

Special emphasis is put on introducing the student to recent developments in the arts and on preparing him for taking on life as an artist in an ever more international market. The courses offered are of wide variety, ranging from training in technical skills to theories in art philosophy, from gender politics to larger scale performances.

The main objectives of the Academy are:

- To become a centre of progressive artistic endeavour and a place for developing new ideas in the area of culture and society
- To promote inter-disciplinary art making and research, and to instigate and stimulate critical discourse about the pressing issues of contemporary art and culture
- Through instruction, to sharpen the students' creative abilities and perception, broaden their scope of knowledge and understanding, provide practice in developing artistic techniques and skills

International co-operation

The Iceland Academy of the Arts has a high ratio of foreign students compared to university institutions in Iceland in general. The participation of foreign students is considered extremely valuable as they bring with them new customs and perspectives that enrich the learning environment and provide new standards to strive for. The Academy has established bilateral agreements within the LLP Erasmus system with over 130 art academies and conservatories around Europe. This cooperation involves student, teacher and staff mobility. In each department, a number of lecturers come from abroad to teach for a longer or a shorter period of time and permanent engagements have been made in this regard with artists and scholars of international renown. Participation in joint projects, which are likely to be of value for the European art community at large are of highest priority within the school. The school has participated in several intensive

projects funded by either the EU or the Nordic Council of Ministers. Since 2007, the IAA has supported its graduates in finding traineeships abroad through the Leonardo da Vinci placement programme. By supporting the recently graduated students in going abroad for further training, we feel that an important contribution is being made not only towards their personal skills and knowledge, but also towards the dialogue of art and design between Iceland and Europe.

Network participation

The IAA is an active partner in most of the important organizations that in one way or another are concerned with art education and strategy development of university institutions.

The Iceland Academy of the Arts is a full member of ELIA, the European League of Institutes of the Arts, which is an organization of about 320 art academies in 47 European countries. ELIA organizes conferences, publications and debates about art education among artists, teachers, administrators and students.

In the field of music, the IAA participates in the Nordic Council of Conservatories (ANMA) and is also a member of the Association of European Conservatories (AEC). The AEC is a European cultural and educational network representing the interests of the professional music training sector on national, European and international level.

The Academy also takes part in Cumulus, a global association of approximately 140 design schools. The purpose of this network is to create a forum for educational institutions that offer programmes in the broad and diversified field of art and design disciplines. The IAA is a member of EAAD, which is an organization of more than 100 European schools of architecture, and PARADOX a network of European academies of fine arts.

Within Nordplus, a programme financed by the Nordic Council of Ministers, the IAA participates in the following thematic networks:

- KUNO network of 16 Nordic-Baltic fine art academies
- Cirrus network of 22 Nordic-Baltic design academies
- Nordplus Music network of 33 Nordic-Baltic music academies
- NorTeas network of 18 Nordic-Baltic theatre and dance academies
- Nordic Academy of Architecture network including 16 Nordic/Baltic schools of architecture
- EMD interdisciplinary network of 12 Nordic-Baltic dance and music academies
- DAMA interdisciplinary network of 6 Nordic-Baltic academies offering studies in new media and/or dance performance.

The purpose of these networks is to enhance exchange of students and teachers in numerous ways: through regular mobility, by organizing common seminars for teachers; by offering intensive projects and express courses for students, and most recently through joint programmes. In 2007, KUNO was voted the best practice model within Nordplus networks for higher education.

II

INTERNATIONAL STRATEGY

In its international educational policy IAA includes the following objectives:

- to broaden and deepen the academic curricula through programmed cooperation with other universities

- to increase current numbers of incoming and outgoing student exchanges
- to increase the number of incoming and outgoing teacher and staff exchanges
- to encourage and increase placements of students and graduates through the Erasmus and the Leonardo programmes
- to increase participation in intensive and multilateral projects
- to guarantee a European education for its students through exchanges with various European universities
- to increase the awareness among students and staff of the potential of a culturally diverse Europe
- to provide opportunity for students and staff to engage in dynamic partnerships across national borders and cultural divides
- to create a learning environment that is governed by equality and respect
- guest students from cooperating exchange schools are encouraged to take full part in exhibitions, performances or whatever public display there is within the school during their stay in Iceland
- to ensure that the international strategy corresponds to the overall strategy of the IAA

Implementation of LLP Erasmus

International exchange is an integral part of administration at all levels within the IAA. Each department establishes its priorities in this regard but a unified action plan is discussed and approved jointly by heads of departments and the rector of the school. A special office of international relations is given the responsibility to manage student and staff exchange and to further projects within the school that have cross-national partnership.

Exchange students are accepted on the basis of bilateral agreements and furthermore, selected on the basis of their level and available staff resources. Students who seek an exchange period at the academy must send in examples of their work and motivations letters. Permanent staff members of the respective department select the incoming students. Accepted students participate in courses and other programs within the school on the same basis as regular students. They are granted full credits for their work, and grades or other kind of assessment is awarded on the basis of their performance. Special attention is given to the importance of connecting the students with each other and to open their way to the various social activities that take place within the local student community.

Regular students of the IAA are encouraged to take a study period abroad. Important factor in promoting activities within the programme is to facilitate exchange of information and opinions between the visiting students and the regular students that either have just finished their periods abroad or are in the stage of planning such a stay. Introductory meetings are held in every department of the school ones or twice a year. In two courses at the Department of Theatre and Dance, an exchange period abroad is a mandatory part of the programme. Outgoing students at the undergraduate level are required to have completed at least 90 ECTS prior to the exchange. Plans for the exchange must be approved by the relevant study department.

III

SELECTION OF STUDENTS AND STAFF

The IAA presently numbers about 460 degree seeking students. Competition for admittance is severe and applicants are selected on basis of merit, artistic talent and

former education. Special committees of experts evaluate each application and select eligible candidates.

All permanent teaching and administrative positions at the IAA shall be advertised. Rules regarding academic appointments can be found in detail on the academy's website. For teaching positions within the Academy all applicants shall have formal education at least equivalent to a master's degree and have behind a career in his/her research and/or in his/her art creation that can be considered outstanding. Hiring for permanent teaching positions is limited to three years at a time.

FINAL WORDS

For a small country like Iceland cultural exchange with other nations is of vital importance if its own culture is to develop and keep its identity. This is in particular evident in the fields of art education. Through living with people of other backgrounds and studying in schools where other attitudes prevail, totally new vistas of learning and understanding can be reached. The value of student and teacher exchange is indisputable and has proved to be of the greatest value. As a result, we have better educated and more open-minded students and faculty, our ties with our sister organizations in Europe have strengthened, and new influences have filtered through for the benefit of the cultural life as a whole.

APPENDIX 2I
THE IAA LANGUAGE POLICY

THE IAA LANGUAGE POLICY

POLICY

The Iceland Academy of the Arts leads professional discussion in the field of the arts and therefore plays an important social role. The Iceland Academy of the Arts' Language Policy is based on this. The Academy emphasises the promotion of professional discourse in the field of the arts in Icelandic, alongside cultivating the communication of knowledge and understanding of the arts to all of society in Icelandic.

Icelandic is the main language of communication at the Academy, both as a spoken language and a written language, be it in teaching, research or administration. The Iceland Academy of the Arts insists that its members of staff set an example with their use of Icelandic in teaching and in research.

The Iceland Academy of the Arts trains its students in presenting their knowledge and know-how in Icelandic, clearly and systematically. The purpose of the Academy's programmes is to give students opportunities to acquire skills and knowledge, which will enable them to become outstanding artists. The Iceland Academy of the Arts places great emphasis on students becoming fluent in participating in professional discourse, in speech and in writing, in Icelandic, in the field of the arts.

The Iceland Academy of the Arts' academic staff conducts research in various fields related to their specialist subjects. The Academy insists that they communicate knowledge to the society around them, thereby creating a channel for the development of professional discourse on the arts in Icelandic. In addition, all members of staff and students alike are active participants in international professional discourse in other languages.

IMPLEMENTATION AND EXECUTION

1. Icelandic is the main language of communication at the Academy, both as a spoken language and as a written language, whether in teaching, research or administration.
2. Teaching is in Icelandic at BA level in all departments and at MA level in the Department of Art Education.
 - a. All students at BA level attend courses where academic procedures and academic writing are taught. In teaching academic procedures, there is an emphasis on students' use of language and that they use Icelandic as a force for the creation and communication of knowledge.
 - b. In teaching, Icelandic translations of foreign academic texts are used wherever possible. Teachers are also encouraged to discuss possible neologisms and translations of individual concepts from foreign languages with their students.
 - c. All departments offer a course in creative writing where the aim is to strengthen students' ability to express themselves in Icelandic in writing.
 - d. In the Acting Programme at the Department of Theatre and Dance, students systematically work with Icelandic as a spoken language. A large part of the Acting Programme revolves around the delivery of text, first and foremost play texts, but also other types of text.

- e. In the Instrumental / Vocal Performance Programme at the Department of Music, students receive training in working systematically with Icelandic as a spoken language.
 - f. At MA level in the Department of Art Education, students work systematically with the Icelandic language through academic writing and seminars, where students acquire skills in expressing themselves on the subjects of teaching and artistic practice.
 - g. The Final Project in Art Education can take the form of research, an academic thesis, a curriculum or a creative development project. Here, great accuracy is demanded in terms of spelling and grammar, and the use of language must be exemplary. Students with a mother tongue other than Icelandic may apply for exemption and write their Final Project in their mother tongue.
 - h. Students at BA level write their Final Thesis in Icelandic and great accuracy is demanded in terms of spelling, grammar and the use of language. Students are encouraged to translate concepts and direct quotes into Icelandic, in order to promote the use of Icelandic in academic discourse. In those instances where students' mother tongue is not Icelandic, students may apply for exemption and write their Final Thesis in their mother tongue.
3. The MA Programmes at the Department of Design and Architecture, Department of Fine Arts and the Department of Music are international and English is the main language of communication. However, a great deal of emphasis is placed on students being active in discussion on the arts in society and that they communicate their knowledge and skills to society.
 4. Great importance is also placed on members of staff and MA students communicating their research to society around them and thereby influencing professional discourse in the fields that the activities of the Academy cover. Thereby, the Academy supports the development of a discourse in Icelandic and promotes the development of a formal platform for discussion on research in the arts.
 5. The Iceland Academy of the Arts encourages its members of staff to build up a vocabulary in their professional fields, in collaboration with other academics and institutions.
 - a. The Iceland Academy of the Arts is an active participant in the research project *Vocabulary for the fine arts*, in collaboration with the Icelandic Language Institute, the National Gallery of Iceland, Kópavogur Art Gallery – Gerðarsafn and the University of Iceland Art Collection. The vocabulary is useful to those who discuss fine art, e.g. translators, teachers, students, the media, public institutions, businesses and a broad field of enthusiasts.
 - b. The Department of Fine Arts has launched the research project *Icelandic contemporary art theory*, in collaboration with the National Gallery of Iceland, the Reykjavík Art Museum, the University of Iceland, the Living Art Museum and the Art Theoretical Society of Iceland. The project researches the writings of academics and critics on Icelandic fine art, in addition to researching the writings of artists themselves. The aim of the project is the creation of a clear and comprehensive overview of writings on Icelandic contemporary art.
 - c. The creation of a vocabulary for design and architecture is scheduled to begin in the next few months.

6. Foreign members of staff at the Iceland Academy of the Arts are encouraged to attend courses in Icelandic and to learn Icelandic. The Academy places great emphasis on foreign teachers, who are members of faculty at the Iceland Academy of the Arts, teaching in Icelandic as soon as possible.

SUPERVISION AND RESPONSIBILITY

The Rector is responsible for the Iceland Academy of the Arts' Language Policy but individual departments supervise its execution.

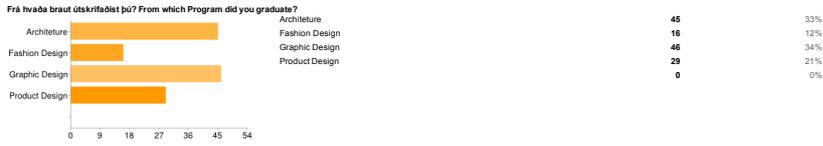
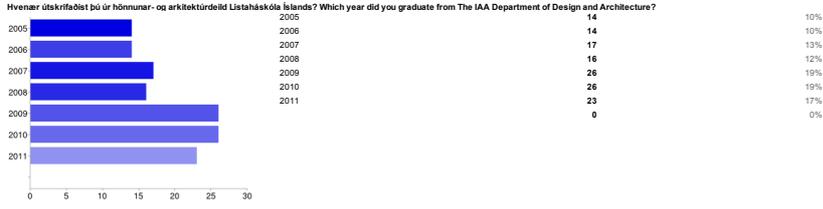
APPENDIX 3A

**THE IAA DEPARTMENT OF DESIGN AND ARCHITECTURE
ALUMNI SURVEY 2005 – 2011**

136 responses

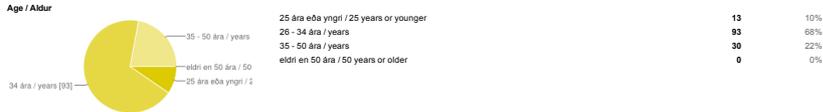
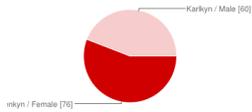
Summary [See complete responses](#)

Bakgrunnsupplýsingar / Background information



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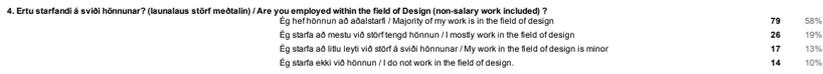
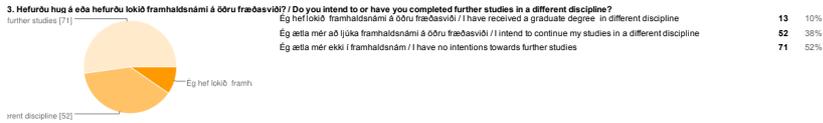
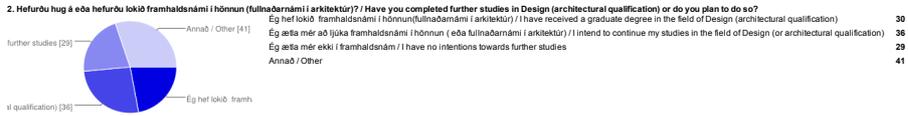
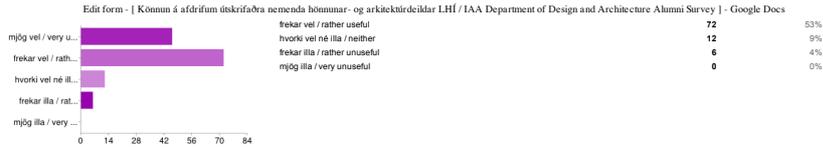


Spurningar



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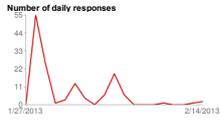


Er eitthvað sem þú vill koma á framfæri við hönnunar og arkitektúrdeild LHI? Do you have any comments for the IAA Department of Design and Architecture ?

Hefja meistaranám í arkitektúr Bieta lausnarkennsla Mér finnst að það séfi að vera miðleikning í boði sem vafðfangi. OG mér finnst líka að það séfi að vera í boði starfnám líkt og ístahönnunarnemar þ ...

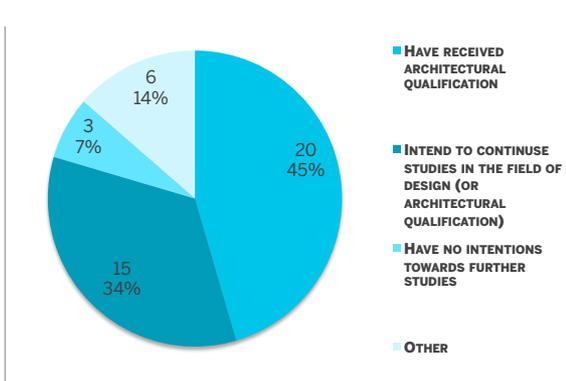
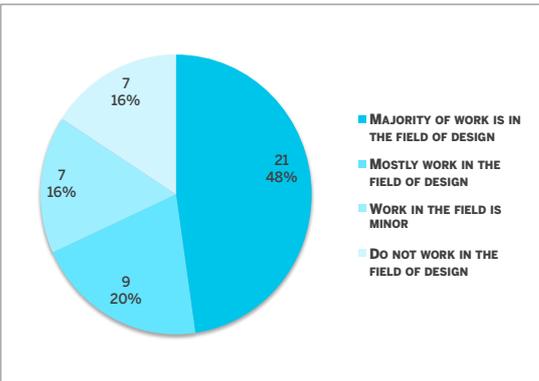
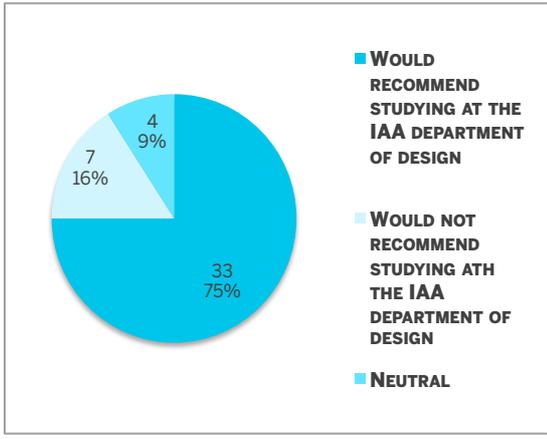
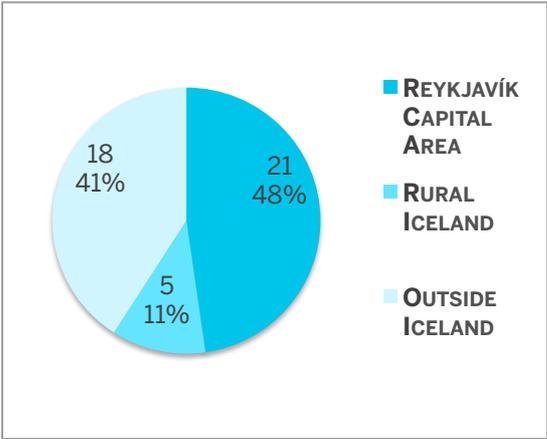
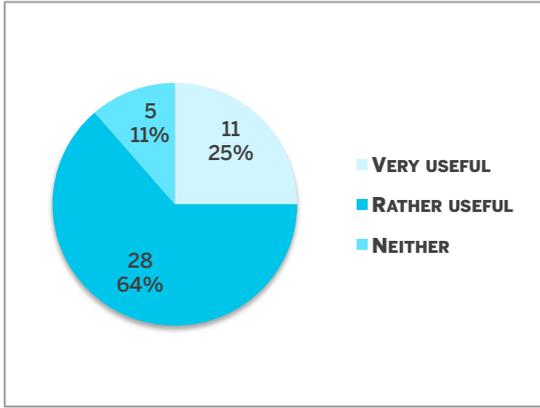
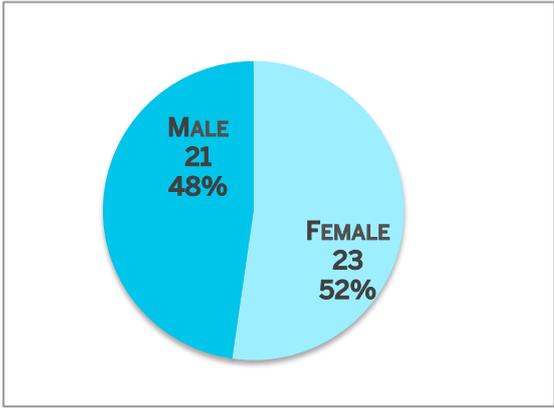
Takk kærlega fyrir þátttökuna / Thank you for your time

Það var lífó. Takk sömuleiðis Ekkiert að þakka Það var lífó Takk fyrir Takk sömuleiðis Takk sömuleiðis Thank you
þó. Veit ekki hvað ég átti að skrifa í tekjur og hvernig ég starfaði (starfshlutfall) þar s ...



APPENDIX 3B

**THE ARCHITECTURE PROGRAMME DATA FROM THE
ALUMNI SURVEY**



APPENDIX 3C

**THE ICELAND ACADEMY OF THE ARTS EQUAL RIGHTS
POLICY**

THE ICELAND ACADEMY OF THE ARTS EQUAL RIGHTS POLICY

Introduction

The Iceland Academy of the Arts Equal Rights Policy is written in compliance with Act No. 10/2008, Article 18 on Equal Status and Equal Rights of Women and Men, taking everyone at the Academy into consideration, students as well as staff. In accordance with the Act on Equal Status and Equal Rights of Women and Men No. 10/2008, all enterprises and institutions with more than 25 employees shall set themselves a gender equality programme or mainstream gender equality perspectives into their personnel policy.

Gender mainstreaming forms the basis of all policy-, decision- and strategy-making and is reflected in the Academy's Equal Rights Policy.

Article 18 of the Act on Equal Status and Equal Rights of Women and Men states that a gender equality programme must make provisions for the rights set forth in Articles 19-22.

These specify wage equality, vacancies, vocational training, retraining and continuing education (lifelong learning), reconciliation of work and family life and how employers and management must prevent gender-based harassment and sexual harassment in the workplace.

The Iceland Academy of the Arts Strategic Policy 2013–2017 states that the Academy is a community where equality, respect and mutual trust is honoured. The Academy emphasises the wellbeing of its students and staff and it wants to be a desirable workplace where every member of staff is ensured the best working conditions in which to grow and flourish in their study and in their work.

All communication within the Academy shall be based on mutual respect and equality shall be maintained in all areas. Within the Academy, no one may be discriminated against on the grounds of aspects such as gender, race, sexual orientation, skin colour, age, having children, nationality, social origin, disability, language, religion, political opinion or other kind of opinion, assets, origin, financial position, parentage, family circumstances or occupational disability.

Below is the Academy of the Arts Equal Rights Policy, which is based on aims and an action plan, which Academy staff and students can refer to in their work.

- 1. Student admission**
- 2. Wage equality**
- 3. Appointments and roles**
- 4. Vocational training and continuing education**
- 5. Sexual harassment and gender-based harassment**
- 6. Participation in committees and councils**
- 7. The Board of the Iceland Academy of the Arts**
- 8. Reconciliation of work and family life**
- 9. Services and procedures**
- 10. Special measures**
- 11. Rulings**
- 12. About the Equal Rights Committee, review and agreements**

1. Student admission

Departments' admission committees assess all applications on a professional basis irrespective of gender, race, sexual orientation, skin colour, age, having children, nationality, social origin, disability, language, religion, political opinion or other kind of opinion, assets, origin, financial position, parentage, family circumstances or applicant's occupational disability.

The Academy of the Arts seeks to equalise access to education in terms of accommodation, equipment and study material, with appropriate adjustment at each time.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Equalise the number of male and female students.	Equal Rights Committee, deans of departments, chairs of admission committees.	In the spring semester, during the admission process.	The Equal Rights Committee should suggest guidelines to be followed during the admission process.
Applications should solely be assessed on the basis of professional merit.	Equal Rights Committee, deans of departments, chairs of admission committees.	In the spring semester, during the admission process.	Deans of departments and chairs of admission committees pass guidelines on to Admissions Committee.

2. Wage equality

Care must be taken, when determining wages, not to discriminate on the basis of gender. Wages must be determined on the same basis for women and men. Women and men shall receive equal wages and benefit from the same terms for equally valuable and comparable work. Refer to Paragraphs 8 and 9, Article 2 and Article 19 of Act No. 10/2008 on Equal Status and Equal Rights of Women and Men for a definition of wages and terms.

Aims shall be set in gender equality programmes and work done on actions in accordance with the following articles of the law:

Article 19: Wage equality.

Women and men working for the same employer shall be paid equal wages and enjoy equal terms of employment for the same jobs or jobs of equal value.

By "equal wages" is meant that wages shall be determined in the same way for women and men.

The criteria on the basis of which wages are determined shall not involve gender discrimination.

Workers shall at all times, upon their choice, be permitted to disclose their wage terms.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Men and women benefit from the same terms for comparable jobs or jobs of equal value.	Managing Director, Equal Rights Committee.	Survey of wages every five years.	Equal Rights Committee creates a process for actions that need to be taken should wage inequality be revealed.

3. Appointments and roles

The Iceland Academy of the Arts accepts all job applications on the basis of professional merit irrespective of gender, race, sexual orientation, skin colour, age, having children, nationality, social origin, disability, language, religion, political opinion or other kind of opinion, assets, origin, financial position, parentage, family circumstances or occupational disability.

Gender equality perspectives are always assessed on an equal basis with other important perspectives considered for appointments, in addition to it being the aim that the gender ratio be as equal as possible in comparable roles within the Academy's staff group.

In this context, care must be taken when allocating projects or when decisions are made about promotions, that individuals are not discriminated against on the basis of gender and that both genders receive the same opportunity to shoulder responsibilities.

The Academy of the Arts seeks to equalise access to jobs in terms of accommodation, equipment and working hours with appropriate adjustments at each time.

Article 20: Vacancies, vocational training, retraining and continuing education (lifelong learning).

Vacant positions that are open for application shall be equally accessible to women and men. [...]

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Equal number of men and women in comparable roles.	Directors of support services, Evaluation Committee, Rector, Managing Director, deans of departments, programme directors.	When advertising vacancies and study places, both genders are encouraged to apply, as appropriate at each time. That the Equal Rights Committee writes an equality-oriented presentation of the working environment, which will accompany all advertisements for vacancies.	Equality encouraged in advertisements for vacancies.
Applicants are solely assessed on the basis of professional merit.	Directors of support services, Evaluation Committee, Rector, Managing Director, deans of departments, programme directors.	In the application process.	Rules on Academic Appointments. In the job descriptions of support services staff as well as in the job descriptions of academic faculty.

4. Vocational training, retraining and continuing education

The Iceland Academy of the Arts seeks to offer a favourable environment for work and study, good access and scope for vocational training, retraining and continuing education.

All members of the Academy of the Arts' staff, irrespective of gender, race, sexual orientation, skin colour, age, having children, nationality, social origin, disability, language, religion, political opinion or other kind of opinion, assets, origin, financial position, parentage, family circumstances or occupational disability shall benefit from the same opportunities to shoulder responsibility and seek retraining and continuing education.

Article 20: Vacancies, vocational training, retraining and continuing education (lifelong learning).

[...]

Employers shall take necessary measures to ensure that women and men have equal opportunities regarding retraining, continuing education (lifelong learning) and vocational training, and to attend courses held to enhance vocational skills or to prepare for other assignments occupations.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Ensure that all members of staff, irrespective of gender, benefit from the same opportunities for retraining and vocational training.	Line manager.	The Equal Rights Committee formalises a process for education or vocational training arrangements.	Process must be visible in the IAA Handbook.
The Development Fund for Administrative Staff must be activated with funding.	Rector, Managing Director.	August 2014	Advertise applications.
Ensure that gender equality is reflected in the allocation of development funds.	Managing Director and International Office, Equal Rights Committee.	Managing Director and International Office manage statistics on the gender ratio of allocations from development funds.	Managing Director and International Office publish and present statistics during Equal Rights Week and on the Academy's website.

5. Sexual harassment and gender-based harassment

All staff and students have the right to be treated with respect and that nobody is subjected to sexual or gender-based harassment.

Sexual harassment is sexual behaviour which is of unfair and/or insulting and unwelcome by the person subjected to it. Sexual harassment can be physical, verbal or symbolic.

Gender-based harassment is any kind of unfair and/or insulting behaviour, which is connected with the gender of the person subjected to it, is unwelcome and impairs self-respect.

Article 22: Gender-based harassment and sexual harassment.

Employers and the directors of institutions and non-governmental organisations shall take special measures to protect employees, students and clients from gender-based or sexual harassment in the workplace, in institutions, in their work for, or the functions of, their societies, or in schools.

If a superior is charged with alleged gender-based or sexual harassment, he or she shall be non-competent to take decisions regarding the working conditions of the plaintiff during the examination of the case, and the next superior shall take such decisions.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
To prevent sexual harassment.	Rector	Education plan for students taking into consideration that the Equal Rights Committee manages and formalises a thematic week for these groups: students and staff. The themed week about equal rights issues should be held every two years.	The Equal Rights Committee manages formal prevention with a themed week every two years as well as regular presentations; once in autumn in October and in spring in February with the publication of an electronic newsletter about equal rights issues relevant to students and staff. All staff and students are responsible for preventing and eradicating sexual and gender-based harassment.
To prevent gender-based harassment.	Rector	Annual plan about education for students taking into consideration that the Equal Rights Committee manage and formalise a themed week for these groups: students and staff.	The Equal Rights Committee manages formal prevention with a themed week every two years as well as regular presentations; once in autumn in October and in spring in February with the publication of an electronic newsletter about equal rights issues relevant to students and staff. All staff and students are responsible for preventing and eradicating sexual and gender-based harassment.

6. Participation in committees and councils

The Academy must seek to distribute internal projects in such a way that gender ratio becomes as equal as possible when it comes to participation in working groups, boards, councils and committees and that students have representatives on committees, councils and working groups, as appropriate.

Appointments to committee and group work should take the knowledge and interest of staff into consideration and staff should be enabled to systematically declare their interest in being part of certain committees.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
To equalise the gender ratio in working groups, boards, councils and committees.	Rector, Managing Director and Management Council.	Always.	Access to information about committees and committee members should be on the website and in other relevant Academy publications.
Appointments to groups and committees should reflect a cross section of the Academy's activities as much as possible, in terms of programmes and departments.	Rector.	Always.	Access to information about committees and committee members should be on the website and in other relevant Academy publications.
That staff have the opportunity to systematically offer themselves as candidates for committee and group work.	Rector, Equal Rights Committee.	To open up appointment processes for committees and working groups.	That committee and group work is presented in advance before committee and working groups are appointed.

7. The Board of the Iceland Academy of the Arts

The Academy Board consists of five members appointed for two years at a time. The Minister of Education, Science and Culture appoints two members to the Board and three are elected at the Iceland Academy of the Arts Forum AGM.

The Board of the Academy of the Arts is subject to the Academy's Equal Rights Policy and equality should therefore be respected in appointments to the Board at each time. The Ministry of Education, Science and Culture appoints members to the Board in accordance with its own equal rights policies on appointments to boards. The Iceland Academy of the Arts Forum should also form an equal rights policy for itself and consequently on such aspects of appointing members to the Academy's Board.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
To equalise the gender ratio on the Board of the Iceland Academy of the Arts.	The Board of the Iceland Academy of the Arts Forum and the Ministry of Education, Science and Culture.	Equal Rights Committee should send a formal query to the Board about reasons. May 2014.	The Equal Rights Committee makes proposals for improvements to the Iceland Academy of the Arts Forum and the Permanent Secretary of the Ministry of Education, Science and Culture.

8. Reconciliation of work and family life

The Academy's Policy on Human Resources states that the Academy of the Arts is a community based on equality. Therefore it is important that both staff and students are

enabled to reconcile their study and work obligations with their family responsibilities, with flexible working hours or other work rationalisations, as appropriate.

Article 21: Reconciliation of work and family life.

Employers shall take the measures necessary to enable women and men to reconcile their professional obligations and family responsibilities. Amongst other things, such measures shall be aimed at increasing flexibility in the organization of work and working hours in such a way as to take account of both workers' family circumstances and the needs of the labour market, including facilitating the return of employees to work following maternity/paternity or parental leave or leave from work due to pressing and unavoidable family circumstances

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
That all students and staff can reconcile study and work obligations and family responsibilities.	Deans of departments, teachers. Line manager, Managing Director. Managing Director. Managing Director	That the right to maternity / paternity leave is promoted to staff and students. That the organisation of the Academy calendar takes the needs of family people into account. Annual survey of staff attitude to the workplace.	That the rights of students are clear in the Academy Rules and in handbooks. Visible in the IAA Quality Assurance and Enhancement Handbook. Conclusions of survey presented during organisation days in the autumn.

9. Services and procedures

It is important that diverse opinions and views about services and teaching at the Academy of the Arts are heard. The abolition of stereotypes and equal participation is a premise for equality in the Academy's activities.

Staff seek to introduce the work and constructs of artists to students irrespective of their gender or other defining aspects. Teaching materials shall be organised in such a way that they are suited to both men and women and in no way demonstrate discrimination vis-à-vis students or staff.

Article 23: Education and schooling.

Gender mainstreaming shall be observed in all policy-making and planning in the work of the schools and educational institutions, including sports and leisure activities.

At all levels of the educational system, pupils shall receive instruction on gender equality issues in which emphasis shall be placed, amongst other things, on preparing both sexes to play an equal role in society, including work and family life.

Educational materials and textbooks shall be designed in such a way as not to discriminate against either sex.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Equalise gender ratio in teaching material.	Deans of departments, programme directors in theory and teachers in all departments.	Teachers review their material with reference to the Equal Rights Policy and correct as applicable each time – e.g. teaching more female composers and architects.	The Equal Rights Committee will make an electronic survey of students' experiences of the curriculum with reference to gender mainstreaming in November 2014.
Equal the gender ratio of students in departments.	Deans of departments, Admissions Committee.	The marketing of programmes at the Academy should appeal to both genders in order to equalise their ratio in all departments. Gender equality perspectives shall be included in guidelines for admission.	The Equal Rights Committee will meet with deans of departments about gender equality perspectives before admissions in spring 2015. January 2015.
Equal gender ratio of teachers in departments.	Deans of departments.	That gender equality perspectives are included when roles are advertised.	Statistics in annual report.
Equal gender ratio in support services.	Directors of support services.	That gender equality perspectives are included when roles are advertised.	Statistics in annual report.

10. Special measures

The Academy of the Arts informs students and staff about special measure services in student and staff handbooks, on the Academy's website and on the intranet (Myschool).

Special measures are any actions intended to equalise the position of students and staff to study and to work and to ensure that special needs of students and staff are taken into consideration at each time.

A student or a member of staff who lives with some kind of impairment has the right to measures that equalise his position within the Academy.

Student measures take into consideration any disability or special need in education and aim to equalise the position of students. The Academy of the Arts seeks to equalise access to education with appropriate adjustments at each time.

Teacher measures include making daily work easier with regard to work facilities and equipment. The Academy of the Arts seeks to equalise access to work with appropriate adjustments at each time.

The Student Counsellor supervises special measures for students and line managers supervise special measures for members of staff.

Staff

Members of staff who live with impairment or long-term illness shall request assistance on account of their condition or changed circumstances to benefit from special measures. The request shall be sent to the relevant dean of department, if the member of staff is part of academic faculty, or the Managing Director of the Academy, if the member of staff is part of support services. The request must describe the condition of the person in question and the staff member will then, in collaboration with the dean of department or the Managing Director, find a solution to the staff member's difficulties, as is suitable for both parties. Deans of department and/or the Academy's Managing Director are bound by confidentiality with regard to the subject and content of requests from staff.

The premise for granting measures is that a professional assessment from a specialist or an external confirmation is available. The staff trade union representative may be called for consultation and advice (cf. Act on Working Environment, Health and Safety in Workplaces No. 46/1980).

Students

The Student Counsellor at the Academy oversees special measures and a student that requests such measures must present himself to the Student Counsellor. The student must submit a certificate from a competent party on account of any special measures, before the stipulated time, to the Student Counsellor, who then meets with the student to discuss what measures would be best suited to his needs. The Student Counsellor receives analyses and archives information about the student's issues. The Student Counsellor is bound by confidentiality on all issues a student may seek his assistance with. The Student Counsellor has an advisory role in finding appropriate solutions, which the student then decides whether to use, or not.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
Employ a Student Counsellor.	Rector.	Now.	In IAA Quality Assurance and Enhancement Handbook on the website and intranet and in all Academy activities.
Student Counsellor to explain what special measures are available.	Equal Rights Committee / Student Counsellor / Academic Affairs.	Annually in spring.	In the IAA Handbook, on the website and intranet and in all Academy activities.
To have an overview of the affairs of students and staff with special needs on account of impairment, illness or special difficulties.	Academic Affairs.	Always.	As appropriate in the Academy's publications and statistics.
Have an overview of the roles of those who tend to this category and support their work.	Student Counsellor.	Always.	Is visible in staff and student handbooks.
To prevent discrimination on account of any impairment or special needs of students and staff.	Rector.	Always.	Equal Rights Committee submits proposals for improvements to the Management Council.

That those living with impairment or special need have easy access to measures and support considered necessary for their equal participation in education and in work.	Student Counsellor.	Always.	Student Counsellor Handbook, IAA Quality Assurance and Enhancement Handbook, Student Handbook, student induction days and the Academy's website.
To meet individual need with special measures to the extent possible, laws and regulations provide and the financial position of the Academy allows.	Student Counsellor, Managing Director.	Always.	Student Counsellor Handbook, Staff Handbook, Student Handbook, student induction days and the Academy's website.
That services to students with special educational needs is analysed in terms of needs and a description made of measures, pathways and procedures with each and every one who seeks it.	Student Counsellor.	Academic year 2014-2015.	Student Counsellor Handbook.
To contribute to Academy staff being well informed about available measures and prepared to meet students with special needs in education.	Student Counsellor.	Always.	Student Counsellor regular presentations in autumn. Organisation days.

11. Rulings

If a student or member of staff is not satisfied with the Academy of the Arts' services or procedures or feels his rights are in any way infringed, the person in question can seek the advice of a student representative or staff trade union representative, as appropriate.

Representatives work on the solution of problems or find a suitable and formal process for raising the matter.

If a student is not satisfied with the handling of his affairs within the Academy, he can refer his case in writing to the Grievance Committee on Student Rights.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
To review Article 2 in the Grievance Committee on Student Rights Code of Practice on the handling of affairs of the person bringing the charge.	Rector	2014 - 2015	On the Academy website.

12. About the Equal Rights Policy, review and agreement

This Equal Rights Policy is a living document which should be reviewed every three years or more frequently if needed. The Academy of the Arts is a living community that changes and the Policy will therefore have to be continuously reviewed so that it is in line with the law and the spirit of the times.

Should external feedback be received, the Equal Rights Committee must discuss that feedback and adjust the Policy as needed. All changes to the Policy must be agreed by the Academy of the Arts Management Council.

The Action Plan must be reviewed annually and changes must be submitted to the Management Council. The Committee must also review the Action Plan of the previous academic year and assess its results. This work must take place before work on a new Action Plan begins.

The Committee's role

The Committee's role is i.a. to monitor the state of the Academy of the Arts' equal rights affairs, to formulate the Academy's policy and strategy in equal rights affairs.

The Committee's main assignments are to:

- Review the Academy's Equal Rights Policy.
- Monitor that laws and regulations on equal rights are being adhered to, i.a. by collecting and regularly publishing information about the status of equal rights issues at the Academy of the Arts.
- Consult on the making of action plans, if requested, about how to level the role of the genders where appropriate.
- Have an overview of government laws and regulations about gender equality and keep abreast of amendments to these. Furthermore, the Committee must follow the discourse on equal rights issues, to the extent possible.
- Organise education on equal rights issues for students and staff.
- Maintain discourse and education on equal rights issues and promote ideas that increase equality.
- The Equal Rights Committee shall furthermore ensure that the Equal Rights Policy is accessible to staff and students, is visible on the Academy's website and enhance access to measures.

The Committee must review policy-making on equal access to education and work at least every third year, cf. amendments to the law or new legal provisions. The Committee must annually seek external expertise and supervise surveys on the status of equal rights within the Academy among students and staff as appropriate and in consultation with the Managing Director. Such surveys must be submitted at least once every five years.

The Committee is authorised to establish a working group around the Policy and its revision, if needed.

The Equal Rights Committee has the authority to seek advice from the Academy of the Arts staff and external experts on consultation and opinion, if needed.

The Committee must at least once a year discuss the Policy where the Action Plan is reviewed. A meeting must be held within two weeks of the Committee receiving business or if other circumstances demand its opinion.

The Committee is appointed by the Rector in the autumn and the Committee shall meet within two weeks of being appointed.

Committee members

The Committee consists of staff representatives from all the Academy's departments and a student representative from the Student Council. Members of staff are on the Committee for at least two years and the student representative for at least one year. There must always be at least one member on the Committee from the previous year.

Members of the Committee come from all departments and services (academic faculty, support services staff and students).

Student Council representative: 1

Support Services representative: 1

Academic faculty representative from each department: 1 (5*)

(*The Department of Fine Art and the Department of Arts Education, as well as the Department of Performing Arts and the Department of Music, may share representatives)

There is a minimum of 5 members.

Members of the Equal Rights Committee furthermore serve as the Academy's equal rights officers and as such are responsible for reminding colleagues and students to uphold the values of equality and equal rights for all.

Students and staff can bring worries and complaints regarding discrimination to the equal rights officers formally and such business should then enter a formal process.

AIM	RESPONSIBILITY	ACTION - TIME	PRESENTATION / FOLLOW-UP
To prepare and follow-up the execution of the Academy's policy on equal access to education and work.	Rector, Managing Director and deans of departments	Write the Academy's new Equal Rights Policy. 2013-2014.	Submit the Policy to the Management Council for agreement in spring 2014.
To organise the systematic review of this Policy and gather information about its execution.	Equal Rights Committee	Annually in May, the Equal Rights Committee reviews the Action Plan and prioritises outstanding projects for the coming winter.	Presentations on the Committee's part of the website.
To encourage education about equal access to education and work in order to counteract inequality.	Equal Rights Committee	Always	With the publication of a newsletter at least once in the course of the academic year.
To ensure that the equality of students and staff of the Iceland Academy of the Arts for education and work is respected.	Rector	Always	Annual meeting of the Rector and the Equal Rights Committee in spring (May).
It is in accordance with this Policy to follow-up on accessibility in the Academy and to make proposals for improvements, if needed.	Equal Rights Committee, deans of departments, Managing Director.	The Equal Rights Committee seeks advice from experts on prioritising improved accessibility around and inside the Academy's buildings. October 2014.	Action Plan on improvements to accessibility around and inside the Academy's buildings sent to the Managing Director for agreement. December 2014
To clarify responsibility for work processes and issues within the Academy.	Rector.	2014-2015.	The IAA Handbook.

Appendices:

Legislation on which the Iceland Academy of the Arts Equal Rights Policy is based. In the making of this Policy, the following policies, regulations, legislation and agreements have been used for reference:

- On the making of equal rights policies, taken from the website of the Centre for Gender Equality (Jafnréttisstofa) (<http://www.jafnretti.is/jafnretti/?D10cID=Page3&ID=252>)
- Iceland Academy of the Arts Strategic Policy 2013-2017 (http://lhi.is/media/filer_private/2013/07/05/stefnumotun_lokager_vefutgafa.pdf)
- IAA Teachers Handbook (intranet)
- IAA Student Handbook (<http://lhi.is/skolinn/namid/handbok-nemenda/>)
- The IAA Code of Ethics (http://lhi.is/media/filer_private/2013/09/06/siareglur_januar_2013_2.pdf)
- Grievance Committee on Student Rights Code of Practice (http://lhi.is/media/filer_private/2013/09/06/starfsreglur_urskurarnefndar_um_rettindamal_nemenda_2juli_2012_1.pdf)
- The IAA Board Code of Practice (http://lhi.is/media/filer_private/2012/08/27/starfsreglur_stjornar.pdf)
- Iceland Academy of the Arts' Rules for 2012--2013 Academic Year (http://lhi.is/media/filer_private/2013/09/06/skolareglur_2013_-_2014_2.pdf)
- About the assessment of disability. Registers Iceland. <http://www.island.is/oryrkjar-fatladir/reitti-og-fjarmal/ororkumat-og-greining-fatladra>
- About equality to study in the new education policy <http://www.menntamalaraduneyti.is/utgefing/utgefing-rit-og-skyrslur/HTMLrit/nr/21>
- Act on Equal Status and Equal Rights of Women and Men, No. 10/2008 (<http://www.althingi.is/altext/stjt/2008.010.html>)
- Act on the Affairs of Disabled People, No. 59/1992 (<http://www.althingi.is/lagas/139a/1992059.html>)
- The Higher Education Institutions Act No. 63/2006, 13 June with amendments 2012 (<http://www.althingi.is/lagas/142/2006063.html>) Additional amendments to the Higher Education Institutions Act in 2012 (<http://www.althingi.is/altext/stjt/2012.067.html>)
- Act on Working Environment, Health and Safety in Workplaces, No. 46/1980 (<http://www.althingi.is/lagas/139b/1980046.html>)
- Convention on the rights of persons with disabilities (signed 2007) (<http://www.velferdarraduneyti.is/utgefing-efni/utgafa/nr/3496>)
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), (signed in Iceland in 1985) (<http://www.althingi.is/lagas/140a/1985005.html>)

APPENDIX 4A

RULES ON ACADEMIC APPOINTMENTS AT THE IAA

RULES ON ACADEMIC APPOINTMENTS

1. ADVERTISEMENT OF POSITIONS

1.1. The positions of the rector, deans and permanent teachers shall be advertised. The advertisement shall be comprehensive and clear, noting the requirements of the positions in each case. The professional titles of permanent teachers are assistant professor, associate professor or professor.

Items 2-6 of these rules concern the appointments of deans and university teachers. Specific rules apply for the appointment of the rector.

2. APPLICATIONS

2.1 Applications shall contain a comprehensive account of the applicant's artistic work, research and publications along with information about his/her teaching and academic management experience. Moreover, other information that the applicant considers relevant to illuminate his/her experience and knowledge for the position in question. A summary of the applicant's education and a copy of his/her diplomas along with an account of the applicant's ideas for the advertised position should furthermore accompany the application. Reviews/recommendations concerning the applicant's former work are desirable, along with student evaluation if such material is available. Further requirements may be included in the advertisement as stated in item 1.1.

3. THE SELECTION AND WORKING METHODS OF EVALUATION COMMITTEES

3.1 A three-member evaluation committee shall assess applicants' competence. The board of the Iceland Academy of the Arts nominates evaluation committee members. If the rector wants the evaluation committee to rank competent applicants, his/her request should be affirmed before the evaluation committee begins its work. The rector confirms the committee's appointment by letter to the committee members in question and appoints its chair.

3.2 All members of the evaluation committee must have knowledge and experience in accordance with international standards for the position in question and have earned a diploma in their field. At least two of the committee members should be specialists within the academic fields of the Academy, the third member can be from outside the Academy's field. At least one evaluation committee member should not have a permanent position at the Academy.

3.3 The chair of the committee accepts the applications and accompanying documents from the Academy's office and mobilizes the committee. The evaluation committee has authorization to request additional materials, granted that it treats all applicants equally.

4. EVALUATION OF APPLICANTS' COMPETENCE

4.1. In addition to education or equivalent experience, as stated in the Law on Universities No. 63/2006, the evaluation of applicants shall be based on the following: artistic career and/or research and academic work, teaching, management experience, and other experience particularly relevant to the position in question.

4.2. Evaluation of artistic work shall be based on the following: artistic value and originality and the knowledge that renowned domestic or foreign art institutions, which make their selection professionally, have either employed the applicant, or exhibited, performed or published his/her work. Work in progress may be considered as well as completed work.

4.3. Evaluation of research and academic work shall consider such factors as the originality of the research project and independence vis-à-vis other research and publications, knowledge of the status of research within the relevant academic field, the proper use of resources and scientific methods, academic innovations and the significance of the research.

4.4. Evaluation of former teaching experience shall consider such factors as the applicant's teaching efforts and teaching achievements. Furthermore, variety and innovation in teaching methods, initiative in the organization of teaching and efforts towards encouraging students to use independent working methods shall be included in the evaluation.

4.5. Evaluation of management experience shall consider experience from university level management and other knowledge that can be of value to the Iceland Academy of the Arts, such as community work, business management, and work in the interest of culture and art.

4.6. The evaluation committee has permission to request specific additional materials and/or interviews, artistic performances or a more detailed examination of the applicant's work. The evaluation committee can request reviews from specialists of specific works made by the applicant or of his/her work in general.

4.7. The board of the Iceland Academy of the Arts can make more specific rules for particular evaluation committees if needed.

5. THE EVALUATION COMMITTEE'S OPINION

5.1. The evaluation committee shall at the beginning of its opinion account for the assumptions, documents and sources on which it bases its evaluation.

5.2. The evaluation committee shall submit a well-substantiated opinion on whether applicants are competent to hold the position in question or not. This opinion must be unequivocal. If members of the committee do not agree on this issue, there shall be a vote on each applicant, in which each committee member takes a stand. Each committee member is free to explain his/her opinion individually.

6. CONSIDERATION OF THE EVALUATION COMMITTEE'S OPINION AND THE FINAL DECISION

6.1. An evaluation committee opinion signed by all committee members shall be presented to the rector, together with all application materials. If rector finds the opinion or the committee's work flawed in any way, he/she can return the opinion to the committee with questions and/or comments. The evaluation committee is obligated to respond to these.

6.2. The rector shall send the individual relevant opinion to each applicant. Rector invites written comments from applicants before the opinion is accepted. Comments which are delivered within the specified deadline are presented to the evaluation committee. The

applicant's comments and the evaluation committee's response shall accompany the opinion to the end of the appointment procedure.

6.3. All application material, the evaluation committee's opinion and other material related to the evaluation committee's work shall be treated confidentially.

6.4. No one can be appointed to a permanent teaching position at the Iceland Academy of the Arts, unless a majority of the evaluation committee considers him/her competent for the position.

6.5. Rector appoints when the evaluation committee has come to a conclusion, following detailed interviews with the applicants which the committee considered competent for the position or ranked, where applicable, as stated in item 3.1.

6.6. If rector does not accept the evaluation committee's conclusion, the position shall be advertised again.

7. REAPPOINTMENTS

7.1. The main rule on the reappointment of teachers at the Iceland Academy of the Arts is that rector is authorized, in consultation with the board, to reappoint faculty members twice without advertising, albeit for a maximum appointment of eight years. Upon the fourth appointment, the position shall be advertised as in the case of a new appointment.

7.2. Under special circumstances, exceptions may be made to this main rule. Rector shall then submit reasoning explaining the special circumstances in question. An authorization is dependent upon the board's approval.

10. September, 2012

APPENDIX 4B

REGULATIONS OF FUNDS FOR ACADEMIC FACULTY, TEACHERS AND STAFF

RESEARCH FUND

- REGULATIONS –

Article 1

The Research Fund has the role of promoting the Academy's academic faculty research and innovation (R&I) activities and encouraging the production of knowledge in its respective fields. The Fund's grants shall cover research in the academic field *the arts*.

Article 2

The Fund's revenue is the Academy's contribution in accordance with its operational budget and other revenue which the Fund may receive.

Article 3

The Research Fund's Board shall be composed of three professional parties, two external and one from the Iceland Academy of the Arts. Board members shall have knowledge and experience of research work and processes, and fulfil comparable criteria to those made of the Academy's academic faculty.

The Board is appointed by the rector for two years at a time by suggestion from the Management Council. It should be ensured that the membership of two or more Board members does not come to an end at the same time.

The role of the Board is to assess applications and award research grants on the basis of these rules.

Article 4

The Academy's Managing Director oversees the operation and administration of the Research Fund with mandate from the Fund's Board. The Director of the Research Service Center shall be the Fund's Secretary.

Article 5

All academic faculty members who are appointed with R&I time have the right to apply for a grant from the Fund.

Article 6

The assessment of applications should primarily focus on the artistic and/or academic value of a project, as well as the applicants' qualifications. There should be a focus on how the project contributes to the production of new knowledge or new understanding, or the development of new methods in a particular field, and how the project presents previously accepted knowledge or methods in a new light. It should also be taken into consideration whether time schedules and cost estimates are realistic. The project must be disseminated in a public arena and it must be clearly relevant to the wider society. The Academy's Research Strategy forms the base of any decision.

Article 7

Applications for grants from the Fund shall be sought by advertisement once a year, normally in the spring term.

The Fund provides grants for production costs, contracted services or other costs incurred in the execution of the project, e.g. the work contribution of assistants, among other. It is not possible to apply for a grant for own salary but applicants shall account for their own estimated work contribution in their application.

Article 8

Applications shall be accompanied by a comprehensive description of the research project, including:

- the aim of the project
- relevance to the field in question and the work of others in that field (state of the art)
- method used in research process, in addition to time schedule and project plan
- schedule for the proposed dissemination of the research process and/or research output
- the impact of the project and its benefit for the relevant subject area
- relevance to the Academy's Research Strategy and overall academic policy.
- comprehensive cost estimate where the project's main cost items and secured funding is listed, e.g. in the form of grants.

The application shall be accompanied by a résumé and an overview of the applicant's professional activities.

Article 9

At the end of the project period, applicants shall submit a project report, where the research process shall be described in addition to methods, output and means of dissemination. The project shall be discussed within the context of the relevant subject area in addition to assessing its value and impact in a wider context. The report shall be submitted electronically to the Fund's Secretary.

Article 10

The Fund's application form may be found on the Academy's Research Service Center home page. Applicants who has previously received a grant must have submitted a statement on account of the previous project should they apply again

Article 11

These rules are made on the basis of Article 18 of the Iceland Academy of the Arts Rules and take immediate effect.

Thus agreed by the Board of the Iceland Academy of the Arts on 7 February 2012.

APPENDIX 4C

**EXAMPLES FROM THE DEPARTMENT OF DESIGN AND
ARCHITECTURE RESEARCH PROFILE**

OUTPUT IN THE ACADEMIC YEAR 1. AUGUST 2011 - 31. JULY 2012

Sigrún Birgisdóttir

Search

Teachers

Artistic Activity

Research Activity

Publications

Other Activity

Íslenska



Name: Sigrún Birgisdóttir
Position: Deildarforseti, fagstjóri - arkitektúr
Department: Department of Design and Architecture
Curriculum Vitae: <http://lhi.is/skolinn/starfsfolk/?stm=496>

Projects

Research Activity				
Title	Field	Role	Date/Period	Keywords
Hafnafjörður, fyrirmyndarbær?	Architecture	Consultant	May 1, 2011 – Jan. 2, 2012	architecture, planning, urban studies
Reykjavíkurgötur	Architecture	Project director	Jan. 4, 2010 – June 7, 2011	architecture, Urban studies, planning
Kitchen as space of politics	Architecture	Scholar	Sept. 1, 2009 – Dec. 14, 2011	architecture, design, kitchen, dwelling, urban studies
"Watertrail", Vatnavinir	Architecture	Expert	May 14, 2009 – June 7, 2011	architecture, sustainability, society, nature, bathing
Félagsleg rými	Architecture	Consultant	May 1, 2009 – Sept. 30, 2009	
"Wellness Country Iceland", Vatnavinir	Architecture	Expert	Aug. 1, 2008 – June 7, 2011	architecture, sustainability, society, nature, bathing

Artistic Activity				
Title	Field	Role	Date/Period	Keywords
"Wellness Country Iceland", Vatnavinir (Tillögur að þróun 11 baðstaða á Vestfjörðum)	Architecture	Designer	May 26, 2009 – Nov. 24, 2010	
"Watertrail", Vatnavinir (Drangsnæs)	Architecture	Designer	May 11, 2009	architecture, sustainability, society, nature, bathing
"Watertrail", Vatnavinir (Gvendarlaug, Bjarnarfirði)	Architecture	Designer	May 11, 2009	architecture, sustainability, society, nature, bathing
"Watertrail", Vatnavinir (Hellulaug, Vatnsfirði)	Architecture	Designer	May 11, 2009	architecture, sustainability, society, nature, bathing
"Watertrail", Vatnavinir (Sundlaug Reykjarfirði, Arnarfirði)	Architecture	Designer	May 11, 2009	architecture, sustainability, society, nature, bathing

Publications				
Title	Type	Role	Publication year	Keywords
Reykjavikurgötur 2010: Lækjargata, Frikkirkjuvegur, Sóleyjargata	Book	Editor	2010	architecture, Urban studies, planning
Reykjavik Horizon	Article	Scholar	2009	
Other Activity				
Type	Title	Field	Role	Date/Period
Masterclass	Visual Studies	Architecture	Expert	July 31, 2012 – Aug. 3, 2012
Participation in public discourse	NÚNINGUR/ FRICTION	Architecture	Scholar	May 13, 2012 – May 13, 2012
Lecture	Eldhúsið sem pólitískt rými	Architecture	Scholar	May 8, 2012
Lecture	Street studies	Architecture	Scholar	May 4, 2012 – May 4, 2012
Member of selection committee or jury	Examination Final Project Glasgow School of Art	Architecture	Expert	April 30, 2012 – May 1, 2012
fyrirlestur	"The Process--creative research"	Architecture	Scholar	March 24, 2012 – March 24, 2012
Life-long learning	Advanced Study and Research Methods 2	Architecture	Scholar	Feb. 5, 2012 – Feb. 8, 2012
Curriculum Development	MA í Design	Architecture, Visual Communication, Art Theory, Cultural Theory, Fine Art, Composition, Product Design	Project director	Jan. 1, 2012 – Oct. 8, 2012
Lecture	Kitchen as space of politics	Architecture	Scholar	Nov. 5, 2011
Prize	Hvatningarverðlaun Iðnaðarráðherra	Architecture	Expert	Oct. 5, 2011
Public discourse	Iceland and Architecture	Architecture	Designer	Oct. 1, 2011 – Nov. 13, 2011
Public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	June 7, 2011 – Oct. 8, 2012
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	May 24, 2011
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	May 23, 2011
Prize	Global Award for Sustainable Tourism	Architecture	Designer	May 23, 2011
Lecture	Reykjavikurgötur	Architecture	Scholar	April 30, 2011 – April 30, 2011
Participation in public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	April 16, 2011
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	April 14, 2011
Member of selection committee or jury	Prófdæming við School of Architecture London Metropolitan University	Architecture	Expert	April 14, 2011
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	April 2, 2011
Participation in public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	March 30, 2011
Participation in public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	March 5, 2011
Participation in public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Scholar	Feb. 26, 2011
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Scholar	Feb. 5, 2011
Member of selection committee or jury	Dönnefndarstörf fyrir hönnunarsamkeppni um uppbyggingu í miðbæ Reykjavíkur	Architecture	Expert	Feb. 1, 2011 – July 1, 2012
Member of selection committee or jury	Formaður dönnefndar menningarverðlauna DV í byggingalist	Architecture	Expert	Jan. 12, 2011 – March 4, 2011
Radio broadcast	Viðtal í Okkar á milli	Architecture	Expert	Dec. 16, 2010

Lecture	Pælingar um menntun, hluti af fyrirlestrarroð pælinga á vegum Arkitektafélag Íslands og Skipulags- og byggingasviðs Reykjavíkur	Architecture	Scholar	Dec. 9, 2010
Radio broadcast	Viðtal í Viðsjá	Architecture	Expert	Dec. 2, 2010 – Jan. 10, 2011
Participation in public discourse	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	Dec. 2, 2010
Member of committee	Úrbaníkka	Architecture	Artistic Director	Dec. 1, 2010 – June 6, 2011
Prize	Eden Award, Tourist Destination of Excellence 2010	Architecture	Expert	Oct. 1, 2010
Consulting	„Heilsulandið Ísland, Vatnavinir Vestfjarða“	Architecture	Expert	Sept. 30, 2010 – Sept. 30, 2010
Lecture	„From nature to negotiation –finding public space. Sensing a place, research into the social and ontological character of the built environment in Iceland“	Architecture	Author	June 5, 2010
Life-long learning	Tilvistarhyggja í listasögunni	Architecture	Scholar	April 8, 2010 – Oct. 22, 2010
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	March 19, 2010
Lecture	„Heilsulandið Ísland, Vatnavinir Vestfjarða“ – Hönnunarmars	Architecture	Expert	March 19, 2010 – March 19, 2010
Lecture	Borgar/i	Architecture	Scholar	Feb. 25, 2010 – Feb. 25, 2010
Life-long learning	Sjálfbærnisleikni og kerfishugsun	Architecture	Scholar	Jan. 8, 2010 – Jan. 10, 2010
Public discourse	Vatnavinir Vestfjarða	Architecture	Expert	Nov. 17, 2009 – Oct. 18, 2010
Conference or symposium organization	Vatnavinir Vestfjarða – Vinnubing	Architecture	Expert	Nov. 16, 2009 – Nov. 17, 2009
Member of expert panel	Fagræð	Architecture	Expert	Nov. 11, 2009 – Oct. 8, 2012
Life-long learning	Sjálfbærni, skipulag og framtíðarsýn fyrir hönnuði	Architecture	Scholar	Oct. 28, 2009 – Nov. 11, 2009
Member of panel	Fultrúaráð Listahátiðar	Architecture	Expert	June 1, 2009 – Oct. 1, 2010
Lecture	"Wellness Country Iceland", Vatnavinir	Architecture	Expert	Feb. 1, 2009
Member of board	Vatnavinir	Architecture	Expert	Jan. 1, 2009 – Oct. 8, 2012
Member of committee	Menntamálanefnd Arkitektafélags Íslands	Architecture	Expert	Oct. 1, 2008 – Oct. 8, 2012

Hildigunnur Sverrisdóttir

Search

Teachers

Artistic Activity

Research Activity

Publications

Other Activity

Íslenska



Name: Hildigunnur Sverrisdóttir
Position: Adjunct Lecturer, fagstjóri – arkitektúr
Department: Department of Design and Architecture
Curriculum Vitae: <http://lhi.is/skolinn/starfsfolk/?stm=844>

Projects

Research Activity				
Title	Field	Role	Date/Period	Keywords
(Independent People	Architecture	Scholar	April 30, 2012 – Oct. 7, 2012	art festival systems society collaboration
Hafnarfjörður, fyrirmyndarbær?	Architecture	Consultant	May 1, 2011 – Jan. 2, 2012	architecture, planning, urban studies
Hafnarfjörður, fyrirmyndarbær?	Architecture	Consultant	May 1, 2011 – Jan. 2, 2012	

Artistic Activity				
Title	Field	Role	Date/Period	Keywords
Passerine parade (Listahátíð Reykjavíkur, (Independent People)	Architecture	Scholar	May 10, 2012 – Oct. 18, 2012	happening, refugees
Stofnun Vigdísar Finnbogadóttur (Samkeppni)	Architecture	Designer	March 1, 2012 – Oct. 22, 2012	competition, academic institution
Stavanger (Stavanger/ Norðurland)	Architecture	Artist	Nov. 1, 2011 – Dec. 9, 2011	Competition, lighting design, urban design
Baðhús á Húsavík (Basalt arkitektar)	Architecture	Designer	Aug. 1, 2011 – Dec. 28, 2011	
Aðkomuhús Bláa Lónið	Architecture	Designer	Feb. 28, 2011 – Nov. 30, 2011	
Hverra mamma ert þú?	Architecture	Artistic Director	Sept. 1, 2010 – Dec. 27, 2011	
Hverfaskipulag (Skipulags- og byggingarsvið Reykjavíkurborgar)	Architecture	Scholar	Aug. 16, 2010 – Oct. 6, 2012	

Publications				
Title	Type	Role	Publication year	Keywords
Harpa – höllin sem við aldrei áttum	Article	Author	2012	
(Independent People	Article	Scholar	2012	art festival systems society collaboration
The Destination within	Chapter in an edited book	Author	2011	nature-based tourism rhythmanalysis society
Hverra mamma ert þú?	Interview in a newspaper	Artistic Director	2011	
Hverra mamma ert þú?	Interview in a newspaper	Artistic Director	2011	
Hverra mamma ert þú?	Viðtal	Artistic Director	2011	

Other Activity				
Type	Title	Field	Role	Date/Period
Participation in public discourse	Hvað segir borgin um mannfólkið?	Architecture	Designer	Oct. 2, 2012 – Oct. 2, 2012
fyrirlestur	The sociopolitical Role of the Architect in the Icelandic Context	Architecture	Scholar	Sept. 22, 2012 – Sept. 29, 2012
Participation in public discourse	()Independent People	Fine Art	Scholar	Aug. 9, 2012 – Aug. 9, 2012
Participation in public discourse	Ísland og framtíðin!	Architecture	Expert	June 29, 2012 – June 29, 2012
Participation in public discourse	()Independent People	Fine Art	Scholar	May 20, 2012 – May 20, 2012
fyrirlestur	Ego sum mappa mundi	Architecture	Scholar	May 4, 2012 – May 4, 2012
Member of committee	Nefnd um mótun siðareglna fyrir LHÍ	Architecture	Participant	May 1, 2012 – Oct. 7, 2012
Member of committee	Rýnihópur um menningarstefnu	Architecture	Expert	March 27, 2012 – April 15, 2012
Lecture	Samtal mannvirkjahönnuða við samfélag sitt	Architecture	Participant	Feb. 25, 2012 – Feb. 25, 2012
Lecture	Spatial equation of Society	Architecture	Participant	Jan. 20, 2012 – Jan. 20, 2012
Life-long learning	Intensive program in critical theory	Architecture, Cultural Theory	Participant	Jan. 16, 2012 – Feb. 4, 2012
Consulting	The Architectural Discourse in Iceland	Architecture	Expert	Nov. 2, 2011 – Nov. 2, 2011
Lecture	Design spin – the sphere of design	Architecture	Designer	Oct. 20, 2011 – Oct. 20, 2011
Participation in public discourse	Baðhús á Húsavík	Architecture	Designer	Oct. 4, 2011 – Oct. 4, 2011
Participation in public discourse	Lostafulli listraeninginn	Architecture	Participant	Sept. 24, 2011 – Sept. 24, 2011
Conference or symposium organization	Panel Discussions with Juhani Pallasmaa	Architecture	Project director	Sept. 17, 2011 – Sept. 17, 2011
Participation in public discourse	Panel Discussions	Architecture	Participant	Sept. 11, 2011 – Sept. 11, 2011
Member of selection committee or jury	Prófdómari	Architecture, Cultural Theory	Expert	Aug. 1, 2011 – Jan. 6, 2012
Lecture	Thoughts on a profession	Architecture	Designer	June 29, 2011 – June 29, 2011
Lecture	Taugar	Architecture	Scholar	April 30, 2011 – April 30, 2011
Lecture	Rest the horses, let us rest	Architecture	Scholar	Feb. 5, 2011 – Feb. 6, 2011
Conference or symposium organization	Pælingar	Architecture	Project director	Aug. 15, 2010 – Dec. 30, 2011
Lecture	„From nature to negotiation – finding public space. Sensing a place, research into the social and ontological character of the built environment in Iceland“	Architecture	Author	June 5, 2010
Lecture	Sensing a place	Architecture	Scholar	June 5, 2010 – June 5, 2010
Member of committee	Menntamálanefnd Arkitektafélags Íslands	Architecture	Consultant	Nov. 10, 2009 – Nov. 11, 2012
Member of committee	Nefnd um mótun framhaldskólanáms í sjónlistum	Architecture	Expert	Aug. 25, 2009 – Oct. 20, 2010
fyrirlestur	3 variations on space	Architecture, Cultural Theory	Expert	March 9, 2009 – April 12, 2010
Member of committee	Nefnd um mótun M.Arch. náms	Architecture	Expert	Sept. 1, 2008 – May 29, 2009

Steinþór Kári Kárason

Search

Teachers

Artistic Activity

Research Activity

Publications

Other Activity

Íslenska



Name: Steinþór Kári Kárason
Position: Professor, arkitektúr
Department: Department of Design and Architecture
Curriculum Vitae: <http://lhi.is/skolinn/starfsfolk/?stm=251>

Projects

Research Activity				
Title	Field	Role	Date/Period	Keywords
Suburban Inexteriors	Architecture	Project director	Sept. 1, 2010 - Feb. 10, 2011	
Borgaraleg hegðun	Architecture	Consultant	June 1, 2010 - Sept. 1, 2010	

Artistic Activity				
Title	Field	Role	Date/Period	Keywords
Ingólfstorg <i>(Reykjavíkurborg)</i>	Architecture	Designer	Nov. 1, 2011 - June 1, 2012	
Flugstöð I	Architecture	Designer	Sept. 15, 2010 - March 15, 2010	
Góðakur	Architecture	Designer	Aug. 1, 2007 - Sept. 14, 2011	
Hús 135	Architecture	Designer	Aug. 1, 2007 - Sept. 1, 2010	
Perlukór	Architecture	Designer	May 1, 2005 - June 1, 2008	

Other Activity				
Type	Title	Field	Role	Date/Period
Participation in public discourse	Constructing the Arctic	Architecture	Expert	May 14, 2012 - May 15, 2012
Lecture	Constructive Reactions	Architecture	Author	March 27, 2012 - March 27, 2012
Lecture	Art and Education	Architecture	Designer	Sept. 22, 2011 - Sept. 23, 2011
Lecture	Suburban Inexteriors	Architecture	Scholar	Feb. 10, 2011
Curator	Íslensk Hönnun	Architecture	Designer	Jan. 3, 2011 - Feb. 12, 2011
Lecture	Viðbrögð	Architecture	Designer	Nov. 4, 2010
Public discourse	Viðtal	Architecture	Designer	Nov. 3, 2010
Lecture	Art, Architecture and the Public Space	Architecture	Author	Oct. 27, 2010
Public discourse	Viðtal	Architecture	Scholar	Oct. 4, 2010
Lecture	Húsin og Borgin	Architecture	Scholar	Oct. 4, 2010
Member of board	Listskreytingasjóður	Architecture	Designer	Aug. 15, 2010 - Aug. 1, 2014

APPENDIX 4F
IAA CODE OF ETHICS

CODE OF ETHICS

Curiosity, understanding and courage are fundamental values in all of the Iceland Academy of the Arts' activities.

This Code of Ethics is aimed at the Academy's students, teachers and staff. It is not an exhaustive description of good practice but describes the spirit that should be adhered to.

The Code of Ethics is a standard and a beacon in all the Academy's activities.

GENERAL COMMUNICATION WITHIN THE ACADEMY

- 1.1 Equality and respect prevail in all communication at the Iceland Academy of the Arts.
- 1.2 Human rights are honoured and people are not discriminated against on the grounds difference.
- 1.3 The Iceland Academy of the Arts community respects the freedom of expression and debate is professional and responsible.
- 1.4 No preferential treatment is given on account of personal relationships, any conflict of interest that may affect decision-making at the Academy must be declared.
- 1.5 Students' issues and personal data are subject to confidentiality.
- 1.6 The Academy's subjective and objective assets shall be treated responsibly and respectfully.
- 1.7 Staff and students are ambitious about reliable procedures and care for and respect each other's work and time.

SOCIETY AND ENVIRONMENT

- 2.1 The Iceland Academy of the Arts' staff and students are aware of the Academy's position and role in society.
- 2.2 Staff and students work on the Academy's advancement and communicate the knowledge and creativity that comes into being within its walls to society.
- 2.3 Teachers and students think responsibly about the manifestations of teaching, research and creativity for society, environment and nature.
- 2.4 Society, environment and nature are respected through an aim for environmentally responsible practices and sustainability.
- 2.5 The conduct and debate of staff and students outside the walls of the Academy are professional and responsible.

CREATIVITY, TEACHING AND RESEARCH

- 3.1 Academic freedom is celebrated at the Iceland Academy of the Arts. A great breadth of artistic practice, theoretical work, research and teaching is respected.
- 3.2 The Academy seeks to preserve and enhance knowledge and professional ability in each area with its aim for good practice and social good.
- 3.3 The Academy's teachers create a fertile and encouraging setting for study, based on trust, consideration and honesty.
- 3.4 The Academy's teachers promote their students' development with honest, fair and appropriate feedback.
- 3.5 The Academy's students are responsible for their studies and are honest and considerate in their relationships with their teachers.
- 3.6 Staff and students respect the rights of those that participate in the Academy's research and projects.
- 3.7 Copyright is honoured in all activities at the Iceland Academy of the Arts and sources and collaborations are appropriately referred to, conscientiously and honestly.

APPENDIX 5
STUDENTS COURSE EVALUATIONS

ICELAND ACADEMY OF THE ARTS

COURSE EVALUATION

Form 1: Evaluation of course and students' self-evaluation

Name of course:

1. The course is both stimulating and demanding
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

2. The teaching is in line with objectives and course description
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

3. Projects/examinations on the course reflect emphases in teaching
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

4. Course materials and projects facilitate understanding of the material
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

5. The course is well organised
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

6. The workload on the course is in accordance with the nature of the course and number of credits
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

7. The course lived up to my expectations
 - Strongly agree
 - Agree somewhat
 - Neither agree nor disagree
 - Disagree somewhat
 - Strongly disagree
 - Does not apply

8. Comments

9. My interest in the course content was
 - Very high
 - Fairly high
 - Neither high nor low
 - Fairly low
 - Very low

10. How much time, on average, did you spend on the course, including teaching hours, preparation, reading, project work, etc.?

More than 15 hrs.

10 - 15 hrs.

5 - 10 hrs.

2 - 5 hrs.

Less than 2 hrs.

11. My participation in the course was

Very high

Fairly high

Neither high nor low

Fairly low

Very low

ICELAND ACADEMY OF THE ARTS

COURSE EVALUATION

Form 2: Teacher Evaluation

Course name:

Teachers' name:

1. Teacher is enthusiastic about his or her work

Strongly agree
Agree
Neither agree nor disagree
Disagree somewhat
Strongly disagree
Does not apply

2. Teacher encourages questions/discussions about the content of the course

Strongly agree
Agree somewhat
Neither agree nor disagree
Disagree somewhat
Strongly disagree
Does not apply

3. Teacher is encouraging towards students

Strongly agree
Agree somewhat
Neither agree nor disagree
Disagree somewhat
Strongly disagree
Does not apply

4. Presentation is clear and well-executed

Strongly agree
Agree somewhat
Neither agree nor disagree
Disagree somewhat
Strongly disagree
Does not apply

5. Comments

APPENDIX 6

**IAA HANDBOOK FOR QUALITY ASSURANCE AND
ENHANCEMENT – INDEX AND LIST OF WORK-PROCESSES**

IAA HANDBOOK FOR QUALITY ASSURANCE AND ENHANCEMENT – INDEX AND LIST OF WORK-PROCESSES

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V401.4 ASSESSEMENT OF APPLICANTS FOR THE ARTS EDUCATION

V401.5A ASSESSEMENT OF APPLICANTS FOR THE DIPLOMA PROGRAMME IN INSTRUMENTAL PERFORMANCE, B. MUS PROGRAMME IN INSTRUMENTAL/VOCAL PERFORMANCE, B. MUS PROGRAMME IN VOCAL AND INSTRUMENTAL EDUCATION AND BA PROGRAMME IN CHURCH MUSIC

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5. INTERNATIONAL OFFICE

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6. LIBRARY AND INFORMATION SERVICES

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7. COMMUNICATIONS AND MARKETING

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V704 HANDBOOK FOR STUDENTS AND LECTURERS FROM ABROAD
V705 PROMOTIONAL MATERIAL
V706 PROMOTIONS IN UPPER SECONDARY SCHOOLS/COLLEGES
V707 OPEN DAY AT DEPARTMENTS
V708 OPEN DAY
V709 THE UNIVERSITY DAY
V710 GRADUATION CEREMONY

8. LEARNING AND TEACHING SERVICES

V800 LEARNING AND TEACHING SERVICES: MEETINGS AND CONSULTATION
V801 WRITING THE SCHOOL CALENDAR
V802 STUDENT ACCESS CARDS
V803 INTRODUCTION FOR NEW STUDENTS AND OPENING CEREMONY
V804 SURVEY OF NEW STUDENTS
V805 TEACHING EVALUATION
V806 END OF ACADEMIC YEAR SURVEY
V807 REGISTRATION OF GRADES

V808 PUBLICATION OF GRADES
V809 GRADUATION AND PREPARATION OF GRADUATION DOCUMENTS
V810 GRADUATION DIPLOMAS: PREPARATION
V811 GRADUATION DIPLOMAS: COPIES
V812 SPECIAL MEASURES WHILE STUDYING
V813 STUDENT COUNSELLOR: INTERVIEWS AND HOURS
V814 WRITING COURSE DESCRIPTION AND THE CURRICULUM
V815 HANDLING OF TOOLS AND EQUIPMENT

9. RESEARCH SERVICE CENTER

V900 RESEARCH SERVICE CENTER: MEETINGS AND CONSULTATION
V901 STRATEGIC PLANNING: RESEARCH AND INNOVATION
V902 GRANT POSSIBILITIES
V903 SCIENCE EVENING (VÍSINDAVAKA – EU SCIENCE DAY)
V904 FACULTY PRESENTATION OF RESEARCH
V905 “HUGARFLUG” – CONFERENCE ON RESEARCH IN THE ARTS
V906 MANAGING RESEARCH PROJECTS
V907 DATABASE FOR RESEARCH AND INNOVATION OUTPUT
V908 ASSESSMENT OF RESEARCH AND INNOVATION
V909 SABBATICALS
V910 DOCUMENTATION OF COLLABORATION PROJECTS
V911 DEVELOPMENT FUND FOR ACADEMIC STAFF
V912 RESEARCH FUND
V913 PUBLICATION FUND
V914 WEBSITE UPDATE: RESEARCH AND INNOVATION

10. COMPUTER AND WEB SERVICES

V1000 COMPUTER AND WEB SERVICES: CONSULTATION AND MEETINGS
V1001 HANDLING: WORK REQUESTS
G1001 CHECKLIST FOR WORK REQUESTS
V1002 ACADEMY COMPUTERS: SETUP
G1002 CHECKLIST: SETUP OF COMPUTERS
V1003 UPDATE OF MAILING LISTS
V1004 ACADEMY ACCESS SYSTEM

11. QUALITY ASSURANCE AND ENHANCEMENT

V1100 QUALITY ASSURANCE AND ENHANCEMENT: CONSULTATION AND MEETINGS
V1101 INSTITUTION-LED REVIEW: DEPARTMENTS AND PROGRAMMES
V1102 QUALITY BOARD-LED REVIEW
V1103 DEVELOPMENT OF THE HANDBOOK OF QUALITY ASSURANCE AND ENHANCEMENT

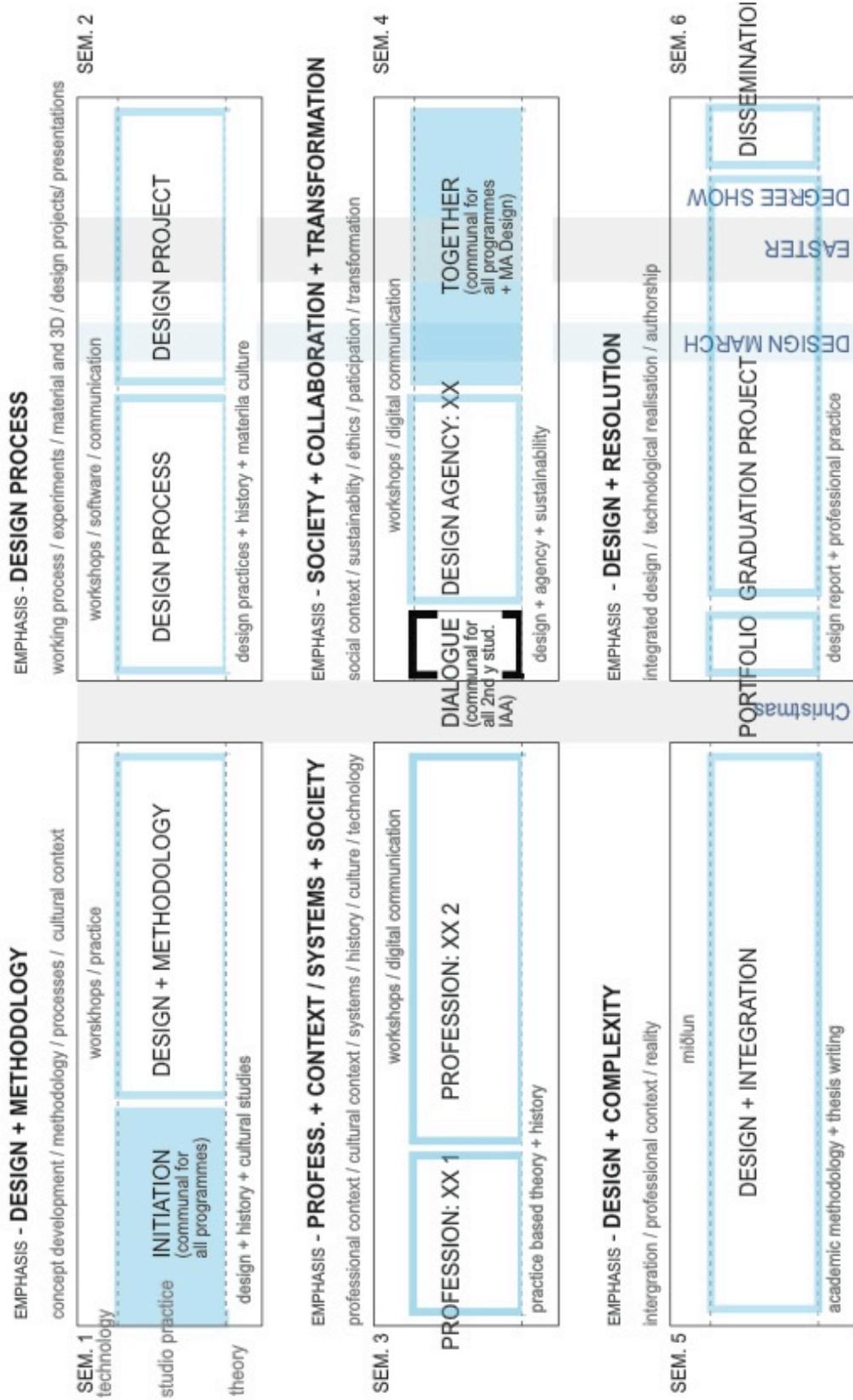
APPENDIX 7
ACTION PLAN 2013 – 2017

ACTION PLAN DRAFT - TO BE DISCUSSED IN DEPARTMENT ANNUALLY

IAA DEPARTMENT OF DESIGN AND ARCHITECTURE		Aðgerðaráætlun / Action plan 2013 - 2017 ÁBYRGDARABILI RESPONSABILITY	H 2013	V 2014	H 2014	V 2015	H 2015	V 2016	H 2016	V 2017
VÍTFANGSEFNI / SUBJECT										
NÁM OG KENNSLA / TEACHING AND LEARNING										
FAGNA GÆÐI KENNSLU OG STUÐLA AÐ NYNÆMI Í KENNSLU CELEBRATE GOOD TEACHING AND SUPPORT INNOVATIVE TEACHING	DEILDARFORSETI / DEAN									
STUÐLA AÐ ÞJÁLFUN KENNARA DEILDARINNAR SUPPORT TEACHER TRAINING WORKSHOPS	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
SKÝRA OG EINFALDA NÁMSKRÁ OG HUGA AÐ LENGINGU NÁMSKEIÐA CLARIFY AND SIMPLIFY CURRICULUM AND CONSIDER LENGTHENING MODULES	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
AUKA SAMHÆFINGU VERKLEGRAR OG FRÆÐILEGRAR VINNU DEVELOP INTERGRATION OF THEORY AND PRACTICE	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
SKILGREINA TENGL BA NÁMS OG MA NÁMS DEFINE CORRELATION OF BA AND MA PROGRAMMES	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
STUÐLA AÐ ÞVERFAGLEGU SAMSTARFI INNAN SKÓLANS SUPPORT INTERDISCIPLINARY COLLABORATION WITHIN THE IAA	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
STUÐLA AÐ ÞVERFAGLEGU OG FJÖLBÆTTU SAMSTARFI Í TENGLUM VIÐ SAMFÉLAG OG ATVINNULÍF SUPPORT INTERDISCIPLINARY AND DIVERSE COLLABORATION WITH COMMUNITY AND WITH INDUSTRY	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
NÁMSSKRÁ / CURRICULUM										
KORTLEGGJA INNTAK NÁMSBRAUTA PRODUCE A CONCEPTUAL MAP OF PROGRAMME	DEILDARFORSETI / FAGSTJÓRAR / DEAN / PROG.DIR									
ÞRÓA HÆFNIVÆÐI NÁMSBRAUTA OG FRAMVINDU Á MILLI ÁRA MAP SKILLS AND LEARNING OUTCOME FOR PROGRAMMES AND PROGRESS BETWEEN YEARS	DEILDARFORSETI / FAGSTJÓRAR / DEAN / PROG.DIR									
STUÐLA AÐ ÞRÖUN NÚVERANDI NÁMS OG ÞRÓA NÝJAR NÁMSBRAUTIR SUPPORT CONTINING DEVELOPMENT OF EXISTING PROGRAMMES AND DEVELOP NEW PROGRAMMES IN DESIGN	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
STOFNA MA NÁM Í ARKITEKTÚR ESTABLISH MA PROGRAMME IN ARCHITECTURE	DEILDARFORSETI / HÁSKÓLAKENNARA / ARKITEKTÚR / DEAN / ACADEMIC STAFF IN ARCHITECTURE									
RESEARCH DEVELOPMENT										
STYÐJA VIÐ RANNSÓKNARVERKEFNI KENNARA OG NEMENDA DEVELOP RESEARCH LABS AND SUPPORT RESEARCH ACTIVITIES IN DEPARTMENT	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
BJÓÐA UPP Á RANNSÓKNARÁÐFERÐA-VINNUSMÍÐJUR FYRIR HÁSKÓLAKENNARA PROVIDE RESEARCH METHODOLOGY WORKSHOPS FOR ACADEMIC STAFF	DEILDARFORSETI / DEAN									
SKIPULEGGJA RANNSÓKNARVIRKNI Í STARFSÁÆTLUN PLAN RESEARCH TIME	DEILDARFORSETI / DEAN									
STUÐLA AÐ AUKINNI SAMÞÆTTINGU RANNSÓKNA OG KENNSLU FURTHER INTERGRATION RESEARCH AND TEACHING	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
MÍÐLA RANNSÓKNUM OG VERKEFNUM UM HÖNNUN OG ARKITEKTÚR DISSEMINATE RESEARCH AND PROJECT ACTIVITY ON DESIGN AND ARCHITECTURE	DEILDARFORSETI / DEAN									
HALDA RÁÐSTEFNUR OG SÝNINGAR UM HÖNNUN OG ARKITEKTÚR HOST CONFERENCES AND EXHIBITIONS ON DESIGN AND ARCHITECTURE	DEILDARFORSETI / DEAN									
STJÓRNUN / ADMINISTRATION										
RÆKTA LÆRDÓMSSAMFÉLAG FOSTER AN INCLUSIVE COMMUNITY OF LEARNING	DEILDARFORSETI / DEAN									
SKRIFA MANIFESTO FYRIR DEILDINA OG ALLAR NÁMSBRAUTIR HÖNNUNAR OG ARKITEKTURDEILD WRITE A MISSION STATEMENT FOR EVERY PROGRAMME IN DEPARTMENT OF DESIGN AND ARCHITECTURE	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
SKRIFA MARKMIÐ/ ÁÆTLUN/ MATSÁÆTLUN FYRIR HVERJA NÁMSBRAUT WRITE KEY TARGETS/ ACTION PLAN/ KEY INDICATORS FOR EACH PROGRAMME	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
SKÝRA SAMRÁÐSFERLI, FUNDARSKIPULAG OG STJÓRNUNARFERLI Í DEILD CLARIFY MEETING SCHEDULE AND ADMINISTRATIVE PROCESSES	DEILDARFORSETI / VERKEFNASTJÓRI DEILDAR / DEAN / PROJECT MANAGER /									
RÁÐA VERKEFNASTJÓRI TIL STUÐNINGS STJÓRNUNAR Í DEILDinni HIRE A PROJECT MANAGER TO SUPPORT ADMIN IN DEPARTMENT	DEILDARFORSETI / DEAN									
AUKA KYNNINGU OG AÐSTÖÐ VIÐ STUNDAKENNARA IMPROVE INDUCTION AND SUPPORT TO PART TIME LECTURERS	DEILDARFORSETI / FAGSTJÓRAR / VERKEFNASTJÓRI DEILDAR/ DEILDARFULLTRÚR DEAN / PROG.DIR / PROJECT MANAGER / DEPARTMENTAL COORDINATOR									
SKILGREINA TEYMI STUNDAKENNARA MED LANGTÍMASAMNINGUM CREATE FRAMEWORK AGREEMENT FOR PART TIME LECTURERS	DEILDARFORSETI / HÁSKÓLAKENNARA / FAGSTJÓRAR / DEAN / ACADEMIC STAFF / PROG.DIR									
FORMGERA SAMNINGA UM SAMSTARFSVERKEFNI DEILDAR OG SKÝRA HUGVERKARÉTTINDI CLARIFY CONTRACTS FOR COLLABORATIVE PROJECTS AND COPYRIGHT ISSUES	DEILDARFORSETI / VERKEFNASTJÓRI DEILDAR / DEAN / PROJECT MANAGER									
KORTLEGGJA FRAMVINDU ÚTSKRIFADRA NEMENDA Í NÁMI OG STARFI COLLATION OF STUDENTS OCCUPATION AND LEARNING EXPERIENCE FOLLOWING GRADUATION	DEILDARFORSETI / VERKEFNASTJÓRI DEILDAR / FAGSTJÓRAR DEAN / PROJECT MANAGER / FAGSTJÓRAR									
KOMA UPP GAGNASAFNI FYRIR VERKEFNI DEILDAR AÐGENGILEG ALMENNINGI ESTABLISH AN ARCHIVE OF WORK ACCESSIBLE TO PUBLIC	DEILDARFORSETI / VERKEFNASTJÓRI DEILDAR / DEAN / PROJECT MANAGER									

APPENDIX 8A
CONCEPTUAL FRAMEWORK

DEPARTMENT OF DESIGN AND ARCHITECTURE
COMMUNAL FRAMEWORK FOR ALL PROGRAMMES:
ARCHITECTURE / FASHION / PRODUCT / VISUAL COMMUNICATION



APPENDIX 8B
PROGRAMME CURRICULUM

ARCHITECTURE

Autumn	Year 1	S/TH/T	ECTs
Studio	Initiation	S/Th	8
	Architecture and Methodology	S	10
Theory	Design and Culture I	TH	8
Technology	Architectural Drawing	T	2
	CAD	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
TOTAL ECTs			30

Autumn	Year 2	S/TH/T	ECTs
Studio	Profession I: Urban Analysis	S	6
	Profession II: Building a city	S	10
Theory	Urban Studies	Th	4
	Building Science	Th	2
	Detail Design	Th	2
Technology	Software for Architects	T	4
	ECTs Studio	S	16
	ECTs Theory	Th	8
	ECTs Technology	T	4
TOTAL ECTs			28

Autumn	Year 3	S/TH/T	ECTs
Studio	Design and integration: Sustainability of Build.	S	22
Theory	Final Thesis	Th	6
	Preparation for Thesis Writing	Th	0
	Aesthetics and perception	Th	2
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	8
	ECTs Technology	T	0
TOTAL ECTs			30

Spring	Year 1	S/TH/T	ECTs
Studio	Design process: House no. 1	S	8
	Project: Design, process, making	S	8
Theory	Design and Culture II	Th	6
	Material Culture	Th	2
	Building technology	T	2
Technology	Photography for Architects	T	2
	Introduction to woodworking workshop	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
TOTAL ECTs			30

Spring	Year 2	S/TH/T	ECTs
Studio	Dialogue	S	2
	Design agency: Urban densification	S	8
	Together	S	6
Theory	Design and Culture III	Th	6
	History of Architecture	Th	2
Technology			
	Using Applications	T	2
	Modelmaking	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	8
	ECTs Technology	T	4
TOTAL ECTs			28

Spring	Year 3	S/TH/T	ECTs
Studio	Portfolio	S	2
	Graduation project/ Design Report	S/Th	20
	Dissemination	S	2
Theory	Design and Culture IV	Th	4
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	0
TOTAL ECTs			28

Total ECTs mandatory 172

Total ECTs Studio	S	108
Total ECTs Theory	Th	48
Total ECTs Technology	T	16

Total ECTs Electives		8
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FASHION DESIGN

Autumn	Year 1	S/TH/T	ECTs
Studio	Initiation	S/Th	8
	Fashion Design and Methodology	S	10
Theory	Design and Culture I	TH	8
Technology	Tailoring and Sewing	T	4
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
	TOTAL ECTs		30

Autumn	Year 2	S/TH/T	ECTs
Studio	Profession I: New Classic and Industry	S	6
	Profession II: Material Production	S	10
Theory	Material Culture	Th	2
	Textiles	Th	2
	Fashion History II	Th	2
Technology	Tailoring II	T	2
	Fashion Drawing I	T	2
	Drapering I	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	6
	ECTs Technology	T	6
	TOTAL ECTs		28

Autumn	Year 3	S/TH/T	ECTs
Studio	Design and integration: Fashion Design	S	14
	Research	s	8
Theory	Final Thesis	Th	6
	Preparation for Thesis Writing	Th	0
Technology	Drapering II		2
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	2
	TOTAL ECTs		30

Spring	Year 1	S/TH/T	ECTs
Studio	Design process: Fashion Design	S	8
	Project: Drawing and Clothing	S	8
Theory	Design and Culture II	Th	6
	Material Culture	Th	2
Technology	Sewing and Finishings	T	2
	Introduction to printworkshop	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	8
	ECTs Technology	T	4
	TOTAL ECTs		28

Spring	Year 2	S/TH/T	ECTs
Studio	Dialogue	S	2
	Design agency: Fashion Show	S	8
	Together	S	6
Theory	Design and Culture III	Th	6
	Body, Clothing and Civilisation	Th	4
Technology	Tailoring III	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	2
	TOTAL ECTs		28

Spring	Year 3	S/TH/T	ECTs
Studio	Portfolio	S	2
	Graduation project/ Design Report	S/Th	20
	Dissemination	S	2
Theory	Design and Culture IV	Th	4
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	2
	TOTAL ECTs		28

Total ECTs 172

Total ECTs Studio	S	108
Total ECTs Theory	Th	46
Total ECTs Technology	T	18

Total ECTs Electives		6
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VISUAL COMMUNICATION

Autumn	Year 1	S/TH/T	ECTs
Studio	Initiation	S/TH	8
	Visual Comm. and Methodology	S	10
Theory	Design and Culture I	TH	8
Technology	Introduction to Printworkshop	T	2
	Using Applications	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
	TOTAL ECTs		30

Autumn	Year 2	S/TH/T	ECTs
Studio	Profession I: New Classic and Industry	S	6
	Profession II:Material Production	S	10
Theory	Visual Communication in Iceland	Th	2
	From Concept & Design to Market	Th	2
	Magic	Th	2
Technology	Codes and Sensors	T	2
	Webdesign	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	6
	ECTs Technology	T	4
	TOTAL ECTs		26

Autumn	Year 3	S/TH/T	ECTs
Studio	Design and integration:Reality	S	22
Theory	Final Thesis	Th	6
	Preparation for Thesis Writing	Th	0
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	0
	TOTAL ECTs		28

Spring	Year 1	S/TH/T	ECTs
Studio	Design process:Visual Communication	S	8
	Project: Utopia and Alchemy	S	8
Theory	Design and Culture II	Th	6
	Material Culture	Th	2
	Provisions	Th	2
Technology	Ebooks	T	2
	Image processing and colour adjustments	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
	TOTAL ECTs		30

Spring	Year 2	S/TH/T	ECTs
Studio	Dialogue	S	2
	Design agency: Type and Research	S	8
	Together	S	6
Theory	Design and Culture III	Th	6
	History of Printed Type	Th	2
	Image and Politics	Th	2
	Provisions	Th	2
Technology	Font editors	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	12
	ECTs Technology	T	2
	TOTAL ECTs		30

Spring	Year 3	S/TH/T	ECTs
Studio	Portfolio	S	2
	Graduation project/ Design Report	S/Th	20
	Dissemination	S	2
Theory	Design and Culture IV	Th	4
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	0
	TOTAL ECTs		28

Total ECTs 172

Total ECTs Studio	S	108
Total ECTs Theory	Th	50
Total ECTs Technology	T	14

Total ECTs Electives		8
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Product Design

Autumn	Year 1	S/TH/T	ECTs
Studio	Initiation	S/TH	8
	Product Design and Methodology	S	10
Theory	Design and Culture I	TH	8
Technology	Introduction to Woodworking workshop	T	2
	2D/ 3D	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
TOTAL ECTs			30

Autumn	Year 2	S/TH/T	ECTs
Studio	Profession I: Concept and making	S	6
	Profession II: Tehnology and Culture	S	10
Theory	History of Icelandic Product Design	Th	4
	Magic	Th	2
Technology	Rhino I	T	2
	Metal Workshop	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	6
	ECTs Technology	T	4
TOTAL ECTs			26

Autumn	Year 3	S/TH/T	ECTs
Studio	Design and integration: Rendezvous	S	22
Theory	Final Thesis	Th	6
	Preparation for Thesis Writing	Th	0
Technology	Video Communication		2
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	2
TOTAL ECTs			30

Spring	Year 1	S/TH/T	ECTs
Studio	Design process: Laboratory	S	8
	Project: Ceramics	S	8
Theory	Design and Culture II	Th	6
	Material Culture	Th	2
	Design March		2
Technology	Introduction to Digital Design Software	T	2
	Photography for Product Designers	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
TOTAL ECTs			30

Spring	Year 2	S/TH/T	ECTs
Studio	Dialogue	S	2
	Design agency: Local Production	S	10
	Together	S	6
Theory	Design and Culture III	Th	6
	Body, clothing and civilisation	Th	2
	Cosmology: science and creation	Th	2
Technology	Rhino II	T	2
	Video communication	T	2
	ECTs Studio	S	16
	ECTs Theory	Th	10
	ECTs Technology	T	4
TOTAL ECTs			30

Spring	Year 3	S/TH/T	ECTs
Studio	Portfolio	S	2
	Graduation project/ Design Report	S/Th	20
	Dissemination	S	2
Theory	Design and Culture IV	Th	4
Technology			
	ECTs Studio	S	22
	ECTs Theory	Th	6
	ECTs Technology	T	0
TOTAL ECTs			28

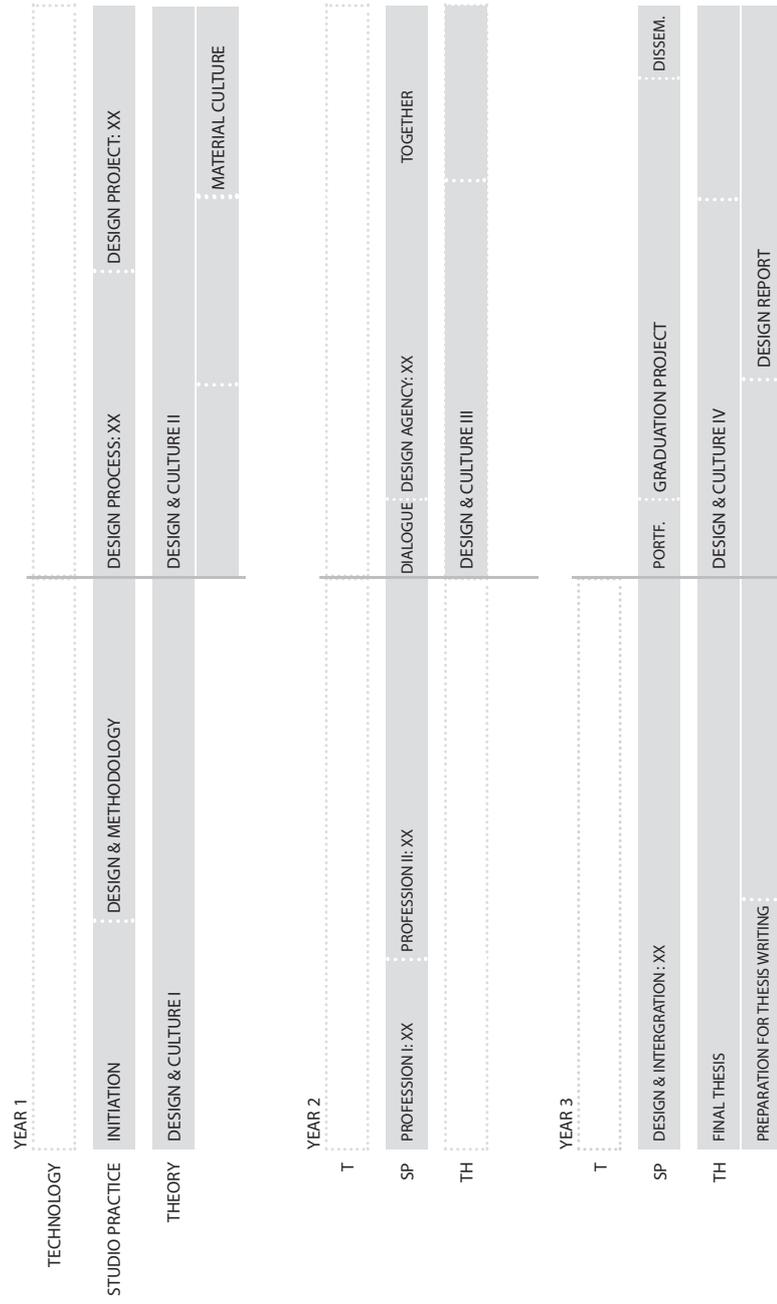
Total ECTs 174

Total ECTs Studio	S	108
Total ECTs Theory	Th	48
Total ECTs Technology	T	18

Total ECTs Electives		6
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APPENDIX 8C
PROGRAMME SCHEDULES

BA PROGRAMMES - COMMUNAL FRAMEWORK FOR MODULES



ARCHITECTURE

YEAR 1		YEAR 2		YEAR 3	
TECHNOLOGY	ARCHITECTURAL DRAW. CAD	WOOD.	PHOTOGRAPHY		
STUDIO PRACTICE	ARCHITECTURE & METHODOLOGY	DESIGN PROCESS: LABORATORY	DESIGN PROJECT: CERAMICS		
THEORY	DESIGN & CULTURE I	DESIGN & CULTURE II	MATERIAL CULTURE		
YEAR 2					
T	SOFTWARE FOR ARCHITECTS	USING APPLICATIONS	MODEL MAKING		
SP	PROF. I: URBAN ANALYSIS	PROF. II: BUILDING A CITY	IALOGUE: URBAN DENSIFICATION	TOGETHER	
TH	DETAIL DESIGN	BUILDING SCIENCE	DESIGN & CULTURE III		
YEAR 3					
T					
SP	DESIGN & INTERGRATION: SUSTAINABILITY OF BUILDINGS	PORTF.	GRADUATION PROJECT	DISSEM.	
TH	FINAL THESIS	DESIGN & CULTURE IV	DESIGN REPORT		
	PREPARATION FOR THESIS: AESTHETIC AND PERCEPT.				

PRODUCT DESIGN

YEAR 1		YEAR 2		YEAR 3	
TECHNOLOGY	WOOD, 2D/3D	DIGITAL SOFTWARE	PHOTOGRAPHY		
STUDIO PRACTICE	PRODUCT DESIGN & METHODOLOGY	DESIGN PROCESS: LABORATORY	DESIGN PROJECT: CERAMICS		
THEORY	DESIGN & CULTURE I	DESIGN & CULTURE II	DESIGN MARCH	MATERIAL CULTURE	
YEAR 2					
T	RHINO I	METAL WORKSHOP	RHINO II	VIDEO COMMUNICATION	
SP	PROF. I: CONCEPT & MAKING	PROF. II: TECHNOLOGY & CULTURE	IALOGUE: DESIGN AGENCY: LOCAL PRODUCTION	TOGETHER	
TH	MAGIC	DESIGN & CULTURE III	DESIGN & CULTURE III		
	HISTORY OF ICELANDIC PRODUCT DESIGN	BODY, CLOTHING & CIVILISATION	COSMOLOGY, SCIENCE & CREATION		
YEAR 3					
T	VIDEO COMMUNICATION				
SP	DESIGN & INTERGRATION: RENDEZVOUS	PORTF.	GRADUATION PROJECT	DISSEM.	
TH	FINAL THESIS	DESIGN & CULTURE IV	DESIGN REPORT		
	PREPARATION FOR THESIS WRITING				

FASHION DESIGN

YEAR 1		YEAR 2		YEAR 3	
TECHNOLOGY	TAILORING & SEWING	FASHION DRAWING I	DRAPEING I	TAILORING II	
STUDIO PRACTICE	FASHION DESIGN & METHODOLOGY	DESIGN PROCESS: FASHION DESIGN	DESIGN PROJECT: DRW. & CLOTH.		
THEORY	DESIGN & CULTURE I	DESIGN & CULTURE	MATERIAL CULTURE		
YEAR 2					
T	FASHION DRAWING I	DRAPEING I	TAILORING II		
SP	PROF. I: NEW CLASSIC & IND.	PROF. II: MATERIAL PRODUCTION	IALOGUE: DESIGN AGENCY: LOCAL PRODUCTION	TOGETHER	
TH	FASHION HISTORY II	TEXTILES	DESIGN & CULTURE III	BODY, CLOTHING & CIVILISATION	
YEAR 3					
T	DRAPEING II				
SP	DESIGN & INTERGRATION: FASHION DESIGN	RESEARCH	PORTF.	GRADUATION PROJECT	DISSEM.
TH	FINAL THESIS	DESIGN & CULTURE IV	DESIGN REPORT		
	PREPARATION FOR THESIS WRITING				

VISUAL COMMUNICATION

YEAR 1		YEAR 2		YEAR 3	
TECHNOLOGY	INTRO. TO PRINTWORKSH.	USING APPLICATIONS	E BOOKS	IMAGE PROCESS.	
STUDIO PRACTICE	INITIATION	VISUAL COMMUNICATION & METHODOLOGY	DESIGN PROCESS: VISUAL COMMUNIC.	DESIGN PROJECT: UTOPIA & ALCH.	
THEORY	DESIGN & CULTURE I	DESIGN & CULTURE II	PROVISIONS	MATERIAL CULTURE	
YEAR 2					
T	CODES & SENSORS	WEBDESIGN	FONT EDITORS		
SP	PROFESSION I: BRANDING	PROF. II: TECHNOLOGY & INFORMATION	IALOGUE: DESIGN AGENCY: TYPE & RESEARCH	TOGETHER	
TH	MAGIC	VISUAL COMM. IN ICELAND	DESIGN & CULTURE III		
	CONCEPT & DESIGN TO MARKET	HISTORY OF PRINT: TYPE	PROVISIONS		
YEAR 3					
T					
SP	DESIGN & INTERGRATION: RENDEZVOUS	PORTF.	GRADUATION PROJECT	DISSEM.	
TH	FINAL THESIS	DESIGN & CULTURE IV	DESIGN REPORT		
	PREPARATION FOR THESIS WRITING				

MA DESIGN

1 ÁR	
S	DES. T. I : DEALING : DESIGN TEAM I : INDIV. PROJECT : INDIVIDUAL PROJECT II : DESIGN TEAM II: TOGETHER
TH	DESIGN THINKING : GENDER, A. & C. II : PERCEPTION AND ARTISTIC PRACTISE
	JOINT MA SEMINAR : ART. RESEARCH : DESIGN IN ICELAND
	HUMAN BEHAVIOUR
2 ÁR	
S	DESIGN TEAM III : INDIVIDUAL PROJECT III : MA PROJECT
TH	MA PROJECT: THESIS SEMINAR : MA PRO. FINAL TH. : DESIGN, M. & AN.
	D. THINKING: PROCESS & METHODS