

2026 – BASELINE REPORT

QUALITY ASSURANCE OF EDUCATION AND TEACHING AT ILISIMATUSARFIK



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2026 - Baseline Report

Quality assurance of education and teaching at Ilisimatusarfik

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1.0 PREFACE

The Department for Culture, Education, Research and Church has launched an initiative to develop a nationwide system for quality assurance within the higher education system. Largely inspired by experiences from implementing this system in Iceland, it has been decided to base the system on the principles of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015).

The purpose of the initiative is the accreditation, within the foreseeable future, of the Greenlandic educational institutions in accordance with the ESG 2015 standards. To further this, a working group has been formed consisting of representatives from Ilisimatusarfik (University of Greenland), Niuvernermik Ilinniartik (The Greenland Business School) and Perorsaanermik Ilinniartik (Greenland's Institution for Social Education). The department has developed a report "Guidelines and Instructions for Internal Quality Assurance in Higher Education in Greenland" (hereinafter "Guidelines for Quality Assurance"), which was published on 14 November 2025. This report aims to provide a comprehensive review of Ilisimatusarfik's current quality assurance system in accordance with this work.

Furthermore, it presents the policies, procedures and guidelines that currently form the framework for quality assurance work at Ilisimatusarfik. Concurrently, it aims to assess the extent to which the existing system meets the requirements and recommendations that are expected to be defined in the national framework, represented by the "Guidelines for Quality Assurance". The report furthermore aims to contribute with a development perspective and identify the next steps towards international accreditation of Ilisimatusarfik. Ultimately, this is the first annual report for quality assurance work and as such, it will serve as a baseline report.

To this aim, it provides an overall status of Ilisimatusarfik in relation to indicators and process initiatives within quality assurance. As the report states, Ilisimatusarfik is already basing its work on the principles of ESG 2015. The focus of the report is simply to systematise the existing processes and to establish clear objectives for future work within quality assurance.

Ilisimatusarfik den 28-02-2026, Joachim Sloth Larsen



2.0 QUALITY ASSURANCE AT ILISIMATUSARFIK

Quality assurance of institutions of higher education is essential to ensure relevance, transparency and continuous improvement. In cooperation with the Department for Culture, Education, Research and Church and the higher education institutions in Greenland, it has been decided that ESG 2015 will serve as the central reference framework for quality assurance at the national level. The development of Ilisimatusarfik's work with quality assurance is also heavily inspired by the Icelandic framework for educational quality.

2.1 ESG 2015 AS A FOUNDATION FOR QUALITY ASSURANCE

The ESG 2015 was developed by The European Association for Quality Assurance in Higher Education (ENQA) and aims to harmonise national differences in quality assurance practices.

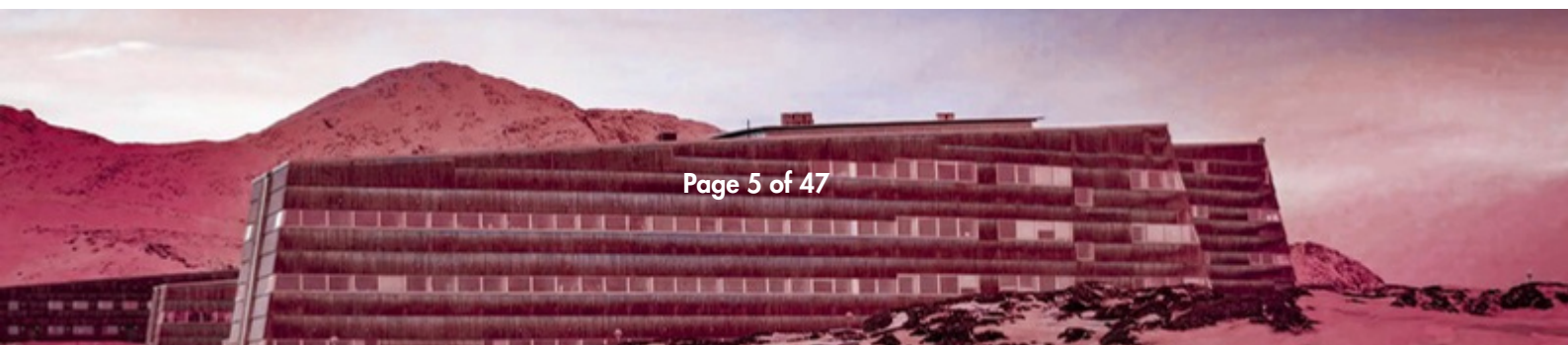
The guidelines support a culture of quality development and ensure that institutions work systematically and transparently with their quality assurance processes. The ESG 2015 is divided into three main areas:

1. Internal Quality Assurance Processes ESG 2015 emphasises that institutions should have well-defined processes for quality assurance, including clear educational objectives, evaluation methods, and a systematic approach to involving students and external stakeholders. This ensures a relevant and up-to-date curriculum.

2. External Quality Assurance ESG 2015 emphasises the importance of external evaluation to ensure legitimacy and transparency in the work of individual institutions. National accreditation bodies use ESG 2015 as a standard for their evaluations, which strengthens confidence in the quality of the institutions.

3. Quality Assurance of Quality Assurance Bodies To ensure that the accreditation and evaluation systems function effectively, ESG 2015 also requires evaluation of the quality assurance bodies themselves. This guarantees that the quality assurance system as a whole maintains a high standard (ENQA, 2015; 3).

This report only deals with the first of these three main areas: Ilisimatusarfik's internal quality assurance processes.





2.1.1 Benefits of ESG-based Quality Assurance

Several benefits are gained through implementing ESG 2015 in quality assurance work:

- **Increased transparency:** Students, employees, customers and other stakeholders gain insight into educational quality and relevance.
- **Empowered student involvement:** ESG 2015 emphasises the role of students in quality assurance, ensuring that their perspectives are included in programme development.
- **Enhanced international recognition:** As ESG 2015 is internationally recognised, institutions adopting these standards gain a stronger position themselves in global education.
- **Continuous development:** Focus on continuous evaluation and improvement ensures that institutions can adapt to new societal demands and expectations.

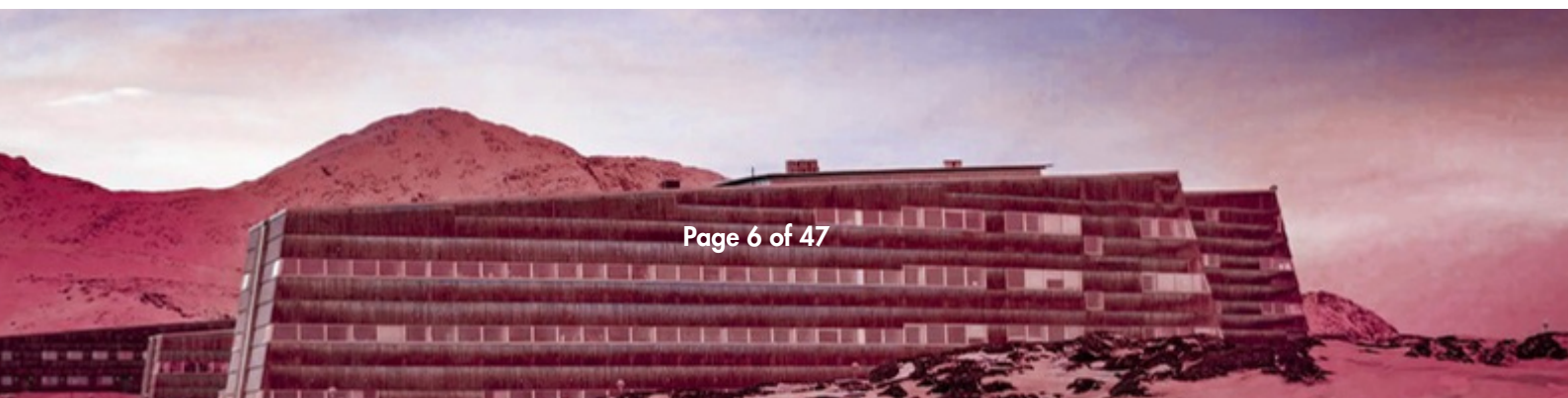
For these reasons, Ilisimatusarfik sees quality assurance based on ESG 2015 as an essential element in their its further ongoing work. The guidelines ensure a systematic approach, transparency and involvement of relevant actors in quality development. The implementation of ESG 2015 not only contributes to maintaining high academic standards, but also to strengthening the legitimacy and attractiveness of institutions in an international community.

2.2 HOW ILISIMATUSARFIK INTENDS TO MANAGE QUALITY ASSURANCE

The work on educational quality assurance is undertaken with a dual purpose in mind: a documentation perspective and a development perspective. This is partly expressed in ESG 2015:

“At the heart of all quality assurance activities are the twin purposes of **accountability and **enhancement**. Taken together, these create trust in the higher education institution’s performance” (ENQA, 2015; 7).**

Author’s emphasis





An inherent paradox of quality assurance is that these two perspectives only overlap to a small extent, as illustrated below:

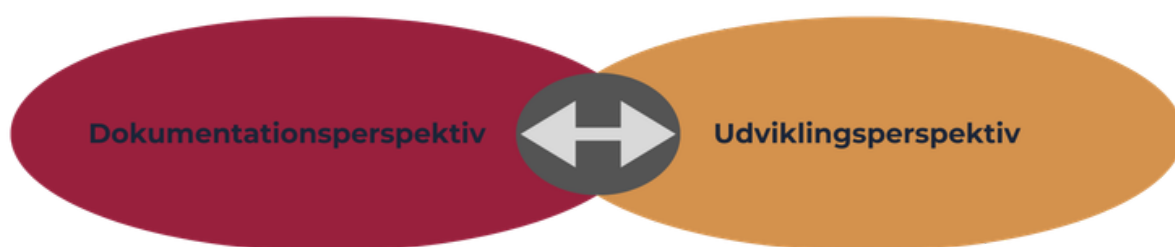


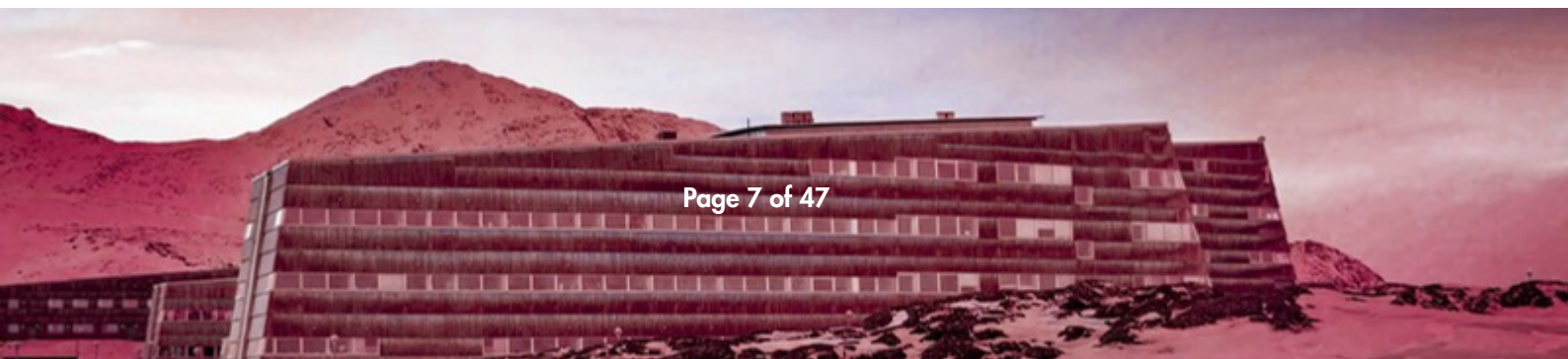
Figure 1 - Author's illustration with inspiration from Jan Thorhauge Frederiksen.

At the same time, a strong focus on one perspective will often be at the expense of the other (Pedersen & Clausen, 2022; 83f.). Due to this inherent problem, at Ilisimatusarfik we have actively chosen to keep our focus on the development perspective as the focal point. This also means that our performance metrics are only used to the extent that they are absolutely necessary. However, we would also wish like that our quality system finds to draw its inspiration from New Public Governance – rather than New Public Management. What this perspective entails is described in more detail in chapter “3.2.3 Follow-up on educational quality”.

2.2.1 Development-oriented and Dialogue-based Approach to Quality Assurance

In the context of international educational institutions, Ilisimatusarfik is a fairly new and very unique university. However, Ilisimatusarfik is growing rapidly in both terms of admittance numbers, its portfolio of programmes, as well as faculty and research programmes undertaken by the institution (Nielsen; 2014, Lidegaard, Heinrich & Kleist, 2025; 169).

This growth spurt has also meant that Ilisimatusarfik has built up a lot of tacit knowledge about what works in relation to both teaching and research practices in an Arctic context. Tacit or implicit knowledge is knowledge that is largely individual, context-dependent and experience-based. It is thus by its very nature difficult to articulate, communicate or transfer through language or writing. It is the knowledge that is acted on without necessarily being able to explain it – e.g. how to ride a bicycle, how an experienced teacher handles a difficult teaching situation, or how a skilled craftsman assesses the quality of a material (Andersen, Ellegaard & Muschhinsky; 2007, 70f).





A clear goal of Ilisimatusarfik's quality assurance policy is to transition to a greater extent from tacit knowledge to explicit knowledge. Explicit knowledge is knowledge that can be easily communicated, stored and retrieved in a formal and structured form, e.g. through documents, manuals, databases and written instructions (Jacobsen & Thorsvik, 2008; 316f). In an educational context, this could be achieved by:

- Curricula
- Quality assurance manuals
- Procedure descriptions
- Guidelines.
- Catalogue of ideas
- Evaluation reports and statistics
- Learning objectives and course descriptions.

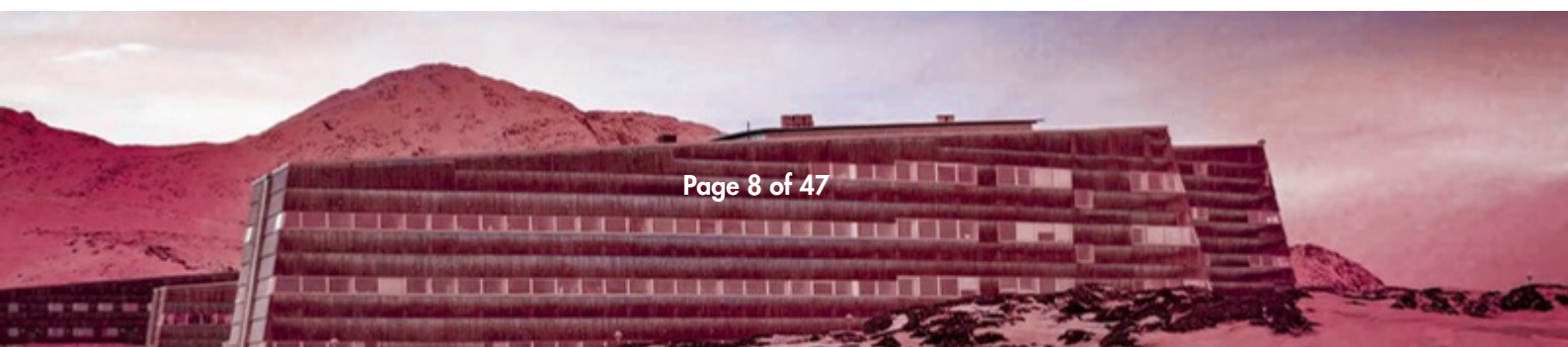
Explicit knowledge is essential for quality assurance because it promotes transparency, documentation and the possibility for standardisation and follow-up. However, it is still important to keep in mind that tacit knowledge has great value. Tacit knowledge is absolutely central to educational development; what constitutes good teaching and a meaningful learning environment cannot necessarily be described in documents, but is based on professional experience and contextual understanding (Andersen, Ellegaard & Muschinsky; 2007, 85f). This relationship between tacit and explicit knowledge makes it desirable that our system at Ilisimatusarfik not only focuses on explicit knowledge and documentation, but also creates space for identifying, sharing and using tacit knowledge. We intend to achieve this through:

- Professional feedback between colleagues and nurturing of teaching communities
- Ongoing dialogue between students, teachers, administration and management
- Systematic collection of experiences and practice

In simplified terms: utilising a dialogue-based and process-oriented approach to working with quality assurance.

2.2.2 Research-based and Societally Relevant

Ilisimatusarfik's influence on modern-day Greenland is significant. As a research-based university, our teaching is based on current knowledge, scientific methods and professional immersion.





At the same time, we have a strong foundation in society and we work purposefully to create knowledge that is relevant to Greenlandic society and the wider Arctic community.

Through close collaboration with both public and private actors, Ilisimatusarfik contributes to solving societal challenges and supporting the development of a sustainable Greenland. This focus is clearly reflected in the university's strategy:

"Ilisimatusarfik strengthens Greenlandic society through education, research, consultancy and dissemination at an international level - based on Greenland's conditions, needs and development. We ensure close dialogue between Ilisimatusarfik and the wider Arctic community, promote reflective thinking, and provide more access to academic knowledge and skills locally. We contribute to the development of society, cultural preservation and opportunities across generations, while also bringing global perspectives to Greenland through international cooperation and innovation" (Uni.gl; 2025).

Our commitment to society is also evident from the title of the banner that adorns our building: "Shaping the Arctic". This expresses how research at Ilisimatusarfik contributes to shaping modern Greenlandic society. At the same time, it must be kept in mind that the slogan can also be interpreted as "Shaped by the Arctic" as the knowledge created through the university's work is based on traditions and culture that are deeply rooted in the Arctic community.





3.0 SELF-ASSESSMENT – HOW ILISIMATUSARFIK MEETS THE NATIONAL GUIDELINES FOR QUALITY ASSURANCE

The purpose of this chapter is to assess how Ilisimatusarfik meets the requirements of the national quality assurance framework. The focus is mainly directed at section 2: “Guidelines and Instructions for Internal Quality Assurance” (IKIIN; 2025, 14ff).

It is important to emphasise that as the guidelines have only recently been released, we cannot currently be expected to fully meet all the requirements, as the guidelines have only recently been released. We are in the implementation phase, where we are working to adapt to the new requirements. Our work on quality assurance according to the standards set in ESG 2015 is an ongoing process, where the university’s programmes must adapt to ongoing development taking place within research in the surrounding society (IAQA, 2024; 8). However, as highlighted in this chapter, we believe that Ilisimatusarfik already meets the requirements to a certain extent.

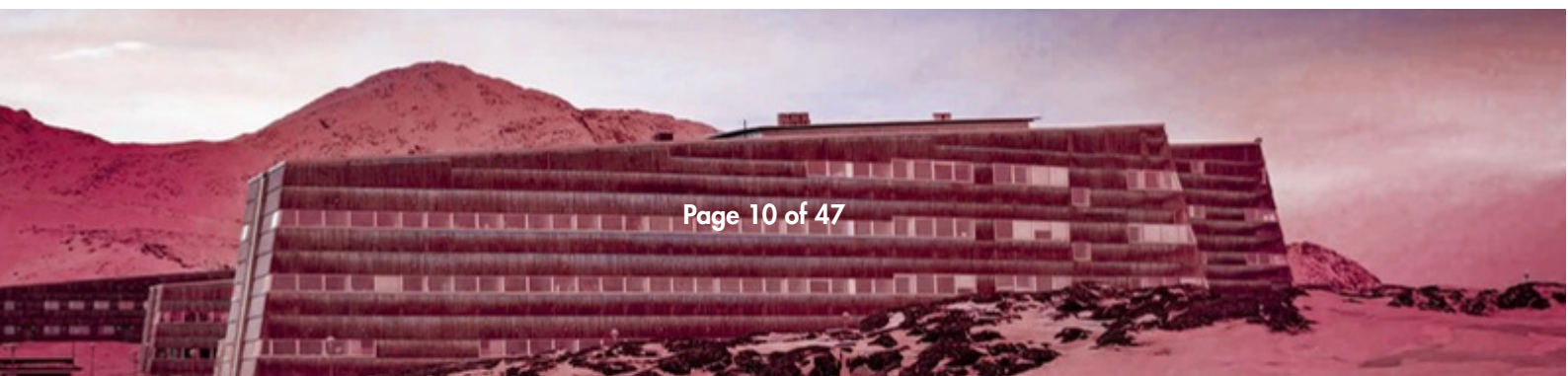
In the next chapter, 4.0: Action Plan for Further Work, specific proposals regarding which initiatives should be prioritised over the next two years will be presented. This work will be central in the preparation for the first internal self-assessment of Ilisimatusarfik, which is expected to be published within the above-mentioned time period.

3.1 ILISIMATUSARFIK’S QUALITY ASSURANCE SYSTEM

Formally, the responsibility for quality assurance lies with the Rectorate, which is Ilisimatusarfik’s top management. The daily management is handled by the Prorector and the Quality Assurance Employee assists with guidance, development and operation. In addition, there is an advisory body, the Quality Assurance Council, which consists of up to 14 members:

- 4 students (one from each institute)
- 1 representative from the student political body, ILI-ILI
- 4 members of the academic staff (one from each institute)
- 1 PhD student
- The Head of Studies
- 1 representative from the Student Guidance Office
- The Quality Assurance Employee
- The Prorector

See the organisational chart for the advisory body on the next page:



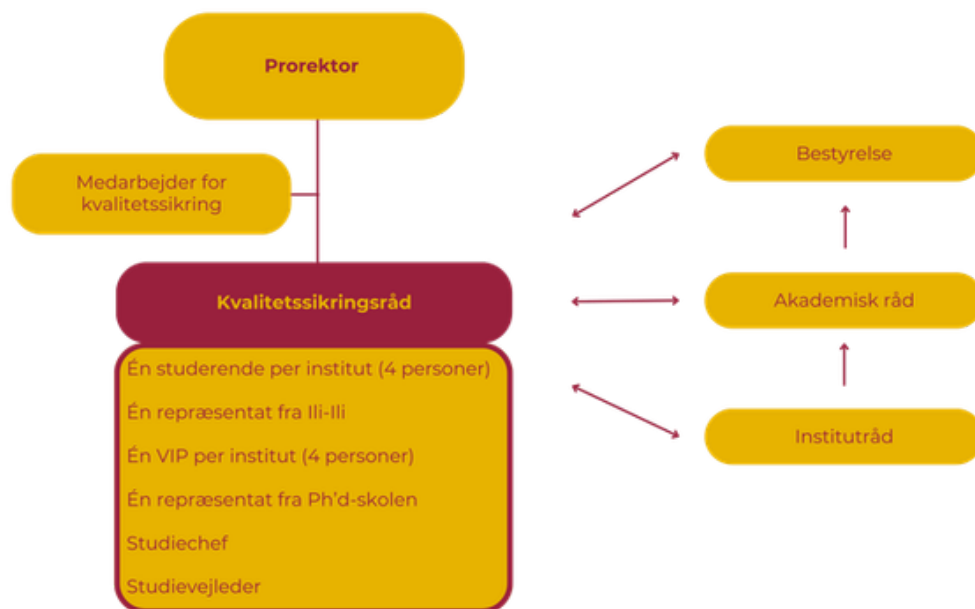


Figure 2 – Organisational chart for the advisory body.

The role of the council is to advise on decisions concerning quality assurance, particularly within education and teaching. All formal decisions must be approved by either the Institutional Council, Academic Council and/or Board, depending on the nature of the decision.

3.1.1 Ilisimatusarfik's Quality Assurance Policy

Ilisimatusarfik does not currently have an independent quality assurance policy. However, this does not mean that quality assurance does not play a significant role in the university's daily work. This is clearly evident from the overall strategy, which is based on the following five pillars:

1. Relevant and flexible academic programs
2. Current and future development of campus
3. Strengthen and develop research and consultancy
4. Promote language, culture and common heritage
5. Attractive workplace and sound management (uni.gl; 2025)

An explicit quality assurance policy is currently under internal review. The basis for this policy was determined at a meeting of the Quality Assurance Council on 29 November 2024.





3.2 ILISIMATUSARFIK'S PROCEDURES

The general procedures at Ilisimatusarfik are available on our Intranet, which is administered via *Podio*. *Podio* is available exclusively to employees, and therefore the procedures found here are not publicly available.

A *Student Handbook* has been prepared for the students, which can be accessed via our website: <https://da.uni.gl/studerende/studiehaandbog/>. In this guide, students can find answers to the most common questions that may arise in connection with their daily life as students. In addition, Ilisimatusarfik generally operate with an "open door" policy, which means students are always welcome to personally contact Student Services, lecturers or management if they need specific information.

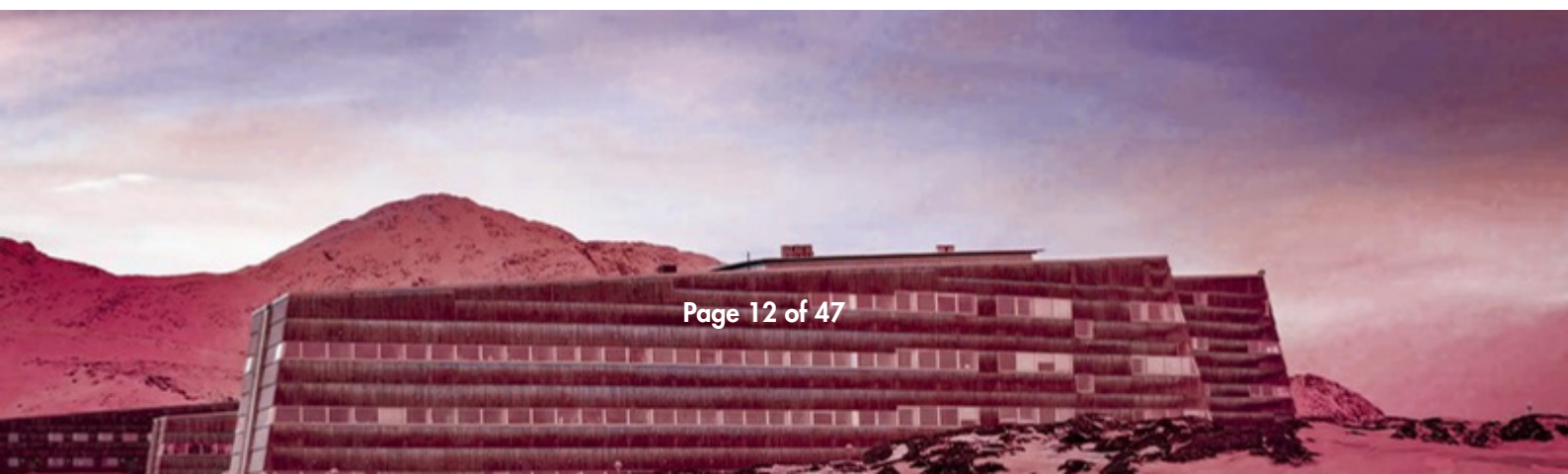
Both *Podio* and the *Student Handbook* are updated continuously to ensure that they reflect the current legislation, processes and conditions at Ilisimatusarfik at all times.

3.2.1 Employer/Stakeholder Panel

An employer/stakeholder panel is attached to each university programme at Ilisimatusarfik to strengthen dialogue between the programmes and the labour market. For some programs, this is supplemented with an alumni association. However, there are no established rules or procedures for the employer/stakeholder panel' procedures, or how this dialogue is to take place, which leads to variation in practice between the programmes. Across the programmes, employer/stakeholder panels are typically involved in the following contexts:

1. When revising or creating new curricula, input from the panels ensures quality and relevance for the Greenlandic society
2. Through collaboration in connection with internships that bridge the gap between theory and practice
3. As a recruitment tool for hiring external lecturers for subjects where the internal expertise is not sufficient

With the above in mind, it is worth considering if procedures should be developed for the way in which the dialogue with the employer/stakeholder panel should be structured.





With the aim of strengthening collaboration with the employer/stakeholder panels, it could be valuable to establish procedures for dialogue and involvement as well as exchange of experiences between the various programmes. This could ensure a more targeted and effective use of Ilisimatusarfik's collaboration agreements. However, it is considered that such procedures must be flexible and designed as guidelines or catalogue of ideas. This way, the academic traditions of the individual programmes can be preserved to the greatest extent possible in the day-to-day work, thereby supporting the ongoing development that is already taking place in the academic environments.

3.2.2 Welfare and Study Environment Assessments

Student welfare surveys have been conducted in collaboration with Ennova in 2019, 2022 and 2025. These surveys are primarily quantitative and serve as welfare indicators. They help identify areas for initiatives in the intervening years.

At the same time, practices are also carried out at the educational level that concentrate on dialogue between students and educational staff. The most commonly methods used are Student Development Interviews (**StudentUdviklingsSamtale – SUS**) and **Year Group Meetings**.

3.2.2.1 Student Development Interviews

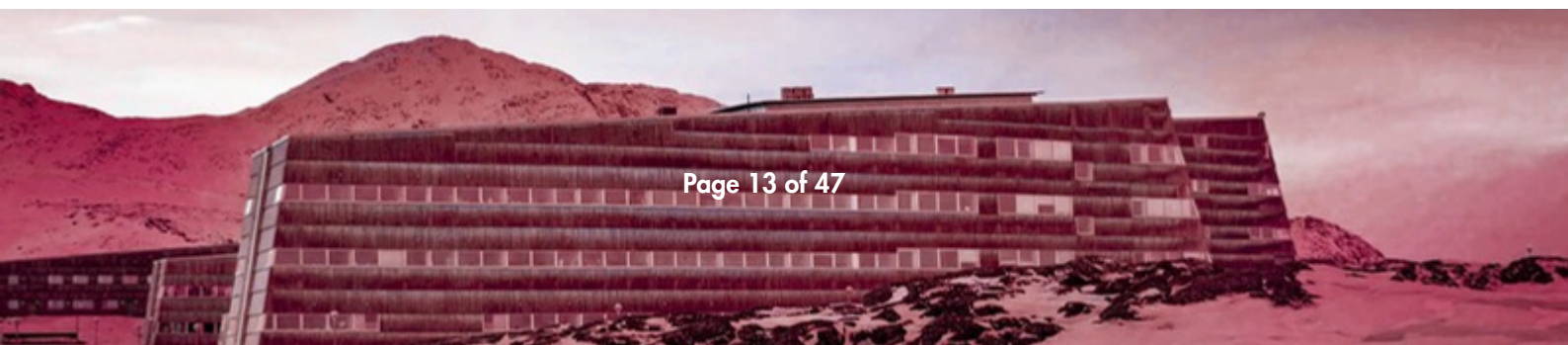
Student development interviews are individual interviews conducted between a Department Head and a student. These interviews aim to support students' academic and personal growth through dialogue. The focal points of an interview are:

- **Reflections on the Academic Course:** The student reflects on their own learning, study habits, motivation and welfare.
- **Clarification of the Student's Needs:** Any challenges or needs for support are identified, be they academic, practical and/or personal.
- **Setting goals:** Concrete goals for the student's further academic course are determined, including academic ambitions and areas of development.

3.2.2.2 Year Group Meetings

Year Group Meetings are either conducted across a specific year group or for the entire programme, depending on the structure and size of the individual programme. The meetings have the following purposes:

- **Early Identification of Challenges:** The meetings provide an opportunity to address academic or social challenges before they balloon into larger issues. Examples of this could be bullying, exclusion, poor communication, group dynamics, work stress, etc.





- **Shared Responsibility for the Study Environment:** The students are involved in solving welfare-related issues, which strengthens their community co-ownership and responsibility.
- **Strengthening Cohesiveness and Respect:** Students and staff are encouraged through dialogue to listen, show empathy, and develop common norms for collaboration.
- **Prevention of Failure to Thrive:** The Year Group Meetings function as a safe forum where students can share experiences and receive support from teachers and their fellow students.

There are significant differences between the programmes in both the frequency of Student Development Interviews and Year Group Meetings as well as in the way in which they are conducted. It is therefore worth considering creating a set of common procedures for these practices. A possible solution could be to develop a handbook for welfare interviews that promotes knowledge sharing and best practices across the programmes.

3.2.3 Follow-up on Educational Quality

As described in section 2.2 "How Ilisimatusarfik Intends to Manage Quality Assurance", a strategic approach to quality assurance, with development and processes as focal points, has been chosen. This approach is inspired by the theory of New Public Governance (NPG), which views quality assurance as a shared responsibility and a shared interest for teachers, students, administrative staff and management. At the same time, we recognise that this form of governance also has its challenges:

1. **Lack of Operationalisation:** A major criticism of the NPG approach is that the concept often appears unclear and difficult to translate into practice. As the theory is primarily normative rather than analytical, its application to concrete situations can prove challenging (Dean, M. 2006; 261).
2. **Idealistic View on Collaboration:** NPG is based on the basic assumption that collaboration between stakeholders occurs on equal terms and with a common interest. However, critics point out that this is an idealistic approach, as power relations, conflicts of interest and resources are rarely equally distributed (Winter & Nielsen, 2013; 17f).
3. **Unclear Responsibilities:** Network governance, which is central to NPG, can lead to ambiguity about responsibility and legitimacy. When multiple actors are involved in co-creation and implementation, it can be difficult to determine who is responsible for mistakes, decisions and results (Klijn, 2008; 510).
4. **Risk of Inefficiency and Decision-making Inertia:** Network governance and co-creation can result in slow decision-making processes and administrative complexity. This is especially true when many stakeholders need to be consulted and there is a demand for consensus (Klijn, 2008; 509ff).

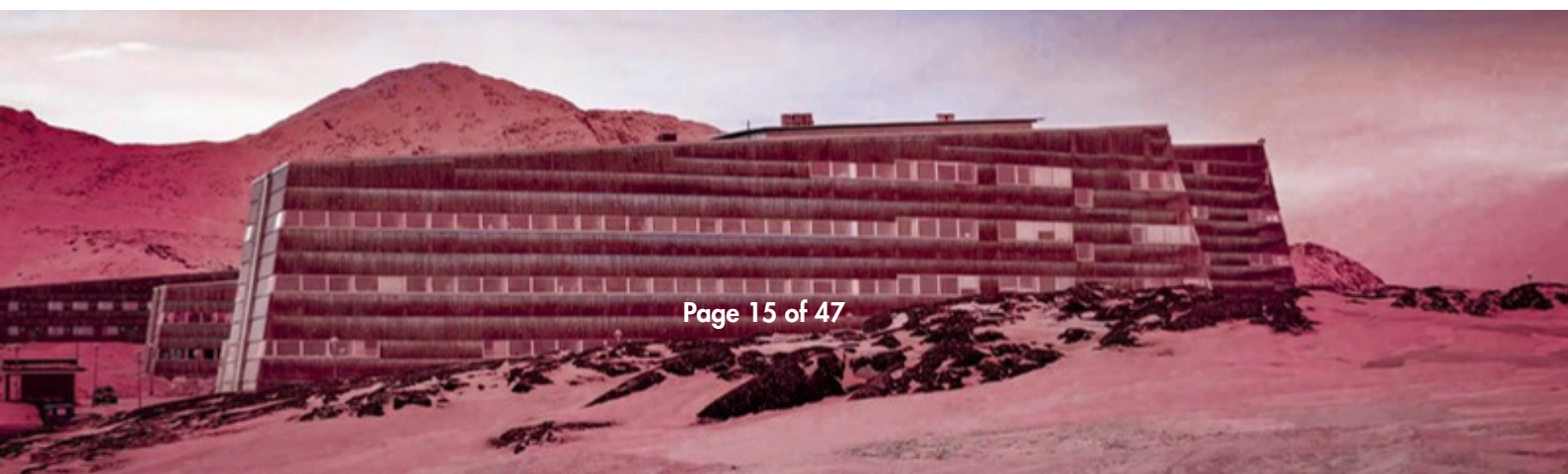




Despite these challenges, we see a number of clear advantages in the NPG approach in Ilisimatusarfik's general work with quality assurance:

1. **Increased Collaboration and Promotion of Partnerships:** NPG promotes cross-sectoral collaboration between Ilisimatusarfik, local authorities, the Greenlandic business community and civil society. This strengthens the innovation and development opportunities for Ilisimatusarfik.
2. **Increased Stakeholder Engagement:** By involving students, staff and other stakeholders in decision-making processes, we can continuously adapt our academic programmes to the needs of students and increase student satisfaction. At the same time, it puts Ilisimatusarfik in a better position to adapt to a constantly changing society.
3. **Strengthened Governance and Accountability:** NPG contributes to greater transparency and accountability in management, which strengthens the institution's credibility and legitimacy, both internally and externally.
4. **Innovation and Adaptability:** This approach fosters a culture which has room for innovation and adaptation, enabling Ilisimatusarfik to meet the changing needs and demands of society.
5. **Improved Resource Utilisation:** A collaboration and a results-driven approach, allows Ilisimatusarfik to optimise the use of existing resources and avoid a silo mentality. Instead, we wish to promote a collective commitment that ensures optimal use of resources (Pollitt, 2012).

Although there are many benefits to the NPG approach, we should consider developing a more explicit division of responsibilities within our work with quality assurance. This will clarify which areas of responsibility lie with teachers, students, administrative staff, heads of departments, heads of institutes and the Rectorate. By establishing clear policies and procedures for quality assurance, Ilisimatusarfik can strengthen both its efficiency and accountability.





3.2.4 Student Performance and Progression

Student performance is evaluated in several ways, including general analyses of the programme's exam results. Further information on how the data is processed can be found in Section 3.3 "Data and Evaluation Generated for Quality Assurance at Ilisimatusarfik". The rules for individual exams are stated in curricula of the individual academic programmes. The rules for general exams can be found in the *Student Handbook*. Both of these are subject to continuous updating to ensure compliance with current legislation and academic development.

A process is underway to revise the procedure for the curricula. The new procedure has been approved by the Quality Assurance Council and awaits final approval from the Academic Council in the spring of 2026.

The purpose of the revision is to:

- Adapt the learning objectives to the European Qualifications Framework (EQF) (Europass, N.A).
- Involve the Quality Assurance Employee in working with curricula.
- Involve input from the students more systematically.
- Clearly define the role of the Employer/Stakeholder Panel in making changes to the curriculum.

These measures are already practiced at Ilisimatusarfik, but the revision makes them more explicit.

Registration and follow-up of student exams and progression is currently done individually, as the current study administration system, *Lectio*, does not support cross-disciplinary analyses. A Study Administration Systems Committee has been established to address this. The committee consists of the Director, the Finance Manager, the Head of Studies, the Quality Assurance Employee and a lecturer. The committee is looking into the possibilities of replacing *Lectio* with a system more suited to Ilisimatusarfik's needs.

Until then, the Quality Assurance Employee is working on an interim solution that will make it possible to compare progression across academic programmes. The results of this work will be covered in section 3.3 "Data and Evaluation Generated for Quality Assurance at Ilisimatusarfik".





3.2.5 Lecturer Quality Assurance

Broadly speaking, our lecturers can be divided into six categories:

1. **Subject lecturers:** Primarily involved with teaching. Employees here have the relevant training and qualifications to teach within their subject area.
2. **Vocational lecturers:** Primarily involved with teaching. Employees here have the relevant training and practical experience to teach within their subject area. Some vocational lecturers will also participate in research programmes as required.
3. **PhD Students:** Mainly research-oriented, but employees here also have teaching responsibilities as part of their PhD programme.
4. **Lecturers and professors:** Both teaching and research work. Employees here all hold a PhD in their relevant field.
5. **External lecturers/temporary lecturers:** This group has their primary employment outside Ilisimatusarfik, for example at another educational institution or in a position closely related to their field. The majority of these roles are exclusively teaching-based roles.
6. **Assigned lecturers/professors:** Usually employed for a limited period and are often involved in development tasks within the areas of both research and teaching.

To ensure that our lecturers possess the necessary didactic and teaching qualifications, we encourage them to continuously further their teaching qualifications. To this end, we offer our employees the following courses to upgrade their teaching qualifications.

3.2.5.1 Professional Postgraduate Teacher Training Course

All tenured teaching staff at Ilisimatusarfik are encouraged to complete a Professional Postgraduate Teacher Training Course (University Teacher Training Course). The purpose of this course is to ensure that our lecturers have the necessary didactic and pedagogical skills to teach at the higher education level. This course is also a prerequisite for qualification as a lecturer.

3.2.5.2 PhD School

The PhD School at Ilisimatusarfik aims to strengthen research-based teaching. As part of the PhD programme, students have a teaching obligation that can include up to 30 ECTS credits. This ensures that students at the university have access to teaching based on the latest research, while PhD students gain valuable teaching experience at university level.





3.2.5.3 Lecturer with PhD Programme

Ilisimatusarfik also offers a special position as an assistant lecturer with an associated PhD programme. This arrangement is designed to promote local talent development and build capacity. The position entails a significant teaching commitment, which contributes to ensuring continuity and high quality in teaching in the relevant institutes and fields over a longer period.

3.2.5.4 Minor Postgraduate Teacher Training Course

Work is underway to develop a Minor Postgraduate Teacher Training Course targeted at external teaching staff in an academic and Arctic context. The course aims to provide external teaching staff with a basic understanding of key didactic considerations and methods that are relevant to teaching at the higher education level. Among other things, participants will gain inspiration to plan courses, create engaging learning environments and use different forms of evaluation.

3.2.5.5 Ili-cate

Work is also underway to develop “Ili-cate” (ili-cate). Ili-cate will be a subpage on uni.gl where teachers can find inspiration for their teaching and learn more about relevant topics within university education in an Arctic context.

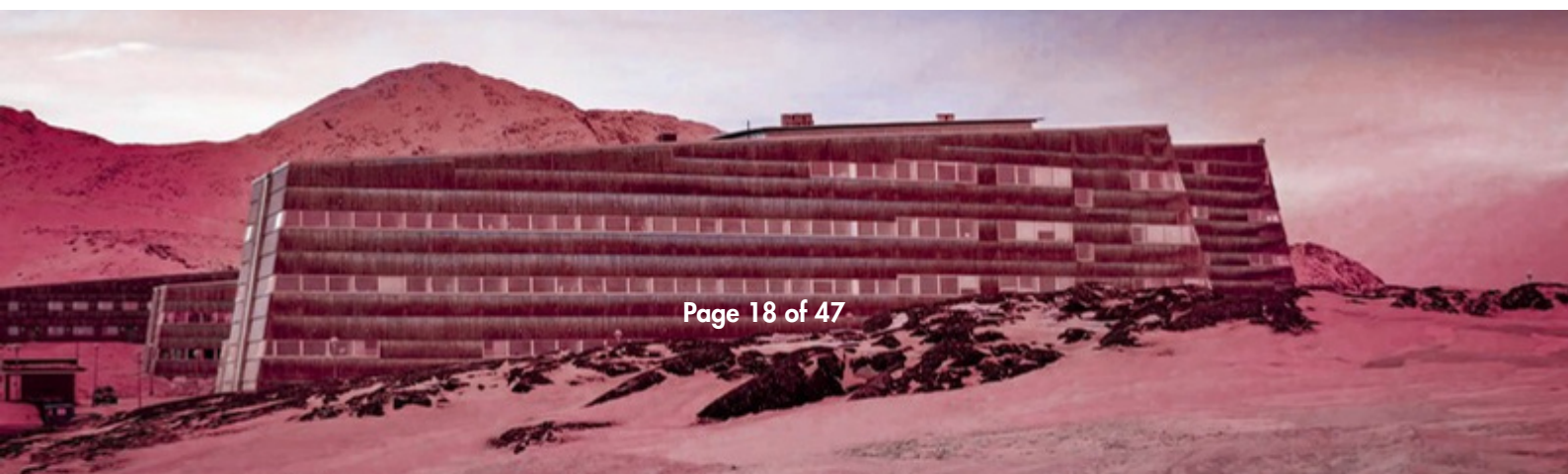
3.2.6 Student Resources and Support

For the sake of simplicity, student resources and support are divided into two subcategories.

3.2.6.1 Student Resources

At Ilisimatusarfik students are offered a number of resources:

- **Office 365:** All students have access to Office 365, which contains a wide range of applications that ensure that students can manage their learning.
- **Office Copilot:** Integrated AI tool for Office 365 that can assist students' work, including note management, data searching and increasing creativity.
- **University Library:** Students and employees alike have access to research literature within the university's fields of study.
- **WAYF System:** Provides access to various licences from home that support learning. The latest updated information about licences and terms can be found on the university's [website](#).





3.2.6.2 Student Support

At Ilisimatusarfik students are offered various forms of support through conversational meetings or written requests. We operate an **“open door” policy**, where we expect both teachers and administrative staff to be accessible and accommodating. Students can always contact staff with questions, ideas, concerns or requests for talks without unnecessary formal barriers. The aim is to create a culture of trust, openness and mutual respect.

However, we have different units that help within specific areas (see below).

- **Study Services:** Here, students can receive help with general questions about the academic programmes, with student support (including free travel), registration for courses, schedules, and appeal options.
- **Exams Office:** Here, students can receive answers to questions regarding exams.
- **Student Guidance:** Here, students can receive counselling on personal issues. Referrals for Aqut (Centre for National Guidance) for psychological counselling can also be obtained here.
- **International Office:** Here, students can receive guidance on overseas stays/study programmes.
- **Head of Department:** Here, students can receive guidance on specific subject issues and individual study agreements of an academic nature.

There needs to be a constant assessment of whether the student support provided is sufficient. For example, whether the library's resources, such as access to relevant research literature, should be expanded, or whether additional support could be offered to students with special needs, for example in the form of mentoring schemes or technological aids. Our surveys also indicate some duplication of efforts between Student Services, lecturers and department heads in supporting students. This should be analysed further to ensure a more effective and coordinated effort that will benefit students, lecturers and administrative staff alike.

3.2.7 Available Information

We are continuously working to make quality assurance processes more transparent. Below are links to relevant resources and additional information, all of which can be found on our website: www.uni.gl.

3.2.7.1 Academic Programmes

Information about learning objectives, qualifications and teaching methods can be found in the curricula for the individual academic programmes. Each programme also has a dedicated page with a short description and an accompanying video. For further information, see [here](#).





3.2.7.2 Timetables, Course Material, etc.

At Ilisimatusarfik, we use the platform *Lectio* where students can access important information about their individual academic courses. This also includes information about individual timetables and relevant information about enrolled courses, as well as access to materials such as bibliographies, PowerPoints and other teaching materials.

3.2.7.3 Appeal Options

Information regarding appeal options and procedures is available in the *Student Handbook*. For further information, see [here](#).

3.2.7.4 Quality Assurance

We continuously publish information about quality assurance and related activities as part of the transition from tacit to explicit knowledge. This is described in more detail in section 2.2. For further information, see [here](#).

3.2.7.5 Social Media

As part of the university's communication strategy, it is our obligation to communicate news and stories about research projects, organisational developments and events to the public. This is communicated via the university's profiles on Facebook, Instagram and LinkedIn. In addition, selected streams from events over the years can be found on YouTube. These media can be accessed here:

- [Facebook](#).
- [Instagram](#).
- [LinkedIn](#).
- [YouTube](#).





3.3 DATA AND EVALUATION GENERATED FOR QUALITY ASSURANCE AT ILISIMATUSARFIK

This section deals with data currently generated at Ilisimatusarfik. The main focus here is on quantitative data. This was prioritised as Ilisimatusarfik aims to develop systems for quantitative and shareable knowledge. At the same time, it is clear from the priorities stipulated in the governing document, “Guidelines for Quality Assurance”, that Greenland’s educational institutions are expected to organise systems for quantitative data (Ikiin; 2025). To avoid publication of sensitive personal information, data is presented at the institutional and departmental level. If data at a more detailed level is requested, this can be shared, but it will not be made publicly available.

The report “Guidelines for Quality Assurance” describe the following key data and processes that are considered relevant for quality assurance:

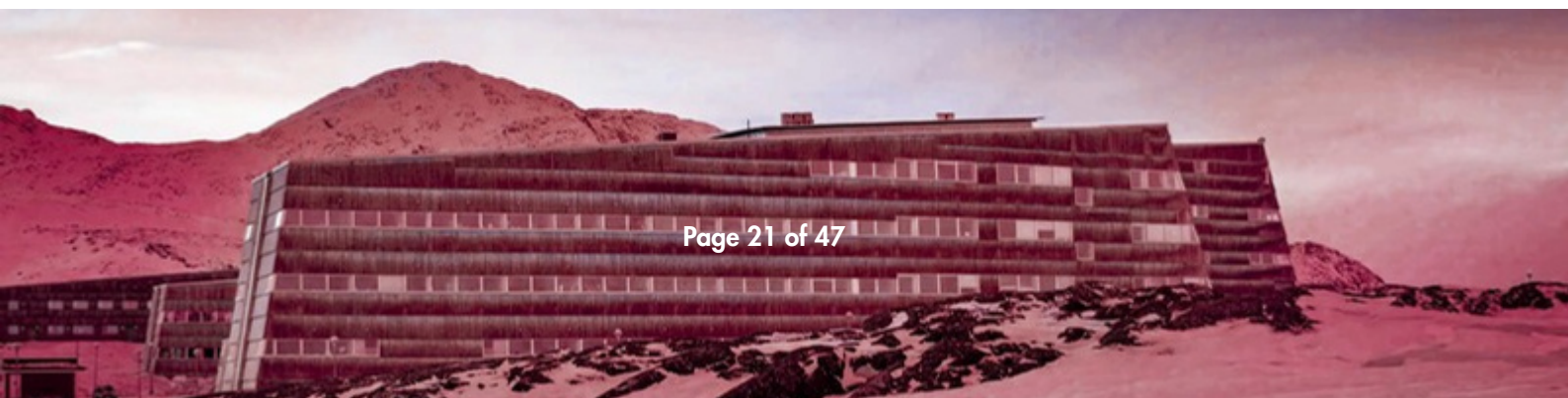
- Student progression
- Dropout rate
- Programme satisfaction
- Access to student resources and support
- Career opportunities for graduates.
- Evaluation of programmes
- Welfare and study environment assessments
- Evaluation of academic courses
- Intern and company satisfaction surveys
- Employer/Stakeholder Panels (Ikiin, 2025, 21ff).

The above key data and processes will be presented individually below.

3.3.1 Student Progression

Data concerning student progression provides valuable insight into students’ programme completion rates. This information can be used to identify areas where additional support or improvement is needed.

Two methods are intended to be used to measure student progression: **Student FTE (Full-Time Equivalent)** and **time from start of programme to graduation**. These are described in more detail below:



- **Student FTE (Full-Time Equivalent):** The FTE represents the study activity required for a full-time student to complete one year – equivalent to 60 ECTS credits. One FTE might encompass several students though. For example: If 10 students each complete courses equivalent to 30 ECTS credits in one year, the total FTE is 5 ($10 \times 30 / 60$).
- **Time from start of programme to graduation:** This is the simple calculation of how long students take to complete their academic programme.
-

By understanding these methods, both students and lecturers can follow student progression and identify areas to support to ensure successful completion.

However, at this time, it has not been possible to calculate the FTE. There is therefore a wish to continue the work on identifying a process for calculating FTE.

The following presents an overview of the **time from start of programme to graduation for bachelor and master programmes, 2020 – 2025**[1]. The data was collected on 30.07.2025.

The tables show clear differences between the bachelor's and master's programmes, especially in relation to completion within the standard time limit.

[1] The statement for each year can be found in Appendices 1 and 2.

Bachelor programmes 01.01.2020 - 30.06.2025						
	Total	Standard time limit	Between 0-2 years late	Over 2 years late	Male	Female
Institute of Learning	197	143	46	8	40	157
		73%	23%	4%	20%	80%
Institute of Health & Nature	47	30	16	1	2	45
		64%	34%	2%	4%	96%
Institute of Social Science, Economics & Journalism	206	123	58	25	58	148
		60%	28%	12%	28%	72%
Institute of Culture, Language & History	94	45	42	7	14	80
		48%	45%	7%	15%	85%
Total	544	341	162	41	114	430
		63%	30%	8%	21%	79%

Table 1: Bachelor's degree graduates from 01.01.2020 – 30.06.2025.



Master programmes 01.01.2020 - 30.06.2025						
	Total	Standard time limit	Between 0-2 years late	Over 2 years late	Male	Female
Institute of Social Science, Economics & Journalism	48	10	27	11	9	39
		21%	56%	23%	19%	81%
Institute of Culture, Language & History	59	5	29	25	7	52
		8%	49%	42%	12%	88%
Total	107	15	56	36	16	91
		14%	52%	34%	15%	85%

Table 2: Master's degree graduates from 01.01.2020 – 30.06.2025.

The average for our **bachelor's degree graduates** is that 63% complete their degree within the standard time limit and a full 92% of students, who complete their degree, do so within a two-year period.

It also appears that the Institute of Learning has had greater success in ensuring that their students complete their programme within the standard time frame. Conversely, it appears that students from the Institute of Culture, Language & History generally require a longer study period. Furthermore, it appears across all institutes that significantly more women than men complete their programmes. However, the gender distribution also reflects programme admittance (uni.gl; 2024) as well as the pool of applicants. The pool of applicants here should be seen in the light of the gender distribution of students completing an upper secondary education (uni.gl, 2024; 9).

This is the opposite when looking at the university's **master's degree graduates**. Here 88% of students complete outside the standard time limit. However, they mainly complete within 2 years. As a general trend, we do see that the total completion time for master's degree students is decreasing.

In addition, it should be noted that delays in completion time can be due to several factors that are often beyond the control of the students and Ilisimatusarfik. Examples of these are illness (own or in the immediate family), leave or maternity leave. Data also shows that the majority of our students are first-year academics. According to international research, this group generally take longer to complete their programmes (Harrits, 2014; 220ff). A final important factor is the high demand for qualified labour in the Greenlandic labour market. This makes our students particularly attractive to the labour market, which we suspect extends their completion time and negatively affects dropout rates, as several of our students work alongside their studies, which naturally takes up a lot of their time.



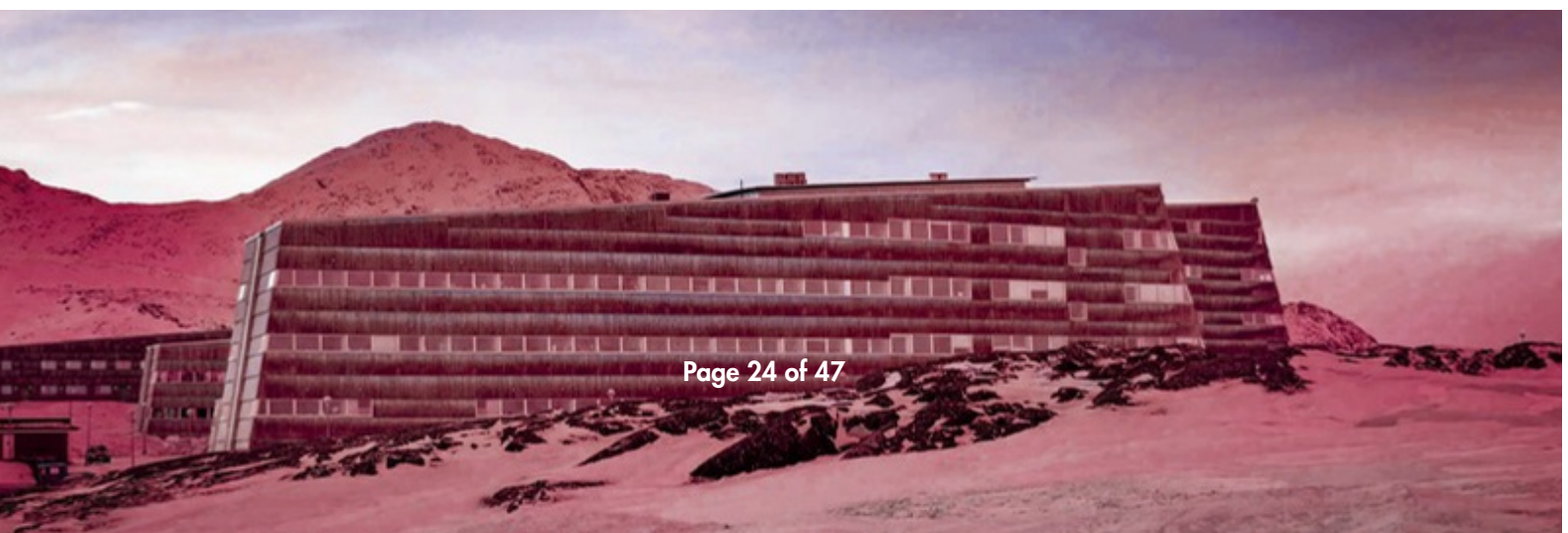
3.3.2 Dropout rates

The data below is based on a selection made on January 12, 2026. The year indicates the year in which the students were admitted to the institute in question. The data is presented both as absolute values and as percentages. This method was chosen as our student body is relatively small, which can lead to large fluctuations in the percentage values, which in reality are due to a very few students.

The first overview shows students on bachelor programmes, then students on master programmes.

Bachelor programmes 2020				
	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	49	31	4	14
		63%	8%	29%
Institute of Health & Nature	13	3	2	8
		23%	15%	62%
Institute of Social Science, Economics & Journalism	60	30	3	27
		50%	5%	45%
Institute of Culture, Language & History	58	23	3	32
		40%	5%	55%
TOTAL	180	87	12	81
		48%	7%	45%

Table 3: Graduated, still admitted, and discontinued - Bachelor programmes 2020.



Bachelor programmes 2021

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	62	28	16	18
		45%	26%	29%
Institute of Health & Nature	16	7	1	8
		44%	6%	50%
Institute of Social Science, Economics & Journalism	78	26	7	45
		33%	9%	58%
Institute of Culture, Language & History	53	10	20	23
		19%	38%	43%
TOTAL	209	71	44	94
		34%	21%	45%

Table 4: Graduated, still admitted, and discontinued - Bachelor programmes 2021.

Bachelor programmes 2022

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	39	1	27	11
		3%	69%	28%
Institute of Health & Nature	18	0	9	9
		0%	50%	50%
Institute of Social Science, Economics & Journalism	57	24	8	25
		42%	14%	44%
Institute of Culture, Language & History	50	8	14	28
		16%	28%	56%
TOTAL	164	33	58	73
		20%	35%	45%

Table 5: Graduated, still admitted, and discontinued - Bachelor programmes 2022

Bachelor programmes 2023

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	42	0	29	13
		0%	69%	31%
Institute of Health & Nature	8	0	7	1
		0%	88%	13%
Institute of Social Science, Economics & Journalism	60	0	35	25
		0%	58%	42%
Institute of Culture, Language & History	40	0	12	28
		0%	30%	70%
TOTAL	150	0	83	67
		0%	55%	45%

Table 6: Graduated, still admitted, and discontinued - Bachelor programmes 2023

Bachelor programmes 2024

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	28	0	19	9
		0%	68%	32%
Institute of Health & Nature	15	0	12	3
		0%	80%	20%
Institute of Social Science, Economics & Journalism	74	0	45	29
		0%	61%	39%
Institute of Culture, Language & History	55	0	32	23
		0%	58%	42%
TOTAL	172	0	108	64
		0%	63%	37%

Table 7: Graduated, still admitted, and discontinued - Bachelor programmes 2024

Bachelor programmes 2025

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Learning	50	0	47	3
		0%	94%	6%
Institute of Health & Nature	23	0	20	3
		0%	87%	13%
Institute of Social Science, Economics & Journalism	62	0	52	10
		0%	84%	16%
Institute of Culture, Language & History	38	0	31	7
		0%	82%	18%
TOTAL	173	0	150	23
		0%	87%	13%

Table 8: Graduated, still admitted, and discontinued - Bachelor programmes 2025

Master programmes 2021

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Social Science, Economics & Journalism	12	5	2	5
		42%	17%	42%
Institute of Culture, Language & History	12	7	3	2
		58%	25%	17%
TOTAL	24	12	5	7
		50%	21%	29%

Master programmes 2022

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Social Science, Economics & Journalism	11	7	1	3
		64%	9%	27%
Institute of Culture, Language & History	6	0	4	2
		0%	67%	33%
TOTAL	17	7	5	5
		41%	29%	29%

Master programmes 2023

	Year group in total	Graduated	Still admitted	Discontinued
Institute of Social Science, Economics & Journalism	13	4	4	5
		31%	31%	28%
Institute of Culture, Language & History	11	0	5	6
		0%	45%	55%
TOTAL	24	4	9	11
		17%	38%	46%

Master programmes 2024

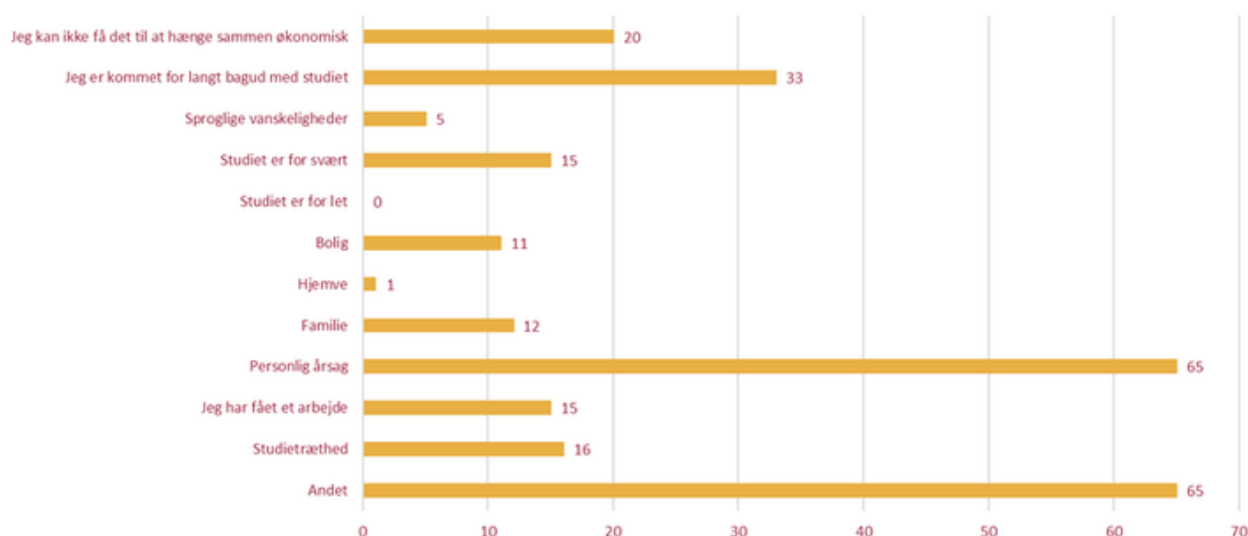
	Year group in total	Graduated	Still admitted	Discontinued
Institute of Social Science, Economics & Journalism	26	1	22	3
		4%	85%	12%
Institute of Culture, Language & History	4	1	3	0
		25%	75%	0%
TOTAL	30	2	25	3
		7%	83%	10%

Master programmes 2025				
	Year group in total	Graduated	Still admitted	Discontinued
Institute of Social Science, Economics & Journalism	19	0	18	1
		0%	95%	5%
Institute of Culture, Language & History	7	0	7	0
		0%	100%	0%
TOTAL	26	0	25	1
		0%	96%	4%

Table 9-13: Graduated, still admitted, and discontinued - Master programmes 2021-2025

As the data shows, the dropout rate at Ilisimatusarfik is relatively high. However, it should be noted that a high dropout rate is a trend that is generally seen in higher education (Reimer & Andersen, 2022; 7). In addition, international studies show that students from non-academic homes are at greater risk of discontinuing their higher education (Reimer & Andersen, 2022, 54). This is particularly relevant for Ilisimatusarfik, which has a relatively large proportion of students from this group due to the general level of education in Greenland.

Our students have given the following **reasons for discontinuing** - see the graph below. The data is based on 151 students' own reports from December 1, 2023 to January 9, 2026. When students chose to discontinue their academic programmes, they are encouraged to complete a questionnaire via this [link](#):



Graph 1: Reasons for discontinuing



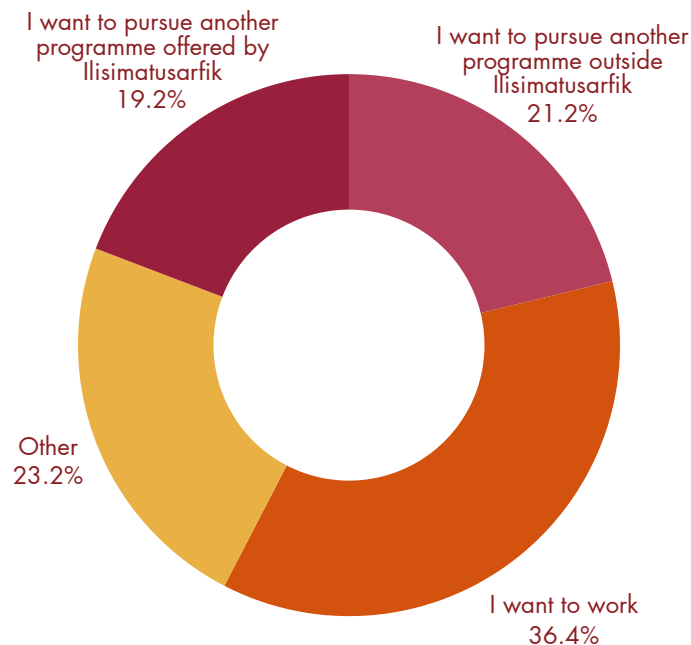
From the graph it's clear that the two most frequently cited reasons for dropping out are "Personal reasons" and "Other". These categories are somewhat vague, making it difficult to specify what they cover. However, from the comment fields we can see that the reasons can primarily be related to the following:

- Illness (both own illness and illness in the immediate family).
- Challenges in balancing work and studies.
- Difficulties in adapting to a Western-oriented educational context.

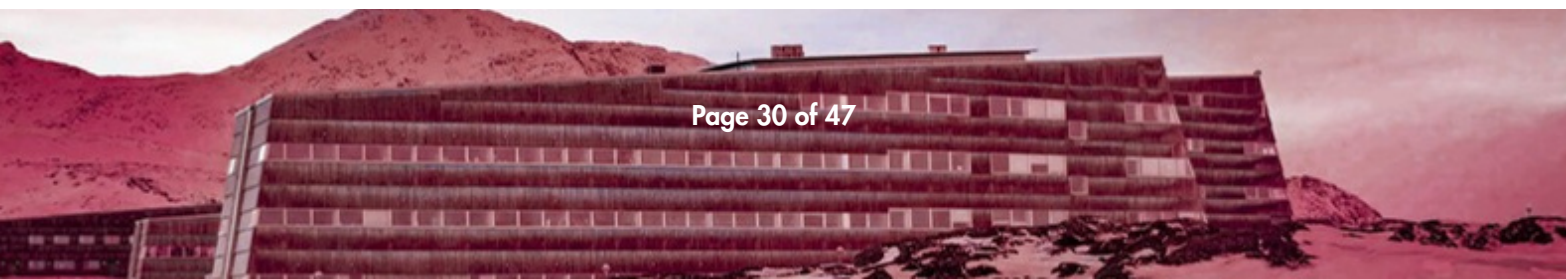
Another frequently cited reason is: "I have fallen far behind in my studies," which was stated by 33 students. This reason is particularly relevant in connection with the introduction of the "Ministerial Order on Examinations" from 2024 (Nalunaarutit.gl; 2024). The order introduces an increased focus on progress. We fear that this focus on student progression may lead to a further increase in dropouts in the coming years. However, it may possibly have the opposite effect where students adapt more quickly to the framework given for being a student at a university.

At the same time, through conversations with students, we see a connection between dropouts and students with internships. Here, the internship functions as a clarification process, where students come to the realisation that their potential working life is not compatible with their expectations and therefore, they choose to discontinue their programmes.

When looking at **the students' own wishes after discontinuing their studies**, the 151 students from the same survey as above are distributed as follows:



Graph 2 - Wishes after discontinuing studies





It is nevertheless a positive sign that almost half of the students still wish to continue their studies (40 percent). This is in line with the strategies of the Government of Greenland, as stated in the “Sustainability and Growth Plan II” (Naalakkersuisut (Government of Greenland), 2023) and the “Education Strategy 2024-2030” (IKIIN, 2024), where the need for further education is highlighted as a key element in securing Greenland’s economic future.

3.3.3 Student Satisfaction with Their Academic Programme

To assess student satisfaction with their academic programmes, we have, as mentioned, conducted student satisfaction surveys in collaboration with Ennova. These surveys were conducted in 2019, 2022 and 2025 and the survey resulted in a Satisfaction Index with a result of 74, 79 and 78, respectively. The index measures students' experience with their programmes on a scale from 0 to 100, where 100 represents the highest level of satisfaction and performance. A higher index indicates that students are generally more satisfied and engaged in their education.

The index is based on questions in the following areas:

- Learning outcome
- Relationship with teachers
- Information and organisation
- Study activities
- Social environment
- Physical environment

The results also show that our position is particularly strong when it comes to the relationship between teachers and students, which is extremely positive – primarily because good collaboration and strong professional dialogue between students and teachers are factors we value highly. At the same time, the survey points to challenges in the social and academic study environment, where several students have expressed that they miss better opportunities to build social relationships and participate in academic communities. This may be due to a lack of social and professional events or limited facilities to meet outside the classroom. We recognize the importance of a strong social and academic environment for the well-being of our students and Ilisimatusarfik will prioritise this area in the coming time. Specifically, we will work to create more social activities and improve the framework for academic communities, so all students feel included and engaged in the study environment. Not least because we have an expectation that this effort will reduce dropout rates.

3.3.4 3.3.3 Access to Student Resources and Support

See Chapter 3.2.2.6.

3.3.5 Career Opportunities

A cross-sectional graduation analysis of our students has not been conducted. However, the tacit knowledge found in Ilisimatusarfik and statistics show that our students have no lack of career opportunities after graduation (Statistics Greenland, 2024).





3.3.6 Evaluation of Programmes

No educational evaluations have yet been carried out within the framework of the “Guidelines for Quality Assurance”, as the requirements have not been finalised. However, it is estimated that it is possible to generate the necessary register data based on previous cooperation with the Department. This may entail significant resource-related consequences as a result of the increased documentation requirements from the Department. Furthermore, sharing data with external parties can quickly become problematic, as the data contain sensitive information when assessing at the educational level. This is due to the size of the educational programmes.

However, both internal and external educational evaluations have been carried out in recent years. A selection of these is listed below, divided into external and internal evaluations.

3.3.6.1 External Evaluations

In the past 10 years, two external evaluations of our academic programmes have been conducted:

- Læring (2016) – *Læreruddannelsen – Evaluering af læreruddannelsen på Ilinniartissuaq* (Learning (2016) – *Teacher Training Programme – Evaluation of the Teacher Training Programme at Ilinniartissuaq*) conducted by EVA (The Danish Evaluation Institute).
- Sociale forhold (2021) – *Ekstern evaluering af Socialrådgiveruddannelsen på Grønlands Universitet, Ilisimatusarfik, Nuuk* (Social Conditions (2021) – *External Evaluation of the Social Worker Training Programme at the University of Greenland, Ilisimatusarfik, Nuuk*) conducted by Tyge Skovgaard Christensen, Jóan Pauli Jóensen and Britta Martinsen.

These evaluations have mainly functioned as control studies conducted by external international experts. However, they have also provided an opportunity to shed light on the academic programmes from new angles. In addition, the evaluations have also contributed to utilising the organisation’s existing data base.

3.3.6.2 Internal Evaluations

The internal evaluations below were carried out on Ilisimatusarfik's own initiative. They are used for different purposes, including to discuss potential changes in curricula and to conduct in-depth analyses of the programmes as a whole. The evaluations were carried out by Ilisimatusarfik employees or by experts with close ties to the university.

Examples of evaluations carried out within the past two years are:

- Kamilla Frimodt Madsen, a former employee at the Institute of Learning, prepared an evaluation of the Teacher Training Programme, which was completed in 2024 (Madsen; 2024).
- Midtlarak Lennert, who is currently with the Institute of Social Science, Economics & Journalism, prepared an evaluation of the Journalism Programme, which was completed in early 2025 (Lennert Consult; 2025).

These evaluations are self-financed. Both evaluations have formed the basis for examining the curricula of the two programmes in question.



3.3.7 Welfare and Study Environment Assessments

See Chapter 3.2.2.

3.3.8 Evaluation of Academic Courses

At Ilisimatusarfik, we use the term “evaluation of teaching”. The current procedure for evaluation of teaching at Ilisimatusarfik was approved by the Quality Assurance Council in the spring of 2025. The procedure is based on a clarification of previous work. A detailed process description can be found [here](#).

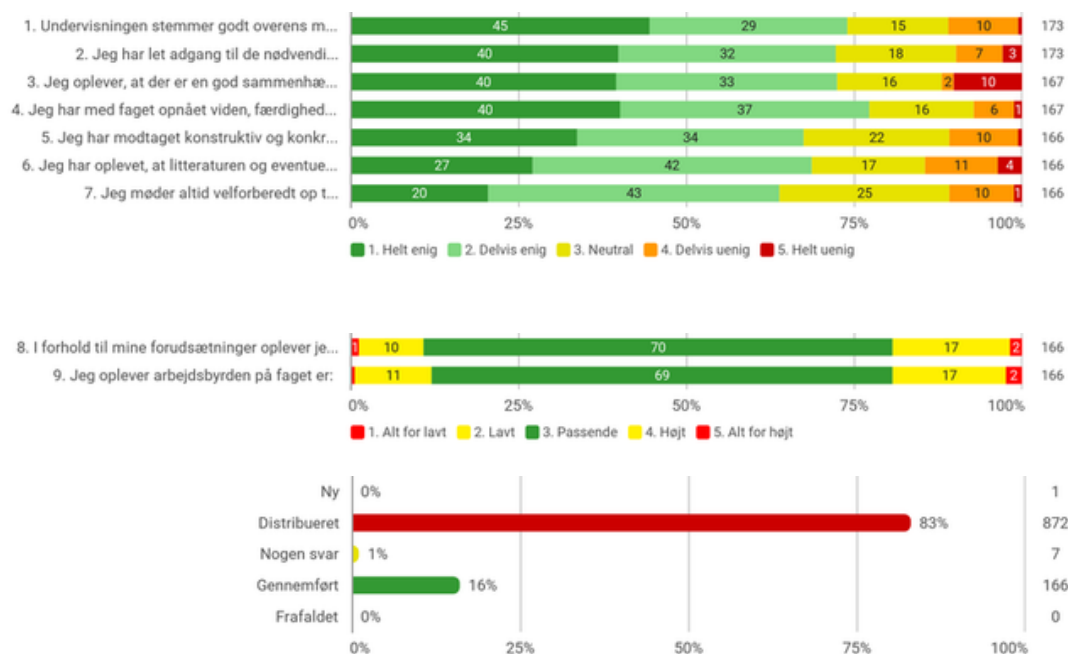
The teaching evaluation is carried out in two parts:

1. **A quantitative part**, which consists of 10 closed questions, with the possibility of adding a detailed comment. The questions can be found [here](#).
2. **A qualitative part**, which is carried out by the lecturer. To support this process, a catalogue of ideas has been developed to help lecturers carry out the evaluation. The catalogue of ideas can be found [here](#).

The completed evaluations should be formally reviewed by the institutional councils once or twice a year. In addition, they are reviewed internally at the department level (the individual academic programme). A process has been initiated to ensure that this happens.

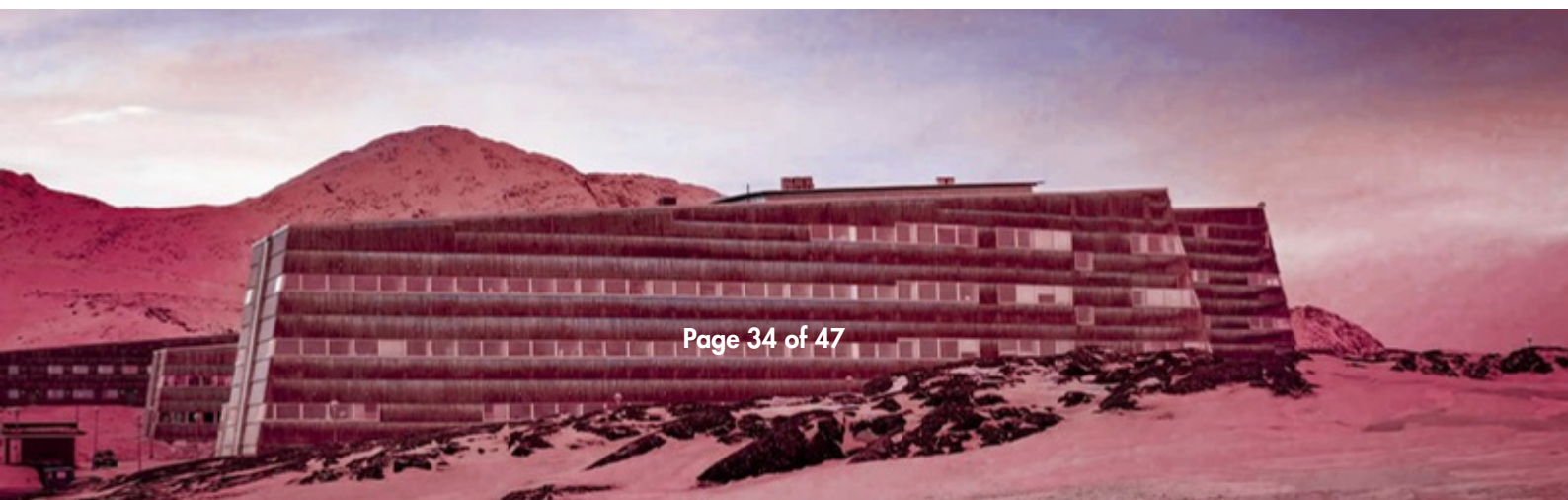
Below is an example of the quantitative part of the evaluation. The evaluation covers all the academic courses offered. The report is based on responses from a comprehensive analysis of all courses completed in the spring of 2025.





Graph 3 – Example of a report used for the evaluation of academic courses,

Reports are also prepared at the institutional level, educational level and for each individual academic course. At the educational level and for each individual course, an open question is included. Here, students can comment on the specific course.





3.3.9 Intern and Company Satisfaction Surveys

No central, systematic surveys of intern and company satisfaction have been conducted. Of the academic programmes that offer internships and company visits, collaboration primarily consists of a dialogue-based approach, which involves continuous interviews and feedback meetings. We find that this approach helps to ensure a dynamic and constant exchange of knowledge and experiences between the parties.

3.3.10 Employer/Stakeholder Panels

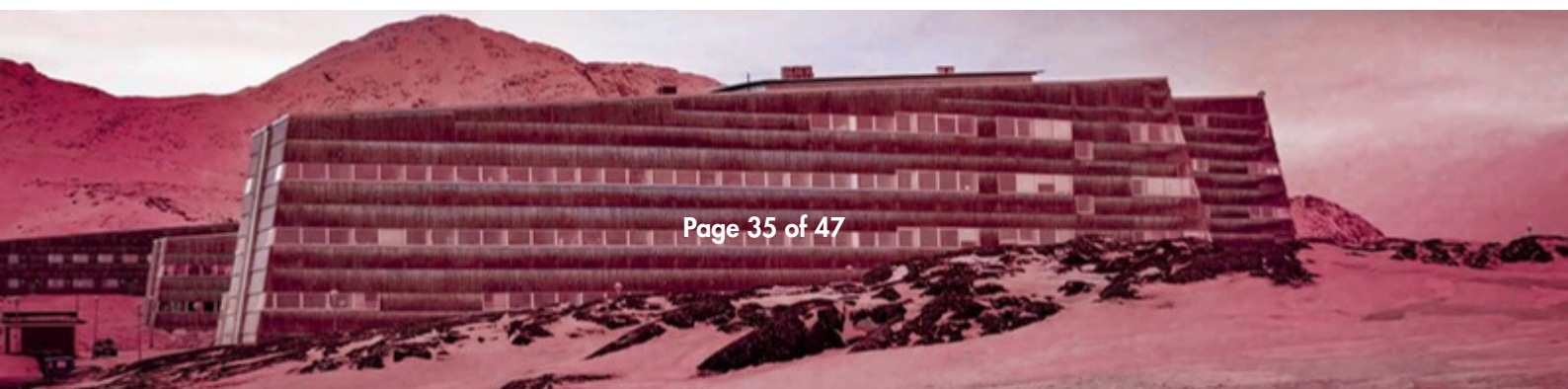
There are no centrally established procedures for how to approach employer/stakeholder panels. However, the primary method is a dialogue-based approach, which involves continuous interviews and feedback meetings. This approach, we find, ensures a dynamic and constant exchange of knowledge and experiences between the parties. The institute's external examiners also function as an important feedback mechanism. Valuable insight is collected through the external examiners that can be used to strengthen the quality of the academic programmes. This dialogue-based approach occurs in connection with the conducting of exams.

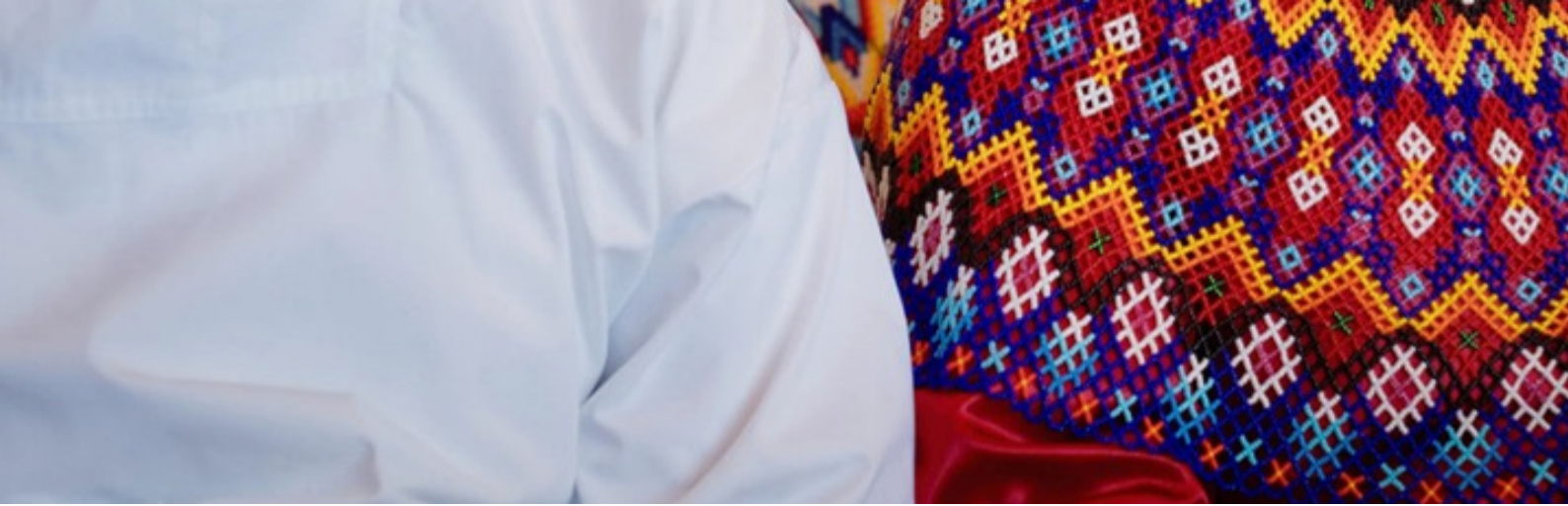
3.3.11 Employee Welfare

This item is not directly included in the Quality Assurance Handbook. However, Ilisimatusarfik finds it important that the welfare of its employees is an active part of working with quality assurance. Employee welfare is crucial at Ilisimatusarfik, as it directly affects the quality of teaching, research and administration. A high level of welfare promotes motivation, commitment and cooperation among employees, which strengthens the academic environments and contributes to a higher quality in core tasks. Furthermore, it reduces absence due to sickness and promotes staff retention, while supporting a sustainable and attractive working environment (Corpuz; 2023).

3.4 SUMMARY

As stated above, we assess that Ilisimatusarfik is to a certain extent able to meet the requirements set in the "Guidelines for Quality Assurance". However, there is still room for further development. This is especially true when it comes to converting our tacit knowledge into explicit knowledge. The following chapter, 4.0 "Action Plan", describes specific initiatives that will be worked on leading up to the first self-evaluation report on our work with quality assurance. According to the upcoming guidelines, it is expected that the report will be published in 2027 (Ikiin, 2025; 28).





4.0 ACTION PLAN FOR FURTHER WORK

This chapter presents the planned initiatives and measures to strengthen and develop quality assurance at Ilisimatusarfik. The goal is to ensure systematic and ongoing quality development that supports the university's strategic goals and ensures high academic standards within education, research and administration.

The action plan is based on experiences and analyses from previous quality-focused work. This includes internal evaluations and dialogue with both students and employees, which are also presented above in the report. The emphasis is on anchoring quality assurance broadly in the organisation and ensuring transparency, clear ownership and continuous improvements.

The table consists of four columns, each of which has a specific function:

1. **Indicator:** This column identifies the key areas being measured. The indicators are selected based on the quality assurance framework set out in the "Guidelines for Quality Assurance" (Ikiin; 2025).
2. **Status 2025:** This column provides an overview of the current situation (as of 2025) in relation to the set goals.
3. **Goals 2027:** This column describes the desired results to be achieved by 2027. These goals have been set to ensure a clear direction and ambition for future work.
4. **Prioritisation:** This column indicates how resources should be prioritised in relation to the set goals. **Green: High priority, Yellow: Medium priority, Red: Low priority.**

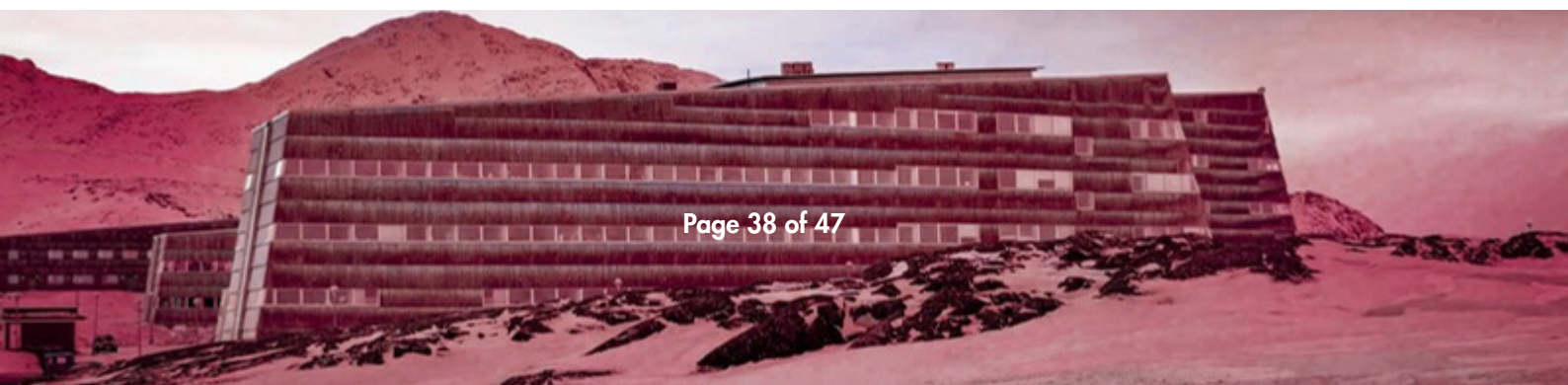
The table has been prepared with the aim of creating an overview and ensuring efficient use of resources in relation to the set goals.



Indicator	Status 2026	Goals 2027	Prio.
3.1 Ilisimatusarfik's Quality Assurance System	The overall organisation has been determined, but it may be an advantage to have greater clarity about the distribution of responsibilities within the different processes. Therefore, a clear overview should be created covering which processes can be described and optimised further. This involves clear and concrete distribution of responsibilities between technical staff, students, lecturers and management. This applies to both the institutional and departmental levels. In addition, targeted work should be undertaken to develop and implement automated processes that can replace manual workflows to increase efficiency and reduce errors.	- The number of indicators in the table achieved in 2027. - Status of how far we have come in the process of selection and possible implementation of an LMS (Learning Management System).	
3.1.1 Quality Policy	The quality policy is currently only available as a draft. However, it must be adapted to the upcoming overall strategy for Ilisimatusarfik, which is expected to be published during the autumn semester 2026.	The quality policy is publicly available at www.uni.gl.	
3.2 Ilisimatusarfik's Procedures	In general, there is a lot of tacit knowledge at Ilisimatusarfik. In order to promote greater transparency in the organisation, there is a need to describe our procedures more systematically and clearly. It is essential in this work to consider how we can best structure and communicate these processes. The following approaches are seen as appropriate: Catalogue of Ideas: - A collection of suggestions and ideas to inspire and guide employees in their work. Guidelines: - Practical guidelines that provide clear instructions and recommendations for specific tasks or situations. Process Descriptions: - Detailed descriptions of workflows that ensure uniformity and a common understanding across the organisation. By choosing the right approach and implementing clear descriptions, we can strengthen collaboration and create more transparent and effective quality assurance.	Described by the individual indicators.	

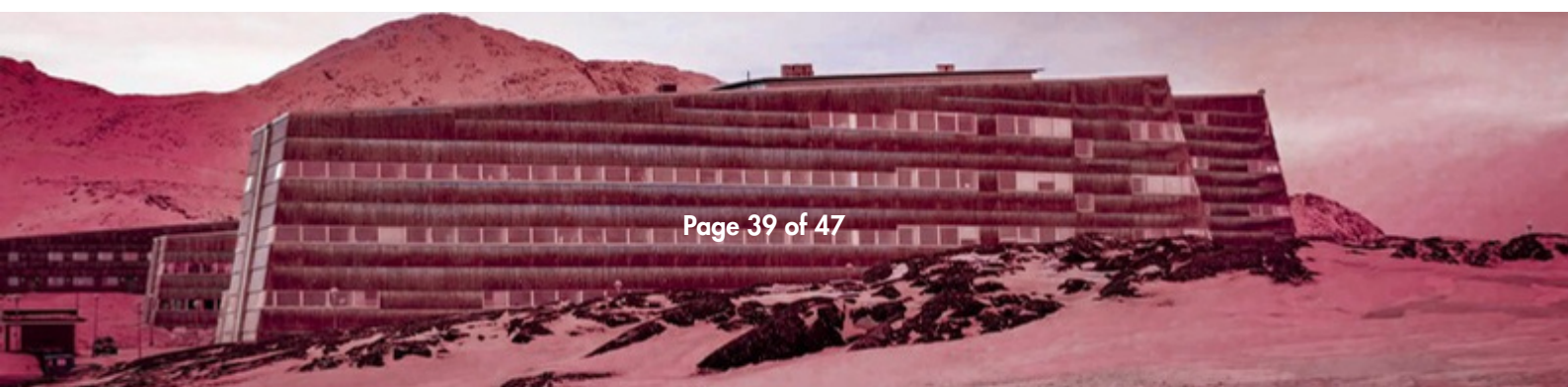


Indicator	Status 2026	Goals 2027	Prio.
3.2.1 Employer/ Stakeholder Panels	The individual academic programmes have several local traditions for dialogue with the employer/ stakeholder panel. These play a central role in ensuring the relevance and quality of the programme. To strengthen this dialogue, it is recommended that a description of how collaboration with the employer/ stakeholder panels can be organised in practice is written. In order to ensure relevance, the description should be designed as a catalogue of ideas or guidelines that also take into account the different academic traditions that apply to the individual programmes.	The guidelines or catalogue of ideas are designed and are available on the university's Intranet.	
3.2.2 Welfare and Study Environment Assessments	Two strategies are generally used to assess welfare and the study environment: A quantitative approach consisting of a student satisfaction survey. A qualitative approach, where Student Development Interviews and Year Group Meetings are used to foster dialogue at the departmental level. It is worth considering if the frequency of the quantitative assessments should be increased. At present, these assessments are carried out every two or three years. In addition, it should be considered whether new guidelines should be drawn up for conducting Student Development Interviews and Year Group Meetings. Finally, it is seen as highly relevant to strengthen the involvement of students in the work with welfare and the study environment. Here, an obvious choice is to increase the collaboration with the student political body, ILHLL. The collaboration should focus on concrete initiatives to strengthen both the academic and social study environment, including events, networking activities and other measures that promote community and welfare among students, both socially and academically.	- Guidelines or catalogue of ideas for both Student Development Interviews and Year Group Meetings are designed and available on the university's Intranet. - Initiate collaboration with ILHLL with the aim of improving the study environment.	



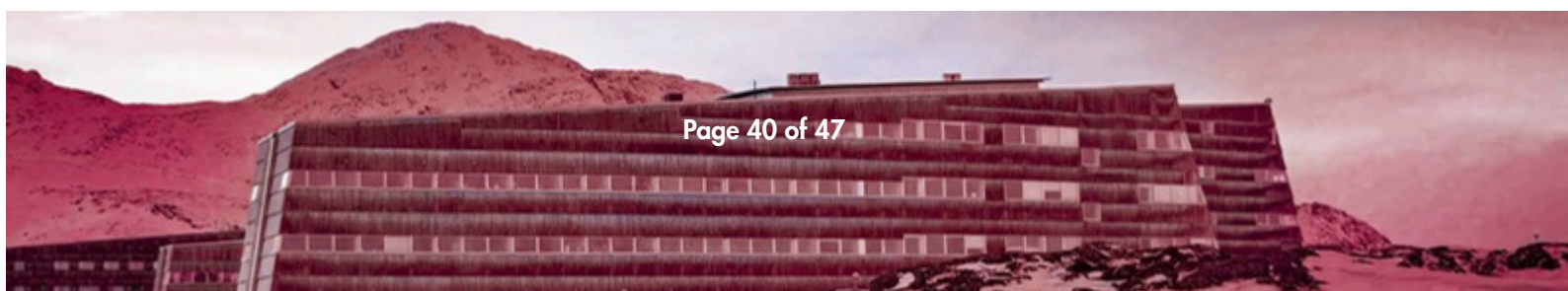


Indicator	Status 2026	Goals 2027	Prio.
3.2.3 Follow-up on Educational Quality	An annual cycle should be prepared for the implementation of the Department's guidelines for educational evaluation at Ilisimatusarfik. The annual cycle should be based on the key data requested by the Department – but also on what Ilisimatusarfik finds relevant for quality assurance. However, it is crucial that the reports do not focus solely on controls and checks. To the greatest extent possible, they should also highlight development potential for each individual academic programme. To ensure this, the reports should identify both strengths and areas with growth potential, so as to function as an active tool for ongoing quality development. It is thus recommended that the reports contain specific recommendations and action plans that can support targeted efforts for improvement.	• An annual cycle for the collection of data is created. • A basic template for the Educational Evaluation Report should be developed with a view to ensure a uniform and efficient reporting process. This template should function as a tool for structuring and presenting the results of the evaluation in a clear and understandable manner. • Data from 2025, 2026 and 2027 has been collected and processed for each individual academic programme.	
3.2.4 Student Performance and Progression	At present, student performance and progression are only assessed at the individual level. As a first step towards a more cross-disciplinary analyses method, models should be found for calculating FTE. Going forward, this calculation should be made annually to ensure continuous monitoring of progression within the individual academic programmes. In addition, the average completion time for the individual programme should also be calculated. A consideration could be to calculate the pass rate for each individual course, which will provide a more detailed insight into student performance and the level of difficulty for each course.	• Annual cycles for extracting data, including data for calculating FTE and time from start of programme to graduation, as well as data processing of these have been carried out. • Purchase of additional systems that can assist in automating data processing. This should be prioritised in the choice of LMS (Learning Management System).	





Indicator	Status 2026	Goals 2027	Prio.
3.2.5 Lecturer Quality Assurance	All tenured staff without teaching qualifications at the university level are encouraged to complete a Postgraduate Teacher Training Course. At the same time, consideration can be given to offering new courses to those who have already completed such a course. These courses should be focused on current and relevant topics. Examples of future courses that could be offered: • Student-centred teaching – with an emphasis on concrete tools to engage students and promote active participation. • Online teaching – qualifications to develop and implement effective digital academic courses. • Integration of artificial intelligence (AI) in teaching – examine how AI tools can be used as an active teaching resource. • Preparation for and courses targeted at PhD supervisors. In addition, it has been found that there is no specific offer targeted at guest lecturers. Such an offer should be designed with the aim that guest lecturers also have access to relevant teaching tools and methods.	• Offer additional professional skills upgrades to tenured staff who have completed a Postgraduate Teacher Training Course to further strengthen their skills within the didactic. • Develop a targeted Minor Postgraduate Teacher Training Course for external lecturers that focuses on practical teaching methods, didactics and communication in an academic context. • Design a course for PhD supervisors. • Compile a list of lecturers who have completed relevant qualifications corresponding to requirements.	
3.2.6 Student Resources and Support	Students have access to a wide range of resources and support. This support should be continuously assessed for its sufficiency. These assessments could be centred around whether the library's resources, including access to relevant research literature, should be expanded, or whether additional support can be offered to special needs students.	• Design assessment tools to examine how resources in an area can be used more effectively. These assessments should also address whether initiatives should be taken within: ◦ Creating better access to databases targeted at specific research areas. ◦ Providing tools that help special needs students. ◦ Better access to study facilities in a broader sense.	





Indicator	Status 2026	Goals 2027	Prio.
3.3 Data and Evaluation Generated for Quality Assurance at Ilisimatusarfik	There is a general need for our knowledge to not only remain at the individual level, but also be actively shared and applied at the departmental and institutional level and throughout the university as a whole.	Described by the individual indicators.	
3.3.1 Student Progression	See Section 3.2.4.		
3.3.2 Frafaldsrate	In general, we experience a relatively high dropout rate at Ilisimatusarfik, which makes it relevant to examine and analyse this in more detail. From a development perspective, a deeper understanding of the reasons behind why students discontinue their programmes can help identify patterns and causes that can be used to improve both the study environment and student retention. The following areas may be examined in more detail, for example: - Reasons for discontinuing - Patterns after discontinuing: - Discontinued to pursue other programmes - Discontinued to join the labour market - Discontinued to unemployment - Periods of lower dropout rates.	- Drop in dropout rates - Conduct a dropout analysis	



Indicator	Status 2026	Goals 2027	Prio.
3.3.3 Student Satisfaction with Their Academic Programme	In general, student satisfaction at Ilisimatusarfik is considered as satisfactory. Going forward, it is hoped that the educational evaluations may form the basis for concrete initiatives at both the educational and institutional levels that can further increase satisfaction. Ilisimatusarfik could, for example, focus on improving the quality of teaching through targeted further training of lecturers, strengthening the study environment by creating more social and academic events, or optimising the physical environment around courses. By implementing feedback from the assessments, we can ensure that student needs and wishes are heard and met when it makes sense, which may contribute to an even higher degree of student satisfaction. To ensure a positive development in the student satisfaction survey, it is important to identify specific areas where a difference can be made. Ilisimatusarfik particularly wants to improve the social study environment, as this plays a central role in both student welfare and engagement. Suggestions for improvements: • Increased number of social events and networking opportunities across fields of study. • Better communication of existing social offers and activities. • Strengthen student associations and support new student initiatives.	• Progress in index numbers for student satisfaction survey. ◦ Particular desire for progress within the social study environment. • Increase assessment response rate to achieve broader representation. • Strengthen student involvement in decision-making processes in general at Ilisimatusarfik.	
3.3.4 Access to Student Resources and Support	See Section 3.2.6.		
3.3.5 Career Opportunities	Den overordnede statistik viser, at der er stor efterspørgsel efter vores dimittender.	• It may be considered whether a graduate analysis should be prepared at the educational or institutional level.	
3.3.6 Evaluation of Programmes	See Section 3.2.3.		

Indicator	Status 2026	Goals 2027	Prio.
3.3.7 Welfare and Study Environment Assessments	See sections 3.2.2 & 3.3.3.		
3.3.8 Evaluation of Academic Courses	A survey analysis is usually sent out after each course completion. However, there are exceptions, especially within the nursing and teacher programmes, where pedagogical considerations justify other evaluation strategies. It is furthermore expected that individual lecturers carry out their own evaluations based on dialogue between the lecturer and the students. For this purpose, a catalogue of ideas has been designed with specific suggestions for evaluation of teaching.	• However, the response rate to the survey is low and work to increase this is desired. • Written documentation may be lacking for the dialogue-based evaluations. A procedure/template should be drawn up as a tool for written reflection on the lecturer's own teaching practice.	
3.3.9 Intern and Company Satisfaction Surveys	Systematic surveys of intern and company satisfaction at Ilisimatusarfik have not been conducted. However, based on professional traditions, there is a natural dialogue with recruiters and companies, which takes place through internship collaborations as well as research and collaboration projects with the wider Greenlandic society.	• Preparation of a questionnaire to survey satisfaction with the organisations and companies with which we collaborate. • Conduct a satisfaction analysis of the internship collaboration for the relevant academic programmes.	
3.3.10 Employer/Stakeholder Panels	See section 3.2.1.	• Develop relevant procedures, guidelines or catalogue of ideas.	
3.3.11 Employee Welfare	Employee welfare is currently assessed through a workplace evaluation (Arbejdspladsvurdering (APV)), which is carried out every two years. A general improvement in this area is desired.	• Improvement of the workplace evaluation (APV). • Establish targets for staff turnover.	



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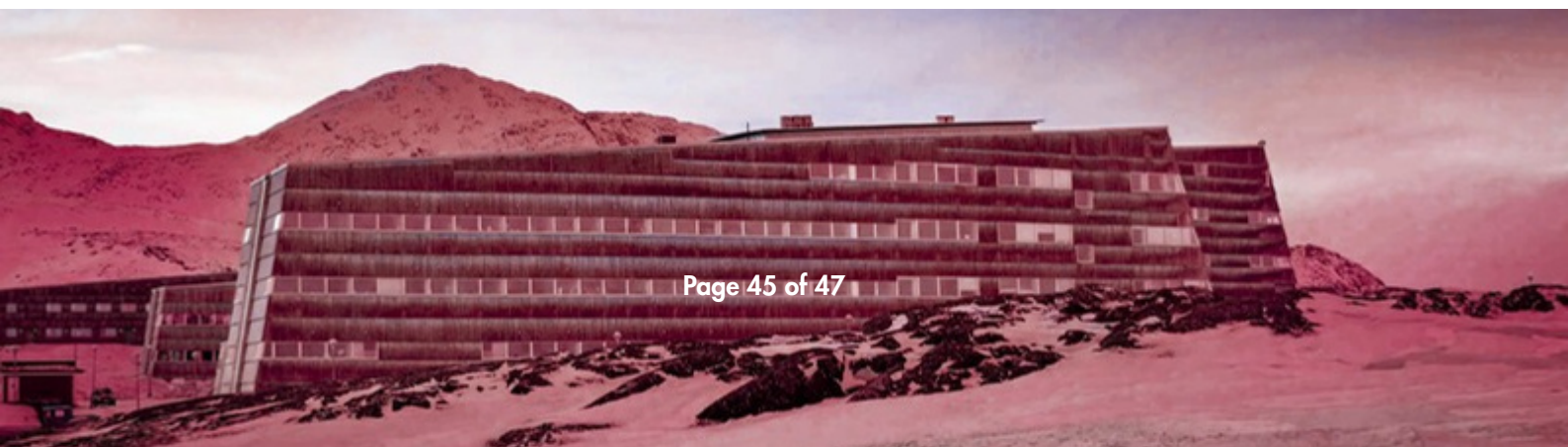
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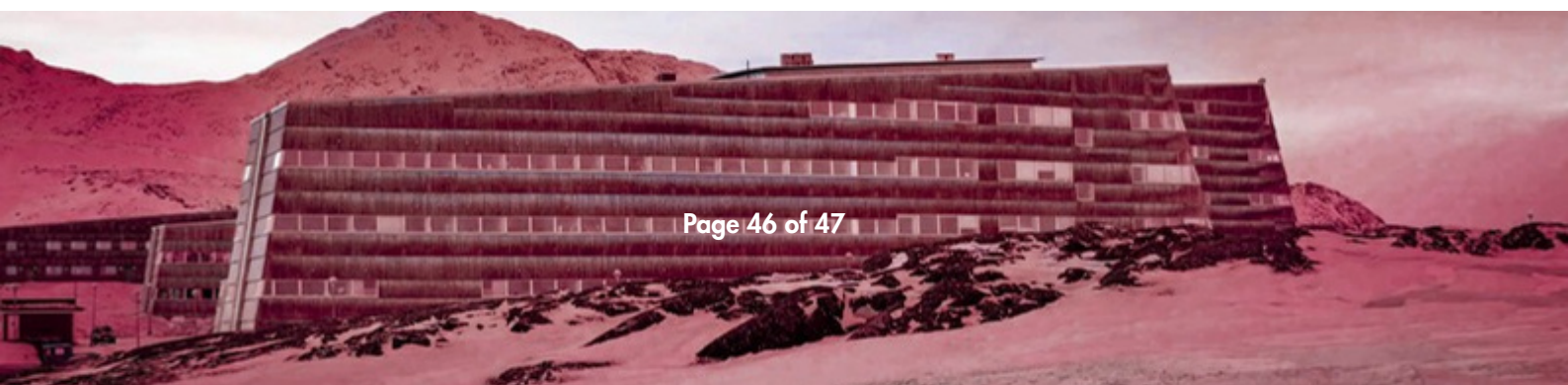
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NOTES



A photograph of a building facade. On the left, a dark wooden building with three visible windows. The middle window has a small white object on the sill. The bottom window has a potted plant with pink flowers. A large, bright pink banner is stretched vertically across the center of the image. To the right of the banner is a light-colored, vertically-ribbed wall. The text 'SHAPING THE ARCTIC' is printed in white, uppercase letters on the pink banner, arranged in two columns.

SHAPING THE ARCTIC