

## Assessment panel's report on Stiftelsen Paideia - The European Institute for Jewish Studies application for degree-awarding powers to issue a master's degree (60 credits) in Jewish studies

### Assessment panel's task

The Swedish Higher Education Authority (UKÄ) has been asked by the government on the 27:th of August 2021 to review Paideia's application for degree-awarding powers to issue a master's degree (60 credits) in Jewish studies. UKÄ tasked us with assessing the application.

### Assessment panel's composition

The assessment panel included the following members:

- Associate professor Ruth Illman, Åbo Akademi University (chair person and subject expert)
- Associate professor Daniel Andersson, University of Gothenburg (subject expert)
- Associate professor Sofie Lene Bak, University of Copenhagen (subject expert)
- Christina Gamstorp, Museum Director, The Jewish Museum, Stockholm (employer and working life expert)
- Kathleen Myrestam, Lund University (student representative)

### Assessment panel's work

The assessment is based on the requirements laid out in the Higher Education Act (1992:1434) and the Higher Education Ordinance (1993:100) and on the basis of the requirements compiled in *Guidelines for applications for degree-awarding powers. First-cycle qualifications and Degree of Master/Master of Fine Arts (60 credits)*. Assessment material consists of Paideia's application for degree-awarding powers, requested additions and interviews with representatives of Paideia and students/alumni. Our assessment is presented in Annex 1. The assessment is summarized in an overall assessment with justification.

The assessment panel's preliminary report was sent to Paideia for review, so the organisation was able to point out any factual errors. The responses from the higher education institutions are presented in Annex 2. We have reviewed Paideia's response.

### The assessment panel's recommendation

We propose that UKÄ proposes to the government that Paideia be given permission to complement their application.

On behalf of the assessment panel,

Ruth Illman  
Chairperson

## Annex 1

### Assessment panel's assessments and justifications

<b>Higher Education Institution</b>	<b>First-cycle subject area</b>	<b>ID-nr</b>
Stiftelsen Paideia - The European Institute for Jewish Studies in Sweden	Jewish Studies - magisterexamen	A-2021-08-5218
<p><b>Assessment area: Preconditions</b></p> <p><b>Main field of study</b></p> <p><b>Assessment:</b> Not satisfactory</p> <p><b>Justification:</b> <i>The specified degree is regulated and is part of the System of Qualifications. The award of the qualification is, from a national perspective, in the public interest.</i></p> <p>The specified degree is regulated and is part of the System of Qualifications. The current programme is very competitive with three applicants per each study place, which signifies the public interest in the education.</p> <p><i>The programmes' contents, including any specialisations, have a reasonable scope and demarcation in relation to the main field of study.</i></p> <p>The applicant's aspiration to offer a Degree of Master (60 credits) - magister - seems somewhat obsolete but is a valid option within the Swedish academic system. Given the many courses and the rich content of each course, the assessment panel notes that the curriculum of the one-year programme is dense. A broader scope spread out over a longer time – a Degree of Master (120 credits) – would potentially provide the students with the tools required to obtain a deeper understanding of Jewish culture/or Jewish institutions: curatorial knowledge, educational skills, collection management, and modern literature. This potential is relevant, since capacity for building Jewish civil society is an emphasised aim of the programme.</p> <p>Based on the interviews the panel understand that for Paideia, degree awarding powers for a Degree of Master (60 credits) would be a stepping-stone for development of an extended programme in close collaboration with relevant Swedish and European – confessional and non-confessional – universities. Degree awarding powers will further advance current cooperation as the approval of a formal degree at Paideia would allow the programmes to be an integrated part of educational programmes at Lund and Uppsala Universities and at Hochschule für Jüdische Studien Heidelberg, Germany. There are also possibilities for co-operations with the rabbinical schools at Potsdam University, Germany, the Abraham Geiger Kolleg and the Zacharias Frankel College including the possibilities to develop joint programmes and access to Erasmus+. A degree of Master (60 credits) would not compete with existing programmes at cooperating institutions, which is why it is being pursued: it allows Paideia to continue and expand upon their current cooperation with these institutions.</p>		

*The main field of study is not sufficiently defined in relation to the scientific bases.*

The panel finds that the programme as presented in the application lacks the scope and interdisciplinary approach of Jewish Studies in terms of the generally accepted broader demarcations of the field; including but not limited to Law, History, Jewish Heritage, Linguistics, Sociology of Religions, Holocaust, and Israel Studies. The definition of the field of study is crucial since it is a central part of the degree outcomes of knowledge and understanding, of the assessments and approaches that should be covered in the programme. The panel considers it untenable that although the courses in the programme specifically focuses on Jewish Thought, the students can choose the theme for their Master's Thesis from within the much broader and interdisciplinary scope of Jewish Studies without prior education or training in methods and theory of the various disciplines included. The panel recommends that Paideia reflect on the definitions and demarcations of the field and revise or moderate the goals of the programme accordingly.

This concern was also raised during the interviews. It was there stated that the focus on Jewish Thought and how Jewish Texts informs Jewish Life, was designed to complement and supplement the programmes and curricula at Lund University's Centrum för teologi och religionsvetenskap and Uppsala University's master programme in Holocaust and Genocide Studies. The panel finds that the well-defined niche chosen by Paideia increases the value added by potential degree awarding powers of the programme. The focus on Jewish Thought is well demarcated and a necessary delimitation.

The panel recommends that Paideia clarifies that this is a programme explicitly in Jewish Thought, not Jewish Studies in general. From this clearly established outset, then, Paideia should strive to put Jewish thinking in a wider context, streamlining the course offering more clearly to further comply with the ambition to illuminate Jewish Studies more generally. At present, there are, on the one hand, components in the programme, which do not integrate with the main focus in an immediately obvious way. One of these is the emphasis on Modern Hebrew, which is central neither to the texts studied nor to contemporary Jewish life in Europe, while Yiddish would be. The question was raised during the interviews, and it was clarified that it was chosen mainly to enable further text studies. The program also appears to potentially lack content in other aspects of vital importance to interpreting and understanding Jewish life, such as Holocaust studies - although it is partially integrated in the course Contemporary Jewish philosophy and the annual visit to Yad Vashem in Jerusalem - and Jewish Heritage Studies.

Overall, the assessment panel is of the opinion that the main field of study is not defined in a completely clear way in relation to the actual content of the study programme. This definition needs to be more stringent, clearly formulated and focused on Jewish Thought as the heart of the programme. Paideia should reflect carefully on the definitions and demarcations of the main field of study and revise or moderate the goals of the programme accordingly so that the main field of study, the degree received, and the contents of the courses are constructively aligned.

**Assessment area: Preconditions**

**Staff (Teaching competence and capacity)**

**Assessment:** Satisfactory

**Justification:** *The number of teachers and their combined expertise (scientific/pedagogical) are sufficient and proportional to the volume, content and implementation of the programme in the short term and long term.*

The panel finds that there is an extensive pool of teachers affiliated with Paideia; with four teachers who are resident faculty and the rest stationed around the world. Out of the four resident teachers, only the Dean has a PhD degree. The supervision of master's theses has been arranged, with the pool of teachers and other affiliated researchers helping as advisors, so that the students' needs are met. The international teaching faculty, on its part, consists of leading scholars, who are very prominent within their fields, mostly from the US and Israel but also from Sweden. Their expertise holds excellent international standards and allows Paideia to maintain and implement the programme both currently and in the long run. The students get an unprecedented amount of teacher led learning time in 25 hours a week, which almost no programme in Sweden offers, which is an asset.

While the international, diverse, and highly qualified faculty is a clear asset for Paideia, it can also create problems regarding continuity and cohesion. A situation, where most of the staff is placed elsewhere could also potentially create logistical difficulties, not least during the pandemic. This concern was raised during the interviews, and it was made clear that Paideia has taken sufficient administrative measures to secure continuity, shared pedagogical standards, quality, and strategies throughout the education. To balance the challenge of realising an educational programme with the majority of faculty located abroad, the Dean of Academic Studies has a strong guiding and administrative role, working fulltime with the administration of the programme, its cohesiveness and continuity. This includes actively guiding and aiding the international teachers before, during and after their courses. These measures mitigate the problem posed by the small number of locally based teachers in a satisfactory way. However, it would be recommendable to arrange yearly courses of educational training for all teachers located outside of Sweden, to ensure quality and stringency throughout the program.

Students and teachers are jointly informed each year about the principles for examination and teaching at Paideia. The administration has also undertaken measures to educate the teachers in online teaching platforms in face of the pandemic. It was pointed out by the interviewees that the cooperation within the collegium could be strengthened in the long run by having more communication between them and more cooperation between those whose courses are placed near each other on the schedule. The students, however, were content with the continuity between courses and their contact with as well as support and feedback from the teachers and the leadership team.

The interviews showed that there are clear procedures for how Paideia recruit and retain teachers for the programme.

**Assessment area: Preconditions**

**Education environment**

**Assessment:** Satisfactory

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42-00417-21

**Justification:** *The programme has a scientific and professionally oriented environment and is run in such a way that includes a close connection between research and education.*

The panel finds that the programme has a scientific and professionally oriented environment and emphasises a close connection between research and education. This is demonstrated through the range of teaching and learning methods and the serious attention given to developing the students' skills in project work, independent analysis, critical thinking, and public engagement. For the thesis work (Module 4), the students undertake an individual research assignment and are trained in scientific methods. Furthermore, there is a rich history of having academic conferences at Paideia. In addition to the academic value, the conferences enable the students to network and gives them opportunities to present their own work and ideas. Some of the conferences are co-organized with Uppsala University. The various close links to other universities and education centres also safeguard a vital education environment. It is the recommendation of the panel that Paideia further strengthens cooperation with other institutions, e.g., for research purposes, study visits and a further understanding of Jewish life in contemporary society.

The international teachers represent cutting-edge researchers at the forefront of their respective fields and thus sustains the connection between on-going research and teaching. However, this connection seems to be dependent on the individual employment conditions of the teachers - of which some are emeriti - at their home institutions. This is the result of time for research and scientific professionalisation, taking part in conferences, publishing in scholarly journals, contributing to research projects etc., not being a part of faculty contracts with Paideia. The question of scholarly and didactical exchange between the international teachers was raised in the interviews, and the teachers did stress that there is room for improvement in some areas which could be fixed by formalising and strengthening the cooperation between all teachers. Sustaining the scientific environment is challenged by the fact that large part of the staff is only physically present for a few weeks during the academic year. It is the recommendation of the panel that Paideia continues to work to support the scholarly and didactical cooperation between the international teachers.

**Assessment area: Preconditions**

**Resources**

**Assessment:** Satisfactory

**Justification:** *Access to stable and appropriate infrastructure. Available resources are used effectively to sustain a high standard of operation.*

According to the panel, Paideia has adequate physical premises for the programme and good cooperation for infrastructure and information resources with various libraries and the Jewish community, as well as cooperation with Lund and Uppsala Universities. This includes important access to scholarly databases with full-text options and leading journals mostly within the field of Jewish Studies. The overall environment and accessibility to in-person and virtual (digital) infrastructure is appropriate. The available resources are used effectively to sustain a high standard of operation.

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During the interviews, the concern that the programme has not come to its full potential as an online programme during the pandemic was raised. It is unclear how the programme will be implemented in a post-pandemic setting, i.e., if Paideia will return to onsite activities or opt for hybrid solutions. In both cases, however, the resources and infrastructure seem to meet the demands required to successfully pursue a degree.

**Overall assessment of the evaluation area preconditions****Assessment:** Not satisfactory**Justification:** *The overall assessment is that the preconditions are not satisfactory*

It is clear to the panel that Paideia meets most of the preconditions for a Degree of Master (60 credits) as defined by the Swedish Higher Education Authority. The need for the program and its competitive profile in the existing Swedish educational milieu is evident, not least because of the successful running of the program over the past two decades.

However, some clarifications and revisions to the definitions of the program are called for by the panel. The panel finds that Paideia within six months should supplement their application with a clearer description and demarcation of the main field of study and revise or moderate the learning outcomes of the program accordingly so that the main field of study, the degree received, and the contents of the courses are constructively aligned.

**Assessment area: Design, implementation and outcomes****Policy documents (programme syllabus and course syllabi)****Assessment:** Satisfactory**Justification:** *There are programme syllabus and course syllabi for the entire programme.*

The panel concludes that the programme is ambitious and the intended course offerings are relevant to the topic at hand.

It is the understanding of the panel that currently the Hebrew course is split into different levels based on the level of the students, but there is no formal documentation of how the level for each student is chosen. In the interviews, a similar arrangement was mentioned for the Talmud course. Although it is unclear if the Talmud course will continue to be split if the program is approved, it points to the need to have a formal structure in place for how such decisions are made. This is important information for both the teachers and the students, and it is the recommendation of the panel that Paideia work to formulate transparent guidelines for how such divisions are made.

**Assessment area: Design, implementation and outcomes****Goal attainment****Assessment:** Not satisfactory**Justification:** *Not ensured that students have achieved the targets in the degree ordinance when the qualification is awarded through the design, implementation and examination in the programme*

The panel concludes that there seems to be disparity between the levels of the courses in the syllabus. Some appear to be base level courses, while others seem to require a large amount of prerequisite knowledge. The course learning outcomes on the syllabi are not always clear, nor how the student will show that they have achieved the goal given the type of exam that is listed.

The interviews showed that there is a potential for flexibility in how the examination is arranged, which might prove challenging for the students, if experienced as unclear or unpredictable. The purpose of listing course learning outcomes and exam types on the syllabi is to let the students know what skills they will be expected to have in order to pass the exam. If the learning outcomes are vague, it becomes difficult to know what is expected. This also connects to the earlier statement from the assessment pane that Paideia should revise or moderate the goals of the programme for constructive alignment between the main field of study, the degree received and the content of the courses.

Learning outcomes need to be clearly and constructively aligned with lectures and literature in each course to facilitate the assessment of goal attainment. Otherwise, the students' varying previous skills in the fields of study could lead to students not gaining second cycle level skills, but rather mere basic skills, which would not meet the requirements for a Degree of Master (60 credits). For example, the panel raises concerns regarding the students' ability to fulfil outcomes such as "*demonstrate insight into current research within the field of Jewish Studies*", and "*the ability to make assessments in the field of Jewish studies*".

It is unclear to the panel if the curriculum is renewed yearly so that it can keep pace with recent developments within the field. Many of the courses seem to have been based on the same literature for many years, adapted to the backgrounds and interests of the current student body each year. Another concern is the fact that very few titles from the past decade are included in the combined reading lists. While the panel is aware that primary sources for classes such as The Hebrew Bible, or Kabbalah, need not have been written recently, a stronger effort to use recent research or publications within the course literature can still be encouraged. The panel suggests that his could be rectified with a clear formal structure for continuous cooperation between administration and teachers concerning updates.

At the outset, the assessment panel was concerned about the amount of literature for each course and that some of the literature on the lists did not match the actual content of the program. These concerns were however mitigated by the interviews as it became clear that the issues can potentially be resolved with a small edit to the literature lists to indicate which literature is optional, and which is mandatory. It is possible that this conduct would also remove the assessment panel's concerns about the amount of literature, and the panel encourages Paideia to edit their literature lists accordingly. The panel had some questions concerning the focus of individual courses and how they match the overall aim of the programme. These were discussed during the interviews and largely given satisfactory answers.

**Assessment area: Design, implementation and outcomes****Gender equality****Assessment:** Satisfactory**Justification:** *A gender equality perspective will be taken into account in the programme's content and design.*

The assessment panel recognises that Paideia has focused on having the best possible staff that is also diverse in gender, ethnic background, and location. The emphasis on gender equality within the content that is being taught is not equally clear. In the syllabi the assessment panel was able to identify one course that explicitly stated gender as a topic to be included listing one article on gender in the literature list, Another course does not describe how gender will be discussed but the literature list contains a few texts specifically about women and their experiences that appear relevant to the topics named in the course description. Finally, one course has a book about feminism that, when asked in the interviews, was described as an important topic that there is simply not enough time to teach.

The assessment panel encourages stronger efforts to include diverse perspectives in the course content and literature. While it may be hard to find suitable course literature on the topic of gender minorities - trans and non-binary people - it is something to be considered for the future. The assessment committee would like to see more literature focused on gender questions within Jewish Culture. However, this is not a requirement, rather a recommendation from the panel.

**Overall assessment of the assessment area design, implementation and outcomes****Assessment:** *Not satisfactory***Justification:** The overall assessment is that design, implementation and outcome are not satisfactory.

The panel concludes that even though Paideia fulfils the criteria for policy documents and gender equality the criteria are not fulfilled regarding goal attainment.

The panel finds that Paideia within six months should supplement their application with revisions containing the following aspects:

- The course learning outcomes in the syllabi must be revised and clarified. Learning outcomes need to be clearly and constructively aligned with lectures and literature in each course to facilitate the assessment of goal attainment. The syllabi must contain information about re-examination options and complete information about examination forms.
- Revisions of the literature lists must be made. The literature lists must state what is mandatory and what is optional and should focus on updated literature.



- Paideia should develop a formal structure for how the student's level is chosen when classes are divided by prerequisite knowledge.

**Assessment area: Working life and collaboration****Assessment:** Satisfactory**Justification:** *The programme is designed and implemented in such a way that it is useful and develops students' preparedness to meet changes in working life. Relevant collaboration occurs with the surrounding society.*

The panel concludes that the program is designed and implemented with the aim to support the students and prepare them to meet challenges in their working life. Active participation in civil society is also a prerequisite for entering the program and the panel would recommend a higher degree of transparency around this extra-academic eligibility criteria.

However, from a working life perspective, it is important for the panel to point out that the focus on text studies, if understood narrowly, may limit the number of institutions that could benefit from the skills acquired by the students of the programme. Many alumni work at institutions focusing on building an active Jewish life for those that are practising Judaism. More secular Jewish institutions could benefit from a broader perspective on how the specialisation on Jewish Thought is related to Jewish Studies as a whole. To further clarify how the study of Jewish texts is relevant when developing cultural and educational programmes as part of a vital Jewish civil society, would be valuable.

The selection criteria for acceptance to the one-year course include "documented interest in Jewish culture in Europe, including community, academic and/or institutional work, as well as a disposition to contribute to European Jewish life and culture in a broad sense ..." This gears the programme towards a focus on participation in Jewish civil society and culture after graduation. This strong focus on enriching Jewish life today, as expressed in the objectives of the programme, could also be given more prominence when developing the curricula of the program. Contemporary Jewish identities, modern antisemitism and Holocaust studies are examples of themes that students will most likely need to address in their work outside that academic world. The alumni surveys also strongly focus on how the students have been able to rejuvenate and engage in Jewish civil life and culture after graduation. As such, it seems that the programme has relevance for future employment opportunities for the students and indeed, many of the former students seem to work in contexts meeting these criteria. This is a very strong case for the Paideia program, building on twenty years of documented success in engaging alumni in civil society after graduation. Many of the alumni also seem to further develop their skills in other academic areas which also benefits working life.

The panel also wants to stress that links to Jewish institutions could be further strengthened and diversified. It seems difficult to fit more courses into an already overloaded curriculum, but a more enhanced dialogue with different Jewish institutions might possibly be integrated into the one-year program.

The focus on Jewish Thought raises some concerns as to the usefulness of the proposed programme in the student's future work life. This is emphasized by the fact that one of the

reasons for offering the program is to encourage participation in strengthening and rebuilding Jewish cultural life in Europe. Hence, engagement in civil society work is both a qualification when admitting students to the program and an important outcome. The panel pointed out that Modern antisemitism, Holocaust studies and contemporary Jewish identity studies could be of vital importance in future work environments in civil society. Likewise, by further strengthening and diversifying the links to Jewish organisations, more practical skills such as curatorial work could be integrated to further strengthen student employability. However, as the programme has been operating for two decades and the alumni surveys show excellent employment rates in relevant fields after finalising the programme, this concern is not significant and does not require amendments by Paideia.

**Assessment area: Student perspective****Assessment:** Satisfactory**Justification:** *The programme works to allow students to take an active role in improving the content and implementation of the programme.*

After the panel has reviewed the application and interviewing both previous and current students, the assessment panel has found that the criteria for the assessment area for student perspective are fulfilled. The students appear to be given ample opportunities to actively shape and influence the teaching and learning environment at Paideia.

The students have a student forum and a student council, and there are established opportunities for the members of these organisations to engage with the leadership team. The students have a representative on the board, and the interviews show that Paideia actively seeks feedback from students and teachers at various points during the program and after via surveys. The panel were also given examples of how Paideia takes action based on the feedback, for example they initiated the Project Incubator.

The interviews showed that student concerns have been handled, and the results seemed to satisfy the students' requests. This said, it may not be advisable to change the exam type in the middle of the course, not even to accommodate student wishes. Rather the feedback should be considered for future development of the course and the course plan be revised before the next time the course is offered.

Overall, the assessment panel found that the students and teachers felt that there are ample opportunities for them to work together to make improvements to the program for both the current group, as well as for the future groups. The fact that the alumni organisation is so strong and still so connected to Paideia shows that there is a strong bond between the students and Paideia which says that the students must feel that their perspectives are taken into consideration and valued.

**Overall assessment:** Not satisfactory**Justification:**

The assessment panel finds that the application by Paideia is solid and ambitious, showing an evident and deep historical, theological, and societal interest in Jewish history, civilisation, identity, textual interpretation, and Jewish thinking throughout time.

The overall assessment of the assessment panel is that Paideia fulfils the criteria for the assessment areas of Working life and collaboration as well as Student perspective. However, the assessment areas Preconditions and Design, implementation and outcomes, are not fully satisfactory at present time. Hence, some amendments are needed before the panel considers the programme to fulfil the criteria of the assessment areas. These amendments are of the extent that the panel estimates that Paideia should be able to complete them during the coming six months.

*The assessment area of Preconditions is not satisfactory*

It is clear to the panel that Paideia meets most of the preconditions for a Degree of Master (60 credits). The need for the program and its competitive profile in the existing Swedish educational milieu is evident, not least because of the successful running of the program over the past two decades.

However, some clarifications and revisions to the definitions of the program are called for by the panel. The panel finds that Paideia within six months should supplement their application with:

- A clearer description and demarcation of the main field of study and revise or moderate the learning outcomes of the program accordingly so that the main field of study, the degree received, and the contents of the courses are constructively aligned.

*The assessment area of Design, implementation and outcome is not satisfactory*

The panel concludes that even though Paideia fulfils the criteria for policy documents and gender equality the criteria are not fulfilled regarding goal attainment.

The panel finds that Paideia within six months should supplement their application with revisions containing the following aspects:

- The course learning outcomes in the syllabi must be revised and clarified. Learning outcomes need to be clearly and constructively aligned with lectures and literature in each course to facilitate the assessment of goal attainment. The syllabi must contain information about re-examination options and complete information about examination forms.
- Revisions of the literature lists must be made. The literature lists must state what is mandatory and what is optional and should focus on updated literature.
- Paideia should develop a formal structure for how the student's level is chosen when classes are divided by prerequisite knowledge.

*The assessment area of Working life and cooperation is satisfactory*

The panel concludes that the program is designed and implemented with the aim to support the students and prepare them to meet challenges in their working life. Active participation in civil society is also a prerequisite for entering the program and the panel would recommend a higher degree of transparency around this extra-academic eligibility criteria.

The alumni surveys strongly focus on how the students have been able to rejuvenate and engage in Jewish civil life and culture after graduation. As such, it seems that the programme has relevance for future employment opportunities for the students and indeed, many of the former students seem to work in contexts meeting these criteria. By further strengthening and diversifying the links to Jewish organisations, more practical skills such as curatorial work could be integrated to further strengthen student employability.

*The assessment area of Student perspective is satisfactory*

The assessment panel has found that the criteria for the assessment area for student perspective are fulfilled. The students appear to be given ample opportunities to actively shape and influence the teaching and learning environment at Paideia. The students have a student forum and a student council, and there are established opportunities for the members of these organisations to engage the with leadership team. The students have a representative on the board, and the interviews show that Paideia actively seeks feedback from students and teachers at various points during the program and after via surveys.

Overall, the assessment panel found that the students and teachers felt that there are ample opportunities for them to work together to make improvements to the program for both the current group, as well as for the future groups.

## **Annex 2**

The organisations answer to the review of the preliminary assessment panel report

Från: [Noa Hermele](#)  
Till: [Kristina Sundberg](#); [utvitsy](#)  
Kopia: [Lukasz Gorniok](#)  
Ärende: 42-00417-21  
Datum: den 23 mars 2022 11:14:40

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Till UKÄ,

Paideia har inga synpunkter att erinra på bedömagruppens preliminära yttrande.

Med vänlig hälsning,

Noa Hermele  
Managing Director

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Den ons 2 mars 2022 kl 13:46 skrev Kristina Sundberg <[kristina.sundberg@uka.se](mailto:kristina.sundberg@uka.se)>:

Till rektor/verksamhetschef,

Översänder härmed det preliminära yttrande från bedömagruppen och ber er inkomma med eventuella kommentarer **senast 24 mars 2022** – se även bifogat missiv.

Ert svar med eventuella synpunkter mejlas till [utvitsy@uka.se](mailto:utvitsy@uka.se) och [kristina.sundberg@uka.se](mailto:kristina.sundberg@uka.se) med ämnesrad "42-00417-21". Svaret går bra att formulera på svenska eller engelska.

Vänliga hälsningar,

Kristina Sundberg

Kristina Sundberg  
Utredare/Project Manager



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Det innebär att vem som helst kan begära att få del av det du skickat in – om inte handlingarna bedöms vara hemliga enligt offentlighets- och sekretesslagen.

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