

Utbildningsutvärdering med extern bedömning
vid Göteborgs universitet

**BEDÖMARUTLÅTANDE FÖR LATIN OCH ANTIK
GREKISKA VID HUMANISTISKA FAKULTETEN**
2017-09-01

Report of external review of Latin and Ancient Greek at the University of Gothenburg, 2017

1. Short background

In 2010 the various subjects in the Faculty of Arts at the University of Gothenburg were evaluated by a university-directed SWOT analysis, looking at enrolment figures, pass and retention rates, economic viability, and other factors; in this analysis Latin and Ancient Greek were determined to be weak and in need of further monitoring. Separately, in 2012 there was a national evaluation of Latin and Greek at Swedish universities, looking at the quality of undergraduate dissertations; in this both subjects were determined to be of high quality at Gothenburg. In 2013 Gothenburg's Latin and Ancient Greek programmes were subjected to another university evaluation as a follow-up to the 2010 analysis; the result was a request for further monitoring in the form of an additional evaluation in three years. And in 2016 the university introduced a pilot project of periodic evaluations of all subjects on a six-year rotation, following a new set of evaluation criteria and methods.

The present evaluation committee was therefore given the task of evaluating the teaching of Latin and Ancient Greek at Department of Languages and Literatures in the Faculty of Arts at the University of Gothenburg as part of this pilot project. The committee was composed of:

Eleanor Dickey, F.B.A., Professor of Classics, University of Reading, UK (chair)
Dag Haug, Professor of Greek and Latin, Oslo University, Norway
Oskar Andersson, student of Latin and Greek, Uppsala University
Victoria Nilsson Lissvall, Education Officer, University of Gothenburg (secretary)

They were asked to evaluate Latin and Ancient Greek against the following criteria:

- Achieved study results matching intended learning outcomes and qualitative targets.
- Teaching being focused on student acquisition of knowledge/skills.
- The content and form of teaching resting on good scientific and/or artistic bases and proven experience.
- The number of teachers being in proportion to the scope and content of study courses and programmes, said teachers having up-to-date and adequate competence as regards their subjects, higher education pedagogics and subject didactics.
- Study courses and programmes being relevant to the needs of the students and society.
- Students having influence in planning, implementing and monitoring study courses and programmes.
- There being a study and learning environment that is accessible and purpose-oriented for all students.
- There being continuous monitoring and development of study courses and programmes.

They were given the materials listed in appendix 2, as well as access to the GUL pages for the various classes, a copy of Tidner's Latin grammar, and the opportunity to ask questions over e-mail and Skype. Committee members had an initial set-up meeting on 17 March 2017 and returned to Gothenburg on 19 May to conduct interviews; information on these meetings is in appendix 1. They did not observe any actual teaching, because their request to do so was refused.

2. Findings

The committee found that both Latin and Ancient Greek offer excellent teaching that meets the needs of students; the overall impression received from students and others was of enthusiasm for both subjects and gratitude for the hard work of their teachers. Academically, both subjects are producing excellent results at the higher levels; not only is the quality of both undergraduate and MA dissertations (kandidatuppsatser, magisteruppsatser) exceptionally high, but a noticeable improvement is visible over the last ten years. Students who reach this level have clearly learned a great deal, not

only about Latin and Ancient Greek but also about critical thinking and argumentation, historical research, etc.: the average quality here is better than all but the very top universities in the UK. The high quality of teaching revealed by these results benefits the entire country, as Gothenburg is currently the only university training Swedish schoolteachers to teach Latin.

The second- and third-semester classes are also excellent in terms of what they offer the students, but the provision at the introductory level is somewhat less generous. A strategic decision seems to have been made to prioritise higher-level teaching over that at the introductory level, which therefore covers a huge amount of material in a very short time span and offers students less help than most of them need. This has led to very difficult introductory classes with low pass rates and low retention rates -- but it is also responsible for the high quality at the higher levels. The connection comes both because only a finite amount of resources is available to be allocated among the different levels, and because only good students are likely to get through the introductory classes with enough self-confidence to continue. It is therefore important to recognize that the economic weakness identified in the 2010 analysis and the academic strength identified in the 2012 analysis are not only both real, but inextricably linked.

There are, however, some differences between Latin and Ancient Greek: Greek works better at the introductory level, despite the fact that the Ancient Greek language is intrinsically more difficult than Latin. This success seems to be due to a variety of factors: 1) The Ancient Greek students are more committed than the Latin students to begin with: they tend to be older and have specific reasons for studying the language. 2) The introductory Ancient Greek classes are all half-time and thus give students twice as long to digest the grammar as the full-time campus Latin class; because of the way human memory works, it is extremely difficult to learn a new foreign language too quickly. 3) Despite the department's considerable efforts, it has proven difficult to find Latin textbooks and grammars that are entirely suitable. 4) The quality of the Ancient Greek teaching is consistently excellent, in part because two highly experienced and capable individuals do most of the classes and are therefore able each year to make improvements based on what worked well and badly the previous year. By contrast the Latin teaching is done by a large number of relatively inexperienced people, most of whom teach only a small number of hours and do not necessarily repeat the same classes in subsequent years. This situation seems to have varied causes, including people getting seconded into administrative work and bought out by research grants, both of which are basically testimony to the high calibre of the Gothenburg Latinists. The prolonged absence of the professor of Latin, however, has meant that the two subjects have had different resources with which to tackle their problems.

Within the past decade these subjects have had to face a major restructuring and four high-stakes evaluations. These have been counter-productive in some respects and may be partly responsible for some of the discontinuities in Latin teaching.

Teaching staff in both subjects are extremely responsive to the needs and requests of students. They have also been quick to remedy defects pointed out by the committee in the course of its work: a difficulty with some Latin examinations resulted in a new vetting procedure being put into place within a day, and the Latinists are already revising the introductory Latin class in response to problems raised by the committee at an early stage of its work.

The high quality seen in the dissertations is particularly surprising in light of the small amount of essay-writing in the students' earlier Latin and Ancient Greek courses. The students expressed a desire for more practice in writing essays as part of their courses, and the committee feels that the intellectual rigour of producing an argument supported by evidence is beneficial as part of a university education. (The Ancient Greek students specified that they would like essays to be added to their current workload, with no reduction in the amount of text covered; it can be inferred from what the Latin students said about workload that they would not want this.)

The students would like more explicit grammar teaching in the second and third semesters, in both languages; in Ancient Greek in particular they would like the 3 credits of grammar (currently part of GRE120) increased, and to have exercises in grammar/syntax. The Ancient Greek students interviewed thought that this extra grammar should be an addition to the current provision and not reduce the amount of text currently read. The Latin students particularly praised Erik Bohlin's grammar compendia.

Students who do not know how to memorize large amounts of material are not given any explicit help learning how to do so; although all the students interviewed had learned memory skills either by themselves or as part of some earlier course of study, it is likely that failure to develop good memory skills contributes to the problems of the students who drop out. Some other universities tackle this problem by offering mandatory memory-skills workshops for Latin and Ancient Greek students early in the students' course of study (not right at the beginning, since at that point students have not yet realized that they need memory skills: week 2 seems to be a good time).

Some of the problems in the introductory classes come from a growing number of students knowing little about grammar when they arrive; although the department offers crash courses in grammar twice a year, aimed specifically at helping such students (*vintergrammatik*, *sommargrammatik*), many do not attend. The grammar courses might be better attended if rather than being offered at the very beginning of term they were offered after a week or two, once students have realized that they need to know Swedish grammar; the department might also want to consider making them mandatory, though that could alienate students who genuinely do not need them. One interviewee said that when he had studied in another department, he had been advised to read a specific book on grammar before starting his studies; he had done this, and it had helped. He thought that if new students invited to the grammar classes were told that if they did not take up that invitation they ought to read a particular book, some would do so. Sending such instructions would also have the advantage that students who did not read the specified book before starting their studies could be encouraged to do so during their first semester if they ran into trouble.

The Latin students were clear that the problem with introductory Latin is not that it takes too many hours per week; indeed they estimated that it takes c. 20 hours per week, which is considerably less than they should be spending on a full-time class. They thought the higher-level Latin classes required more hours per week (indeed the dissertation and the MA-level work were thought to require well over 40 hours per week when done full-time), and classes in other subjects such as history and literature also often required more hours per week. Such classes were nevertheless considered easier than introductory Latin, because the memorisation work for introductory Latin is so exhausting: the students did not consider it possible to do a full day of such work, whereas they did consider it possible to put in a full day on the work for a higher-level Latin class.

Some of the attrition between different levels in both Latin and Ancient Greek is due to students who learn the languages for very specific reasons (e.g. needing it for further work in history, archaeology, religion, or philosophy) and never have any intention of continuing past a certain point. This does not represent any kind of failure on the part of the department: it is providing a service that such students need, and they are happy to have it.

A degree in Latin does not have to be compressed into three semesters; Stockholm (<http://www.su.se/romklass/utbildning/v%C3%A5ra-utbildningar/latin/latin-kursutbud-vt-2017-1.296823>, <http://www.su.se/romklass/utbildning/v%C3%A5ra-utbildningar/latin/latin-kursutbud-ht-2017-1.323532>), Uppsala (<http://uu.se/utbildning/utbildningar/selma/utbkat/?aKod=LA1&lasar=17%2F18>) and Lund (<http://www.sol.lu.se/latin/utbildning/utbildningsutbud/>) all have four-semester degrees (in the case of Lund stretching over more than four semesters of actual study, as most classes are taught at half speed). And given the high quality of the final dissertations, University of Gothenburg students are apparently expected to reach at least as high a level in their three semesters as these others do in four. The contrast with UK universities is even greater: at Reading the Latin students take three *years* and end up at a lower level than the Gothenburg ones, and Oxford students take four years (and perhaps end up at a somewhat higher level, but those students are extremely good to begin with). The short degree structure is probably one reason for the difficulty of the Gothenburg Latin classes -- but it may also be an attraction for applicants and therefore is not to be altered without careful thought.

The use of internet teaching is creative and has clearly produced good results in some respects. The committee was, however, concerned about the potential for cheating in examinations done via this format: it would be extremely easy to cheat on some of these exams by paying someone else to take the exam for you, and as internet teaching becomes more widespread the possibility will arise that some students could gain most of their credits through cheating, thus damaging the value of a degree from the University of Gothenburg. This is, of course, not an issue specific to Latin and

Ancient Greek but one that has much larger implications; it is properly addressed in a different context, and we raise it in hopes that it will be taken up in that context.

Looking at the specific criteria for evaluation, the committee found the following.

- Achieved study results matching intended learning outcomes and qualitative targets: this is the case for most classes at present, and will be the case for introductory Latin with the revisions the department is currently undertaking.
- Teaching being focused on student acquisition of knowledge/skills: this is the case.
- The content and form of teaching resting on good scientific and/or artistic bases and proven experience: this is the case for most classes at present, and will be the case for introductory Latin with the revisions the department is currently undertaking.
- The number of teachers being in proportion to the scope and content of study courses and programmes, said teachers having up-to-date and adequate competence as regards their subjects, higher education pedagogics and subject didactics: this is the case.
- Study courses and programmes being relevant to the needs of the students and society: this is the case.
- Students having influence in planning, implementing and monitoring study courses and programmes: this is the case.
- There being a study and learning environment that is accessible and purpose-oriented for all students: the committee was not completely certain what this means but thinks it is probably the case.
- There being continuous monitoring and development of study courses and programmes: this is very much the case, and many innovations have been made in recent years.

3. Recommendations

A. The teaching of Latin and Ancient Greek should not be subject to further monitoring in this cycle.

B. The department should consider including more essays in the classes at second-semester and third-semester levels, and perhaps also at the MA level.

C. The Ancient Greek teaching staff could to advantage increase the amount of explicit grammar teaching at the second-semester and third-semester levels; apart from that, the Ancient Greek teachers should be commended for their excellent work and left to get on with it.

D. The Latin teachers should be commended for their excellent work at higher levels and invited to consider whether devoting additional resources to teaching the introductory classes would be desirable. We do not think it would be constructive to order them to take any particular steps; they are best placed to know what is feasible in this situation. Nevertheless we submit the following possible options for their consideration, as ways to make it easier to learn Latin in the introductory class:

- adding more contact hours;
- extending the length of the Latin degree programme to four semesters to allow a slower pace at the beginning;
- replacing the current internet version of LAT 110, which is half-speed, with a half-speed evening class that allows participation either on campus or via Adobe Connect, following the model used in Ancient Greek for combined campus/net classes;
- ensure more continuity in the teaching of introductory classes;
- as a policy, giving the introductory classes to the very best teachers;
- giving students structured help with learning how to memorize large quantities of information;
- giving students more encouragement to learn Swedish grammar before starting the course, e.g. by recommending a book that they should read if they do not do the crash grammar course.

E. Not in relation primarily to Latin and Ancient Greek, but more generally, the university should give thought to how cheating in the assessments for internet classes can be prevented.

4. Appendices

Appendix 1: people who met with the committee

March 17: Åsa Wengelin (Faculty, Associate Dean for Education), Katharina Vajta, Ulla Åkerström (Department, Associate Head of Department for Education and Director of Studies, respectively)

April 10 (with committee chair via Skype): Gunhild Vidén, Mikael Johansson

May 19: students Eva Persson (GRE112), Emil Molander (GRE121), Sebastian Bernhard (GRE120, LAT130/140), Gabriel Holdfeldt (GRE140), Ingemar Gustavsson (LGLA12/LAT110), Sara Cabdalla (LAT110), Per-Johan Norelius (LAT 140), Karin Egnell (MA level), with comments from Bjarne Halvordsson received via e-mail; study counsellor Eva-Lena Axelsson; alumnus Fredrik Borglin; teaching staff Gunhild Vidén, Erik Bohlin, Anna Blennow, Karin Hult, Mikael Johansson; department leadership Gunnar Bergh, Katharina Vajta, Ulla Åkerström; preliminary report made orally to faculty and department leadership Marie Demker, Göran Larsson, Åsa Wengelin, Gunnar Bergh, Katharina Vajta

Appendix 2: documents used by the committee

[Reflektion avseende utbildningen i ämnena latin och antik grekiska vid Institutionen för språk och litteraturer](#)

Tidigare utvärderingar av latin och antik grekiska:

[Bilaga A: Humanistiska fakultetsnämndens SWOT-analys 2010](#)

[Bilaga B: Delrapport avseende verksamhetsutvecklingen i de klassiska språken 2014-12-01](#)

[Bilaga C: Kvalitetsutvärdering av huvudområdena grekiska, latin och nygrekiska / Högskoleverket 2012-12-04 \(tillagd 2017-03-17\)](#)

1. STYRDOKUMENT

1.1 [Kursplaner och litteraturlistor](#)

1.2 [Syllabi in English and reading lists](#)

1.3 Utbildningsplaner

1.3.1 [Utbildningsplan för Internationella språkprogrammet](#) ht 2012 till vt 2017

1.3.2 [Utbildningsplan för Internationella språkprogrammet](#) fr o m ht 2017

1.4 [Bedömningsmall för examensarbeten vid SPL](#)

1.5 [Riktlinjer för kursansvar vid SPL](#)

1.6 [Handlings- och verksamhetsplaner](#)

2. UTBILDNINGSPRELATERADE DOKUMENT

2.1 Aktuella kursguider

[Kursguide för LAT111](#) vt 2017

[Kursguide för LAT112](#) vt 2017

[Kursguide för LAT113](#) vt 2017

[Kursguide för LAT115](#) ht 2016

[Kursguide för LAT120](#) ht 2016

[Kursguide för LAT130](#) vt 2017

[Kursguide för LAT202](#) vt 2016

[Kursguide för LAT212](#) vt 2017

[Kursguide för GRE111](#) vt 2017

[Kursguide för GRE112](#) vt 2017

[Kursguide för GRE120](#) vt 2017

[Kursguide för GRE121](#) ht 2016

[Kursguide för SPL120](#) vt 2017 (tillagd på nytt 2017-03-20)

2.1.1. Kompendier

- [Lingua latina novo modo I](#) (tillagd 2017-02-27)
- [Lingua latina novo modo II](#) (tillagd 2017-02-27)
- [LAT113 Text](#) (Tillagd 2017-04-10)
- [LAT113 Kommentar](#) (Tillagd 2017-04-10)
- [LAT113 Ordlista](#) (Tillagd 2017-04-10)

2.2 Scheman

- [Schema för LAT110](#) vt 2017
- [Schema för LAT110](#) vt 2017 (pdf) (tillagd 2017-03-20)
- [Schema för LAT130](#) vt 2017
- [Schema för LAT130](#) vt 2017 (pdf) (tillagd 2017-03-20)
- [Schema för GRE112](#) vt 2017
- [Schema för GRE112](#) vt 2017 (pdf) (tillagd 2017-03-20)
- [Schema för GRE120](#) vt 2017
- [Schema för GRE120](#) vt 2017 (pdf) (tillagd 2017-03-20)
- [Schema för SPL120](#) vt 2017
- [Schema för SPL120](#) vt 2017 (pdf) (tillagd 2017-03-08)

2.3 Examinationsuppgifter

2.3.1 Tentamensfrågor och instruktioner

- [LAT111 tentamen](#) campus vt 2016
- [LAT111 tentamen](#) nät ht 2016
- [LAT112 tentamen](#) campus vt 2016
- [LAT112 tentamen](#) nät ht 2016
- [LAT115 hemtentamen](#) ht 2016
- [LAT120 tentamen 1](#) ht 2016
- [LAT120 tentamen 2](#) ht 2016
- [LAT120 del 1 examinatorium \(dugga\) 1](#) ht 2016
- [LAT120 del 1 examinatorium \(dugga\) 2](#) ht 2016
- [LAT120 del 1 examinatorium \(dugga\) 3](#) ht 2016
- [LAT120 del 2 examinatorium \(dugga\) 1](#) ht 2016
- [LAT120 del 2 examinatorium \(dugga\) 2](#) ht 2016
- [LAT120 del 2 examinatorium \(dugga\) 3](#) ht 2016
- [GRE111 Tentamen delkurs 1](#)
- [GRE111 Tentamen delkurs 2](#)
- [SPL120 Slutuppgift](#) ht 2016 (tillagd 2017-03-28)

2.3.2 Studentsvar med bedömning

- [LAT120 tentamen med bedömning betyget G](#) ht 2016
- [LAT120 tentamen med bedömning betyget VG](#) ht 2015
- [GRE111 Tentamen delkurs 2 med bedömning betyget G-](#)
- [GRE111 Tentamen delkurs 2 med bedömning betyget VG](#) ht 2016

2.4 Självständiga arbeten

[Betygsöversikt uppsatser latin och grekiska](#)

2.4.1 Kandidatuppsatser latin

- [Uppsats 1: latin ht 2008](#)
- [Uppsats 2: latin ht 2008](#)
- [Uppsats 3: latin ht 2010](#)
- [Uppsats 4: latin vt 2011](#)
- [Uppsats 5: latin ht 2011](#)
- [Uppsats 6: latin vt 2013](#)
- [Uppsats 7: latin vt 2013](#)
- [Uppsats 8: latin vt 2013](#)

[Uppsats 9: latin ht 2013](#)
[Uppsats 10: latin vt 2014](#)
[Uppsats 11: latin vt 2014](#)
[Uppsats 12: latin vt 2015](#)
[Uppsats 13: latin ht 2016](#)
[Uppsats latin med betyget U](#) (tillagd 2017-05-08)

2.4.2 Magisteruppsatser latin

[Uppsats 14: latin vt 2007](#)
[Uppsats 15: latin vt 2008](#)

2.4.3 Kandidatuppsatser grekiska

[Uppsats 1: grekiska ht 2007](#)
[Uppsats 2: grekiska ht 2009](#)
[Uppsats 3: grekiska vt 2010](#)
[Uppsats 4: grekiska vt 2014](#)
[Uppsats 5: grekiska vt 2014](#) (uppdaterad 2017-05-11)
[Uppsats 6: grekiska vt 2015](#)
[Uppsats 7: grekiska vt 2015](#)
[Uppsats 8: grekiska vt 2016](#)
2.4.4 Magisteruppsats grekiska
[Uppsats 9: grekiska vt 2016](#)

2.5 Kursvärderingar

[Mitterminsvärdering LAT110](#) vt 2016 campus
[Avslutande kursvärdering LAT110](#) vt 2016 campus
[Avslutande kursvärdering LAT111](#) ht 2016 nätkurs
[Avslutande kursvärdering LAT112](#) ht 2016 nätkurs
[Avslutande kursvärdering LAT113](#) vt 2015 campus
[Kursvärdering delkurs Grammatik 1, LAT120](#) vt 2015 campus
[Kursvärdering delkurs i Filologi LAT120](#) vt 2015 campus
[Mitterminsvärdering LAT120](#) ht 2016 campus
[Avslutande kursvärdering LAT202](#) vt 2016, kursen ges i Rom
[Avslutande kursvärdering GRE111](#) ht 2016 nätkurs

3. ÖVRIGT

3.1 Lärare: anställningsform och undervisningsverksamhet

3.1.1 [Lärarlista med anställningsform, akademisk grad och undervisningsomfattning](#)
3.1.2 [Lärarlista med översikt över dokumenterad högskolepedagogisk kompetens](#)
3.1.3 [Publikationslista GV](#) (Tillagd 2017-04-10)
3.1.3. **Bemanningsplaner** (tillagda 2017-03-21)
[Bemanningsplan latin ht 16](#)
[Bemanningsplan grekiska ht 16](#)
[Bemanningsplan latin vt 17](#)
[Bemanningsplan grekiska vt 17](#)

3.2 Registreringar

3.2.1 [Registreringar latin 2009-2016](#)
3.2.2 [Registreringar antik grekiska 2009-2016](#)

3.3 Söktryck

3.3.1 [Söktryck latin 2009-2017](#) (Uppdaterad med kurskoder 2017-04-11)
3.3.2 [Söktryck grekiska grekiska 2009-2017](#) (Uppdaterad med kurskoder 2017-04-11)

3.4 Prestationsgrad

3.4.1 [Prestationsgrad latin 2009-2016](#)

3.4.2 [Prestationsgrad antik grekiska 2009-2016](#)

3.5 Undervisningstimmar

3.5.1 [Klocktimmar för undervisning vt 2017](#) latin

3.5.2 [Klocktimmar för undervisning vt 2017](#) grekiska

3.6. Länkar till relevanta webbsidor

[Ämnessida för latin](#)

[Ämnessidan för antik grekiska](#)

[Öppna sidor för ämnet latin på Göteborgs universitets lärplattform \(GUL\)](#)

[Öppna sidor för ämnet grekiska på GUL](#)

[Latin: utbildning på grundnivå](#)

[Antik grekiska: utbildning på grundnivå](#)

[Latin: utbildning på avancerad nivå](#)

[Antik grekiska: utbildning på avancerad nivå](#)

[Latin: utbildning på forskarnivå](#)

[Antik grekiska: utbildning på forskarnivå](#)

[Latin: forskning](#)

[Antik grekiska: forskning](#)

[Forskarseminariet Filologi och reception](#) inom nuvarande forskningsområdet Språk och förmedling

[Externt finansierade forskningsprojekt vid SPL \(pågående och avslutade\)](#)

[Latin: Didos kval i franskt 1500-tal](#)

3.7 Samverkan med det omgivande samhället

[Debattartikel av Gunhild Vidén i Svenska Dagbladet](#) (2013-06-11)

[Samverkansdag Västerhöjdsgymnasiet Skövde](#) (2016-01-19)

[Humanistisk utbildning: behövs det i det moderna samhället](#) (2016-01-29)

[Samverkansdag Kungsbacka](#) (2016-11-30)

[Samverkansdag Västerhöjdsgymnasiet Skövde](#) (2017-01-19)

[Artiklar av Anna Blennow i Sydsvenska Dagbladet](#)

[Artikel av Anna Blennow i Dagens Nyheter](#) (2017-02-12)

Other documents

Sveriges riksdag (1993, 2016) Högskoleförordning (SFS

1993:100), http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/hogskoleforordning-1993100_sfs-1993-100

Universitets- och högskolerådet (2016) Svensk-engelsk ordbok för den högre

utbildningen, <https://www.uhr.se/publikationer/svensk-engelsk-ordbok/>

Universitets- och högskolerådet (2017) The Higher Education

Ordinance, <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/> (NB!not an official translation)

Göteborgs universitet (2016) Göteborgs universitets examensordning (J11 3394/06 per 2016-12-15)

Göteborgs universitet (2016) Anställningsordning för lärare

Göteborgs universitet (2017) Anvisningar om anställningar, särskilda skäl

Göteborgs universitet (2016) Kvalitetspolicy,

<http://medarbetarportalen.gu.se/kvalitetsarbete/kvalitetspolicy/>

* Policy för kvalitetssäkring och kvalitetsutveckling av utbildning vid Göteborgs universitet (Policy for Quality assurance and CQI)

* Vägledning för utbildningsutvärdering med extern bedömning (Guidence for external review)

* Verktyg för inventering och utveckling av utbildningskvalitet (Tool for inventory)

Göteborgs universitet (2016) Guidance for external review of study courses and programmes