



FINNISH EDUCATION
EVALUATION CENTRE

RE-AUDIT OF HANKEN SCHOOL OF ECONOMICS 2017

Jacques Lanarès
Katariina Raij
Iiris Suomela
Michael Ward
Mirella Nordblad
Touko Apajalahti

RE-AUDIT OF HANKEN SCHOOL OF ECONOMICS 2017

Jacques Lanarès
Katariina Raij
Iiris Suomela
Michael Ward
Mirella Nordblad
Touko Apajalahti



Finnish Education Evaluation Centre
Publications 7:2017

PUBLISHER Finnish Education Evaluation Centre

BOOK DESIGN Juha Juvonen (org.) & Sirpa Ropponen (edit)
LAYOUT Juvenes Print – Suomen Yliopistopaino Oy, Tampere

ISBN 978-952-206-383-0 (pb)
ISBN 978-952-206-384-7 (pdf)

ISSN 2342-4176 (paperback)
ISSN 2342-4184 (pdf)
ISSN-L 2342-4176

PRINTED BY Juvenes Print – Suomen Yliopistopaino Oy, Tampere 2017

© Finnish Education Evaluation Centre

Abstract

Published by

Finnish Education Evaluation Centre

Name of Publication

Re-audit of Hanken School of Economics 2017

Authors

Jacques Lanarès, Katariina Raij, Iiris Suomela, Michael Ward, Mirella Nordblad & Touko Apajalahti

The Finnish Education Evaluation Centre has conducted a re-audit of Hanken School of Economics and has awarded the university a quality label that is valid for six years from 13 March 2017. The quality system of Hanken fulfils the national criteria set for the quality management of higher education institutions, and corresponds to the European quality assurance principles and recommendations for higher education institutions.

In the initial audit conducted in 2013–2014 Hanken School of Economics did not meet the national audit criteria. The development of the quality system required action from the institution and a re-audit. The re-audit focused on the following audit targets:

- The quality policy of the higher education institution
- Samples of degree education at bachelor's and master's level
- The quality system as a whole.

The audit team considers that Hanken has made substantial progress since the initial audit. The quality management procedures have been integrated into one overall system. The Rectorate has taken several initiatives to develop the quality system, to link different quality processes, to formalise procedures and to better communicate about these. A more structured quality documentation and an overall view of the quality system has been developed.

Hanken has made a step forward to support openness and involvement of the community in its quality culture through the development of new tools, communication opportunities, more inclusive decision processes and the clearer and more transparent structure of the quality system. Most of the tacit knowledge which was mentioned in the audit report of 2014 is now explicit.

Hanken's quality system covers the basic duties of the institution and the Hanken Quality Loop is used as a common tool in the development of activities. The quality of degree education is now well-covered and established through the Assurance of Learning (AoL) process. The quality

management procedures are employed systematically and there is strong evidence that a number of changes have been made based on feedback and the AoL process. Hanken works in close relationship with external stakeholders and this has a very positive impact on the planning and the implementation of programmes and upon the career development of students.

The quality culture at Hanken is characterised by a strong commitment to high quality outputs, in line with the ambitions of excellence of the university. The quality culture is currently moving from a focus on international accreditations to a more inclusive and general concern about quality processes. Hanken is encouraged to continue the development of quality management based on its own goals and needs.

Keywords

Audit, evaluation, higher education institutions, quality, quality management, quality system, re-audit, university

Sammandrag

Utgivare

Nationella centret för utbildningsutvärdering

Publikation

Re-audit of Hanken School of Economics 2017

(Omauditering av Hanken Svenska handelshögskolan 2017)

Författare

Jacques Lanarès, Katariina Raij, Iiris Suomela, Michael Ward, Mirella Nordblad & Touko Apajalahti

Nationella centret för utbildningsutvärdering har genomfört en omauditering av Hanken Svenska handelshögskolan och har beviljat högskolan en kvalitetsstämpel som gäller i sex år från och med den 13 mars 2017. Hankens kvalitetssystem uppfyller de nationella kriterierna för kvalitetshantering som fastställts för högskolor och motsvarar de europeiska principerna för och rekommendationerna om högskolornas kvalitetshantering.

Hanken Svenska handelshögskolans auditering genomfördes under åren 2013–2014. Hanken uppfyllde inte de nationella auditeringskriterierna i den egentliga auditeringen. Utvecklandet av kvalitetssystemet krävde åtgärder av högskolan och en omauditering. Omauditeringen fokuserade på följande auditeringsobjekt:

- Högskolans kvalitetspolitik
- Bevis i den examensinriktade utbildningen på kandidat- och magisternivå
- Kvalitetssystemet som helhet.

Auditeringsgruppen anser att betydande framsteg har gjorts vid Hanken efter den egentliga auditeringen. Kvalitetshanteringsrutinerna har integrerats till ett system. Rektoratet har genomfört många åtgärder för att utveckla kvalitetssystemet, att koppla samman kvalitetsprocesser, att formalisera förfaranden samt att bättre kommunicera om dessa. Högskolan har en bättre helhetssyn på kvalitetssystemet och kvalitetsdokumentationen har en tydligare struktur.

Hanken har främjat öppenhet och högskolegemenskapens medverkan i kvalitetskulturen genom att skapa nya verktyg och kommunikationstillfällen, att öka delaktighet i beslutsfattande processer och att förbättra kvalitetssystemets tydlighet och öppenhet. Mycket av den tysta kunskapen som nämndes i auditeringsrapporten 2014 är nu öppen.

Hankens kvalitetssystem omfattar högskolans grundläggande uppgifter och Hankens kvalitetscykel (*Hanken Quality Loop*) utgör ett gemensamt verktyg i utvecklandet av verksamheten. Utbildningens kvalitet säkerställs med den välfungerande *Assurance of Learning* (AoL)-processen. Kvalitetshanteringsrutinerna är systematiska och det finns belägg för att utvecklingsåtgärder har vidtagits på basis av responsen och AoL-processen. Utbildningens arbetslivsrelevans betonas starkt. Högskolan har ett nära samarbete med externa intressenter vilket har en positiv inverkan både på planeringen och genomförandet av utbildningsprogrammen och på de studerandes karriärsutveckling.

Kvalitetskulturen i Hanken kännetecknas av ett starkt engagemang för att uppnå resultat av hög kvalitet. I kvalitetskulturen pågår en förskjutning i fokus från internationella ackrediteringar till en bredare syn på kvalitetsprocesser. Hanken uppmuntras fortsätta utvecklandet av kvalitetshanteringen som baserar sig på högskolans egna behov och mål.

Nyckelord

Auditering, högskolor, kvalitet, kvalitetshantering, kvalitetssystem, omditering, universitet, utvärdering

Tiivistelmä

Julkaisija

Kansallinen koulutuksen arviointikeskus

Julkaisun nimi

Re-audit of Hanken School of Economics 2017

(Hanken Svenska handelshögskolanin uusinta-auditointi 2017)

Tekijät

Jacques Lanarès, Katariina Raij, Iiris Suomela, Michael Ward, Mirella Nordblad & Touko Apajalahti

Kansallinen koulutuksen arviointikeskus on toteuttanut Hanken Svenska handelshögskolanin uusinta-auditoinnin ja antanut korkeakoululle laatuleiman, joka on voimassa kuusi vuotta 13.3.2017 alkaen. Hankenin laatujärjestelmä täyttää korkeakoulujen laadunhallinnalle asetetut kansalliset kriteerit ja vastaa eurooppalaisia korkeakoulujen laadunhallinnan periaatteita ja suosituksia.

Hanken Svenska Handelshögskolanin auditointi toteutettiin vuosien 2013–2014 aikana. Varsinaisessa auditoinnissa Hanken ei täyttänyt kansallisia auditointikriteereitä. Laatujärjestelmän kehittäminen edellytti korkeakoululta toimenpiteitä ja uusinta-auditointia. Uusinta-auditointi kohdistui seuraaviin auditointikohteisiin:

- Korkeakoulun laatupolitiikka
- Tutkintotavoitteisen koulutuksen näytöt kandidaatti- ja maisteritasolla
- Laatujärjestelmän kokonaisuus.

Auditointiryhmän mukaan huomattavaa kehitystä on tapahtunut Hankenissa varsinaisen auditoinnin jälkeen. Laadunhallinnan menettelytavat on integroitu yhdeksi järjestelmäksi. Rehtoraatti on toteuttanut useita aloitteita laatujärjestelmän kehittämiseksi. Eri laatuprosessien välille on luotu yhteyksiä, menettelyitä on yhtenäistetty ja niistä on viestitty. Laatujärjestelmä kokonaisuutena ja siihen liittyvä dokumentaatio on paremmin jäsentynyt.

Hankenissa on edistetty avoimuutta ja korkeakoulu yhteisön osallistumista laatukulttuurin kehittämällä uusia työkaluja ja viestintäkanavia, parantamalla päätöksentekoprosessien osallistavuutta ja lisäämällä laatujärjestelmän selkeyttä ja avoimuutta. Suuri osa varsinaisessa auditoinnissa mainitusta hiljaisesta tiedosta on nyt avointa.

Laatujärjestelmä kattaa korkeakoulun perustehtävät ja Hankenin laatuympyrä (*Hanken Quality Loop*) on yhteinen toiminnan kehittämisen työkalu. *Assurance of Learning* (AoL) on koulutuksen laadunhallinnan ydinprosessi. Laadunhallinnan menettelyt ovat systemaattiset ja on vahvaa näyttöä

palautteen ja AoL prosessin perusteella tehdyistä kehittämistoimista. Hankenissa kiinnitetään paljon huomiota siihen, että sen koulutusohjelmat vastaavat työelämän tarpeisiin. Korkeakoulu tekee tiivistä yhteistyötä ulkopuolisten sidosryhmien kanssa. Tämä vaikuttaa erittäin myönteisesti sekä koulutusohjelmien suunnitteluun ja toteutukseen että opiskelijoiden urakehitykseen.

Hankenin laatukulttuurille on ominaista vahva sitoutuminen tulosten korkeaan laatuun. Laatukulttuurissa ollaan parhaillaan siirtymässä kansainvälisiä akkreditoiteja painottavasta lähestymistavasta kulttuuriin, jossa laatuprosesseihin kiinnitetään huomiota entistä kokonaisvaltaisemmin. Hankenia kannustetaan jatkamaan laadunhallinnan kehittämistä korkeakoulun omien tavoitteiden ja tarpeiden pohjalta.

Avainsanat

Arviointi, auditointi, korkeakoulut, laadunhallinta, laatu, laatujärjestelmä, uusinta-auditointi, yliopisto

Contents

Abstract.....	3
Sammandrag.....	5
Tiivistelmä	7
1 Re-audit targets and process.....	11
1.1 Re-audit targets.....	11
1.2 Re-audit process.....	12
2 The organisation of Hanken School of Economics.....	13
3 The quality policy of Hanken School of Economics	15
3.1 Objectives of the quality system	15
3.2 Division of responsibility related to the quality system.....	19
3.3 Documentation and communicativeness of the quality system	20
4 Samples of degree education at bachelor's and master's level	23
4.1 The Integrated Bachelor's and Master's Programme.....	23
4.2 Master's Programme in Intellectual Property Law	29
5 The quality system as a whole	35
5.1 Comprehensiveness and impact of the quality system	35
5.2 Quality culture.....	38
5.3 The quality system as a whole.....	39
6 Conclusions	41
6.1 Strengths and areas for further development in relation to the re-audit targets...	41
6.2 The audit team's overall assessment	42
6.3 Higher Education Evaluation Committee's decision	42
Appendices	43
Appendix 1. Audit criteria	43
Appendix 2. The stages and timetable of the re-audit process	49
Appendix 3. Programme of the re-audit visit.....	50

1

Re-audit targets and process

1.1 Re-audit targets

The audit of Hanken School of Economics was conducted in 2013–2014. The target of the audit was the quality system that Hanken School of Economics had developed on the basis of its own needs and goals. The focus was on the procedures and processes that the institution uses to maintain, develop and enhance the quality of its operations. In accordance with the principle of enhancement-led evaluation, the higher education institution's (HEI) objectives and the content of its activities or results were not evaluated in the audit. The aim of audits is to help the HEI to identify strengths, good practices and areas in need of development in its own operations. They evaluate whether the institution's quality system meets the national criteria (Appendix 1) and whether it corresponds to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (also known as the ESG).

The Finnish Higher Education Evaluation Council (FINHEEC)¹ decided at its meeting on 20 February 2014 that the quality system of Hanken School of Economics did not meet the criteria set for quality systems. Based on the Council's decision the re-audit focuses on the following audit targets:

- The quality policy of the higher education institution (audit target 1)
- Samples of degree education at bachelor's and master's level (audit target 5)
- The quality system as a whole (audit target 6)

The *Integrated Bachelor's and Master's Programme* and *Master's Programme in Quantitative Finance* were sample degree programmes at bachelor's and master's level evaluated in the initial audit. The Master's in quantitative finance has been discontinued and therefore Hanken was allowed to select another master's programme as a sample degree programme for the re-audit, that is, the *Master's Programme in Intellectual Property Law*.

¹ FINHEEC was previously in charge of the external evaluation of Finnish HEIs and was merged into the Finnish Education Evaluation Centre in 2014.

The same audit criteria are applied in the re-audit as in the initial audit. Therefore, the *Audit manual for the quality systems of higher education institutions 2011–2017* (FINHEEC 15:2012) was used in the re-audit of Hanken School of Economics. In a re-audit, the institution is expected to present evidence showing that it has improved its quality system so that the audit targets evaluated in the re-audit have progressed to at least the level of ‘developing’. The audit criteria are provided in Appendix 1.

1.2 Re-audit process

The re-audit is based on the material submitted by Hanken School of Economics, as well as an audit visit to Hanken on 12–13 December 2016. The audit team also had access to electronic materials that were important for quality management. The main phases and timeframe of the audit process are listed in Appendix 2.

An international audit team carried out the re-audit in English. Hanken was given the opportunity to comment on the team’s composition especially from the perspective of disqualification prior to the appointment of the audit team.

The audit team:

Jacques Lanarès Vice-Rector, University of Lausanne, Switzerland (chair)
Katariina Raij former Director, Laurea University of Applied Sciences, Finland
Iiris Suomela student, University of Tampere, Finland
Michael Ward former Vice-Dean for Faculty Management & Accreditations,
ESC Rennes School of Business, France

The FINEEC staff members:

Senior Advisor **Mirella Nordblad** acted as the project manager for the re-audit and Senior Advisor **Touko Apajalahti** acted as a backup for the project manager.

As noted, the audit team conducted a two-day audit visit to the institution. The purpose of the visit was to verify and supplement the observations made of the quality system in relation to the re-audit targets based on the audit material. The programme of the visit is shown in Appendix 3.

The audit team drew up this report based on the material gathered during the evaluation and on the analysis of that material. The audit team members produced the report jointly by drawing on the expertise of each team member. Hanken was given the opportunity to check the report for factual information prior to the Higher Education Evaluation Committee’s decision-making meeting.

The organisation of Hanken School of Economics

The Hanken School of Economics was founded in 1909 by the local business community. Hanken is the only stand-alone business school in Finland. Hanken has a special responsibility prescribed to it in the Universities Act to educate persons proficient in Swedish for the needs of the country. Hanken operates on two campuses: the main campus is located in Helsinki and the other campus, established in 1980, in the city of Vaasa. Hanken offers education in both Swedish and English languages at both campuses.

The organisation of Hanken is divided into various decision-making bodies, five academic departments and administrative and support units.

Hanken's five academic departments are:

- Department of Finance and Statistics
- Department of Management and Organisation
- Department of Marketing
- Department of Economics
- Department of Accounting and Commercial Law

The Board is the highest decision-making body at Hanken. It appoints the Rector for a period of a maximum five years at a time. The Rector is responsible for the operational management of the institution. The Board also appoints a minimum of two deans on the proposal of the Rector. Each department is led by a head of department and a department council. The organisation chart of Hanken is illustrated in Figure 1.

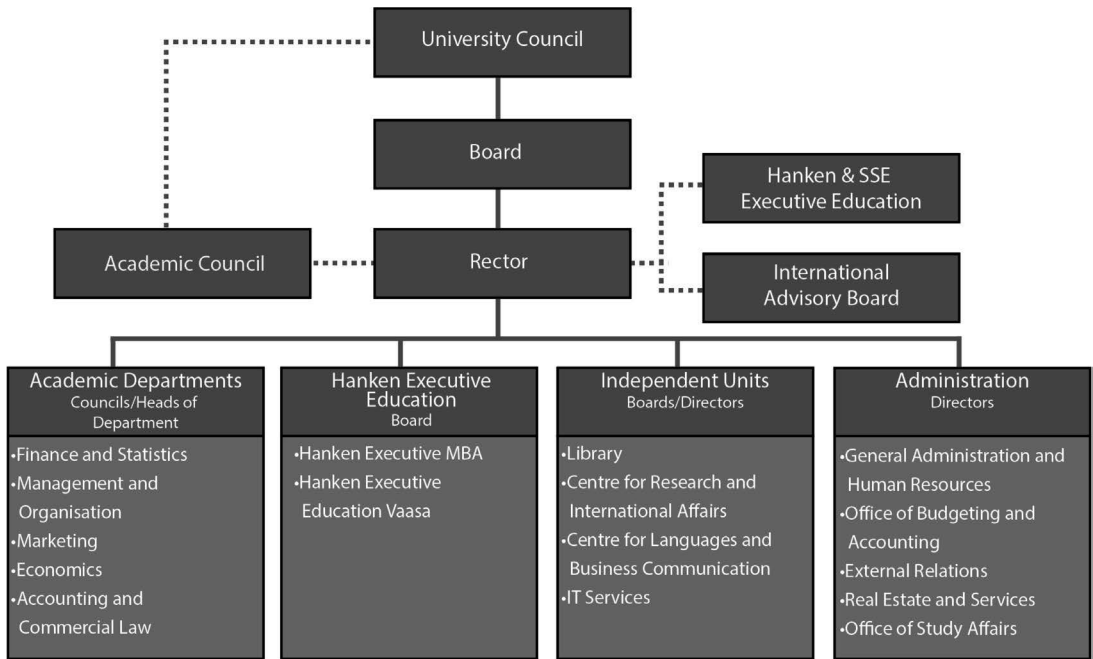


FIGURE 1: The organisation chart of Hanken School of Economics

Table 1 below presents the key statistics concerning the students and staff of Hanken.

TABLE 1: Basic statistics of Hanken School of Economics (source: national Vipunen database)

Degree students FTE (average 2013–2015)	Number
bachelor's	1126
master's	590
PhD	60
Graduation rates (average 2013–2015)	Number
bachelor's	235
master's	272
PhD	14
Staff FTE (2015)	Number
teaching and research staff	122
other staff	107

The quality policy of Hanken School of Economics

The quality policy of Hanken School of Economics defines clearly the quality system's objectives and the management principles although some clarification of the concepts used would be helpful. The objectives set cover the main tasks of the university and are in line with the strategic goals of Hanken. The goal-setting process is an inclusive one. The division of responsibilities is based on the key people's expertise and enables wide participation in the development of the quality policy. The quality system is described in the quality documentation, but further development of the Quality Manual is needed. The information needs of personnel groups, students and external stakeholders have been taken into account. The information produced is communicated in a systematic way to internal and external stakeholders.

*The quality policy of Hanken School of Economics is at a **developing** stage.*

3.1 Objectives of the quality system

According to the development report submitted by Hanken for the re-audit, the quality system is designed to support the implementation of the Hanken 2020 strategy. Hanken's strategic objective is to be an internationally-acknowledged business school and a research-based institution with strong corporate connections by emphasising social responsibility in all its activities. Hanken was in the process of updating its strategy during 2016. The institution's quality policy covers the objectives of the quality system, the operating principles and the division of quality management responsibilities.

As stated in Hanken's development report, the objectives of the quality system are:

- to safeguard a culture that permeates all parts of the university for the benefit of the students, faculty, staff and the local, national and international community
- to ensure that the strategic planning, quality assurance and continuous improvement mutually inform and support each other

- to ensure that appropriate and transparent governance and management structures are in place to guarantee continuous progress in implementing and supporting quality assurance
- to ensure high quality in research
- to ensure high quality in degree and executive education
- to develop student learning through a consistent Assurance of Learning (AoL) process
- to ensure strong connections, community outreach and impact of research
- to safeguard a high level of ambition and commitment towards quality by regularly exposing itself to external accreditations, audits, evaluations and benchmarking projects and by taking advice from these for strategic planning and quality improvement
- to collect and compile quantitative and qualitative data and to conduct periodic surveys in order to get feedback from key stakeholders such as students, faculty, staff, alumni and employers for strategic planning and quality improvement.

Hanken holds the three main business school accreditations EQUIS, AACSB and AMBA (Triple Crown) and maintaining these quality labels is seen as a main objective of the quality system.

In its development report, Hanken has defined the operating principles relating to the quality system in the following way:

- Quality management consists of a generally approved and documented distribution of responsibilities, practices and procedures, and the resources allocated to these.
- The main components of quality management are: Quality Planning, Quality Control, Quality Assurance, and Quality Improvement. The quality management system is based on the Plan-Do-Check-Act model that supports a systematic and continuous cycle of improvement.
- Continuous improvement processes and the monitoring of Key Performance Indicators (KPIs) are used to identify areas of improvement.

The operating principles developed show how the quality management is seen as a process for enabling the achievement of good results.

The audit team commends Hanken for taking into account many of the recommendations of the initial audit. Hanken has integrated its quality management procedures into a single, unified system. In addition, it has improved and developed the descriptions of its quality system, which now covers the objectives, structure and operating principles. The quality system of Hanken is presented in Figure 2. This figure shows how quality policy and strategic goals are seen to be linked. It also presents the areas of quality management and the ways of managing quality. The figure contains a lot of information and the audit team noted that the meaning of the visualisation was unclear for some of the interviewees. Therefore, Hanken is recommended to further develop the visualisation of the quality system in order to improve the clarity of the different elements of the system and their links. The figure of the quality system should also be presented and explained in the Quality Manual.

International benchmarking

- Accreditations (EQUIS, AACSB, AMBA)
- Rankings (FT, U-Multirank)
- Principles of Responsible Management Education (PRME)

Feedback and continuous improvement

- Assurance of Learning (AoL)
- Tertiary reports
- Management reports
- Academic council reports
- Performance agreements
- KPIs
- Student, personnel, alumni, employer surveys
- Course evaluations
- Self evaluation reports
- Peer reviews
- Feedback sessions
- Annual reports
- Well-being surveys (bi-annual)
- National audit (FINEEC)
- Evaluation of research (5 years)

Organisation and processes

- Decision making and process charts (IMS)
- Roles and responsibilities (IMS)
- Councils and boards: Hanken Board, Quality council, Rectorate team, Management team, Academic council, Pedagogical council, Ethics committee, International Advisory Board, PhD Programme Committee, Board of Executive Education

Hanken annual calendar based on the Deming cycle

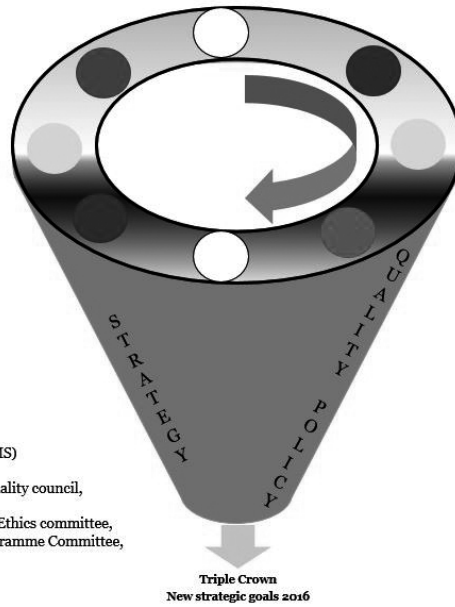
- Board meetings
- Rectorate
- Management team
- Staff team
- International advisory board
- External stakeholder group
- Hanken ambassadors

Personal development and career advancement,

- Development discussions
- Incentive systems in alignment with university KPIs in teaching, research, external funding, staff
- Pedagogical training
- Leadership training
- Faculty development plan

Information and documentation

- IMS Information management system
- Online quality manual with linked documents
- Rector's briefings
- Rector's coffee
- Rector's meetings with students, alumni, ambassadors, fundraising group
- Kick-off
- Department meetings
- Staff meetings



© Hanken

FIGURE 2. The Hanken quality system

Hanken's quality system with its objectives is built around the Hanken Quality Loop, which is a modification of Deming's cycle of systematic and continuous quality improvement which includes the phases of Plan, Do, Check and Act. The Hanken Quality Loop is presented in Figure 3.

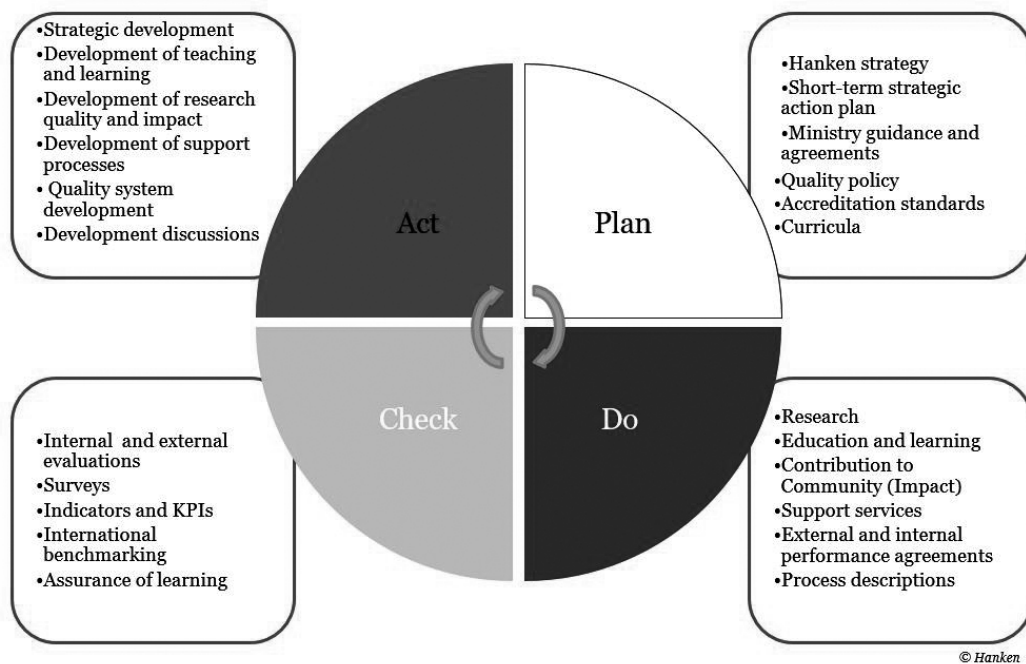


FIGURE 3: Hanken Quality Loop 2016

In the initial audit report it was concluded that the objectives of the quality system remained on a general level and did not match well with the Quality Loop. The objectives are still partly on a general level but do now cover the basic duties stated in the Universities Act, and are more in line with the Quality Loop. The description of the Quality Loop phases, especially ‘Check’ and ‘Act’ phases, which earlier were named as evaluation and improvement phases, has now been improved. In the ‘Check’ phase, for example, the development report emphasises the development of systematic and continuous Assurance of Learning (AoL) as a strength (see chapter 4 for further discussion on AoL). The re-audit visit also showed that the Quality Loop is in use. Hanken is encouraged to continue with the further development of the Quality Loop by making and explaining the links between the Quality Loop and the overall strategic and operational management more explicit, especially in the Quality Manual.

The objectives of the quality system have now been drawn up by the Quality Council and the Quality Management Working Committee (which was established with the purpose of producing the objectives) and discussed in many different committees e.g. the Rectorate, Management Team and the Board. It became clear that many staff members as well as students and different stakeholders were involved in planning the objectives of the quality system. The audit team sees this as an example of how the collective quality responsibility works. Hanken is encouraged to continue this approach and now focus on following up the objectives of the quality system.

The re-audit visit confirmed that the objectives of the quality system as described in the Quality Loop guide the institution's operations. Based on the audit material and re-audit visit, Hanken would benefit from defining more clearly the central quality management concepts and the relationships between them. At the moment, for example, the concepts of 'quality assurance' and 'quality management' are used synonymously, both in Hanken's development report and in the Quality Manual. Also quality as such and quality management are to some extent seen as synonymous especially in the Quality Manual. The clarification of quality concepts would facilitate a shared understanding of the concepts and the induction of new people in quality work.

3.2 Division of responsibility related to the quality system

It was noted in the initial audit that Hanken had no unit coordinating quality management procedures and processes. There was also a lack of process descriptions and definitions of responsibilities. The development report and also the new Quality Manual describe many improvements made in the division of responsibilities related to the quality system. Additionally the organisational structure has been changed. The new bodies are:

- Rectorate: Rector, Dean of Education, Dean of Research, Dean of Education and Operations in Vaasa, Associate Dean of Research and Internationalisation, Planning Manager
- Management Team: Rectorate, heads of all units, heads of departments, Director of the Language Centre
- Pedagogical Council: Dean of Education, programme managers, subject heads, Education Planning Officer, student representatives and administration
- Ethics Committee.

The responsibilities in relation to corrective actions are now defined in relation to the organisational structure. The Board, as the highest decision-making body at Hanken, has the ultimate responsibility for the quality of Hanken's activities. The Rector is nominated by the Board and has the main responsibility for quality management. The Rector, in turn, appoints relevant quality management bodies.

The Quality Council is responsible for the development of the quality system and for international accreditations. The AoL Assessment Committee is responsible for managing the AoL processes of all programmes and the department councils have a role e.g. in curriculum planning. There are two more bodies, related to the main duties of the University, which are the Academic Council and the Pedagogical Council. The former, as a decision-making body, is responsible for developing and evaluating education and research. The main duty of the Pedagogical Council, which is an advisory body to the Dean of Education, is to ensure cross-unit academic and administrative support for improving the BSc and MSc programmes. The working life relevance of all degree programmes and the EMBA is discussed in the External Stakeholder Committee chaired by the Dean of Education. Furthermore, Hanken has the PhD Programme Board as an advisory body

to the Academic Council, the MBA office and the International Advisory Board with specific responsibilities for managing quality work. The Ethics and Disciplinary Committee was established for responding for general ethical issues related to research and education. It reports to the Rector and is chaired by the university lawyer.

The audit team commends Hanken for the fact that since the initial audit it has clearly put an effort into developing the structure and the division of responsibilities related to the quality system. The benefits of having a quality system with more formalised processes and clearer division of responsibilities were also recognised by staff interviewed. Quality management responsibilities have now been divided up by taking into account the strategic goals and by involving more key persons in decision-making processes that concern the improvement of quality. This also indicates that additional resources have been allocated to quality work. The re-audit visit confirmed that there is still a need for further clarification of the division of responsibilities, especially concerning the roles of the many bodies. Hanken is encouraged to continue to reflect on the responsibilities and relations between the different quality management bodies and to further develop the descriptions of the responsibilities included in the Quality Manual and process descriptions.

3.3 Documentation and communicativeness of the quality system

Compared with the initial audit Hanken has developed a more structured documentation and overall view of the quality system. In line with the recommendations of the initial audit Hanken has put an effort into producing the Quality Manual. It is maintained in the integrated management system (IMS) and is available to faculty and staff through the intranet. The main documents are also available on Hanken's website and in the document management system, W3D3. The Quality Manual produced is a good beginning, as also stated by several staff members interviewed, but it still needs to be further developed in order to enhance its use as a concrete tool. Also the purpose of the Quality Manual needs to be clarified.

Rector has appointed two committees for developing the data warehouse and for renewing the document management system. A data warehouse, under construction, is supposed to present Hanken in figures and be the main place for storing performance data. Furthermore Hanken Library, the Human Resources Unit and the Centre for Research and International Affairs manage the processes for documenting faculty qualifications. The re-audit visit confirmed that Hanken is further developing the information system by emphasising the availability of research data.

Hanken has established many bodies with different roles and responsibilities. This has enabled wider participation in quality work, which was also confirmed during the re-audit visit. The members of the main bodies, both decision-making bodies and advisory bodies, seem to represent widely the staff and students, which, in turn, promotes communicativeness of the quality system. The participation of different stakeholders allows for information to be communicated in a targeted manner and to be shared further.

External stakeholders have a role through the Board of Hanken and obviously through the External Stakeholder Committee. The minutes of meetings of different bodies are available in the document management system.

According to the development report and the Hanken Short-term Strategic Action Plan, the annual performance negotiations between the heads of departments and the Rector are seen as an essential element in strategic communication, which shows how follow-up data concerning the strategic goals are divided and used. Hanken has seriously taken into account the recommendations of the initial audit concerning documentation and communicativeness and shows willingness to continue the development work. Improving transparency and communication efficiency has been recognised by Hanken as an area in need of further development.

Samples of degree education at bachelor's and master's level

4.1 The Integrated Bachelor's and Master's Programme

Quality management in Hanken's cornerstone programme has developed notably since the initial audit in terms of supporting both the planning and the implementation of education. In addition to the strong quality culture within the teaching faculty, the programme benefits from the use of the Assurance of Learning system. Several improvements have been made based on the information provided by the Assurance of Learning process and there is clear evidence of the effectiveness of the quality work. Faculty, students and external stakeholders participate in the development of the programme more effectively than before. However, the efficiency of the division of responsibility would benefit from further development. The quality system should also be communicated more concisely and clearly.

*The quality management of the Integrated Bachelor's and Master's Programme is at a **developing** stage.*

The Integrated Bachelor's and Master's Programme is the largest programme of Hanken, with a student body of approximately 1300 students, 25 % of them studying in Vaasa. The BSc degree consists of 180 ECTS credits and the MSc degree 120. Both degrees are completed in Swedish and include studies completed in English. All bachelor's students at Hanken are enrolled in the programme which makes it central with respect to the School's programme portfolio.

Applicants to the BSc degree are not admitted to a specific major. The majors are chosen at the end of the first year of studies. The students can major in: Entrepreneurship and Management and Organisation, Finance, Management and Organisation, Commercial Law, Marketing, Economics or Accounting (Management and Organisation & Economics not available in Vaasa). The BSc graduates can continue with the same major for their MSc degree or choose another major, if eligible. Hanken also accepts applicants directly to the master's programmes, though most places are reserved for students of the Integrated BSc and MSc programme. The majors offered at master's level are the same as at bachelor's level except for the addition of Supply Chain Management and Social Responsibility (Helsinki only).

Quality management related to the planning of educational provision

There is strong evidence of the systematic implementation of the Assurance of Learning process through Hanken's Quality Loop

The curricula of the programme follow the Hanken Degree Regulations which are approved by the Board of the School and which define the degree structure and the main objectives. The curriculum and learning objectives are reviewed annually, following Hanken's Assurance of Learning (AoL) process.

Assurance of Learning has a decisive role in the quality management of both the degree programme as a whole and individual courses. Hanken has developed its AoL process in conformity with the requirements for accreditation from the Association to Advance Collegiate School of Business (AACSB) which was obtained in 2015. This means that each degree programme is required to explicitly state the learning goals and the learning outcomes which students are required to achieve in order to be awarded the relevant degree. This achievement is measured by means of pre-established rubrics which describe different levels of performance with reference to measurements made at regular intervals. In addition each taught element is required to assess a student's performance with respect to pre-defined learning objectives. AoL corresponds to the Plan, Do and Check elements of the Hanken Quality Loop, annual review of which makes it possible to identify changes needed in order to improve the planning and implementation of the learning - the 'Act' of the Hanken Quality Loop.

The learning objectives, content and teaching methods of individual courses are chosen through a purposeful and well-functioning system. The AoL Assessment Committee oversees the AoL process at Hanken. It develops the learning goals and the measurable learning objectives, approves the rubrics and analyses the assessment reports on students' performance compiled by the faculty. These reports are also analysed by the department councils, and both may propose changes to the curricula or the AoL system. In addition to the AoL process, Hanken degree programmes also follow an annual planning cycle, which based on the interviews provides structure and support to the annual planning process. In this process course feedback is systematically reviewed at different levels of the organisation (the teachers involved, Heads of Department, Dean of Education, Rector and department councils) and based on the re-audit visit also acted upon. The re-audit visit also confirmed that other information besides student performance and feedback is considered in the planning process, such as latest research and also feedback from partner companies and alumni. Faculty teaching on the programme are responsible for designing and improving the individual courses. The department councils are responsible for proposing improvements to curricula, the curricula for all subjects of the department (every second year) and the syllabus (every year). All proposed major changes go through the Dean of Education as she has the overall responsibility for programme management and development of the Integrated BSc and MSc Programme. The final approval is made by the Academic Council.

It seems that the collaboration between the programme's teachers at the two campus areas has improved since the AoL process was introduced. Teachers interviewed said that courses are planned together with their colleagues and planning meetings are organised for the entire programme in which changes for the next academic year are discussed.

The Office of Study Affairs takes part in the annual process of curriculum planning by offering support and making sure that the different standards and regulations are followed. The Office also meets students annually to approve their individual study plans, a procedure that was commended by the students interviewed by the audit team.

The audit team notes that there has been a significant improvement in the coherence and effectiveness of the quality management of the planning of educational provision since the initial audit. The procedures which have been developed, particularly those linked to AoL, are employed systematically and there is strong evidence that they have produced new developments and solutions to difficulties encountered on a number of occasions, albeit relatively recently.

Connection to the latest research is mainly ensured through teaching staff being actively engaged in research

As mentioned, research is also taken into account when curricula and teaching methods are planned. Within departments, faculty discuss research and share recent developments in their respective fields of specialisation and this is used when planning education at Hanken. The students interviewed appreciated that all teachers undertake research which they integrate into their teaching. Some of the students interviewed had also participated in research projects as a part of their studies.

However, the Integrated BSc and MSc Programme would benefit from more active and more frequent cross-departmental communication to ensure that scientific developments and ideas for improving education are shared throughout the faculty thus furthering the development of the programme as a whole.

Hanken places a lot of emphasis on the relevance of its degrees to working life

In terms of lifelong learning Hanken focuses a lot on students' working life competences and contacts with future employers. In the interviews it was also mentioned that the faculty aim to inspire students to constantly learn more about the most recent research and other developments in the fields studied.

Hanken maintains very close links with the world of work via a number of different formal and informal channels - through practices such as the alumni portal and the Alumni Council, the Hanken Partner Companies, the External Stakeholder Committee and events such as working breakfasts. Learning goals and objectives of all programmes are monitored by the External Stakeholder Committee which is also involved in developing the curriculum in accordance with working life needs. Based on the audit material, results from the national Bachelor's Graduate Survey and surveys by Finnish Association of Business Graduates (SEFE) for BSc and MSc are

monitored. The alumni survey as well as the External Stakeholder Committee provide information that feeds into the quality management of students' working life competences. However, based on the interviews, it seems that the quality management of students' working life competences is mainly based on non-structured communication with employers. Feedback is mainly gathered through informal communication with alumni and bodies that only represent a small number of Hanken graduates' workplaces.

A more structured system for getting feedback on which competences are sought by potential employers would provide better data for assessing whether the education has been successful in relation to this. Although information from partner companies and alumni is gathered regularly, information from public sector employers and non-governmental organisations could also be targeted systematically in order to give a more holistic and varied view of working life outside of the private sector.

Quality management related to the implementation of educational provision

Close corporate contacts and the international learning environment are emphasised in the programme

The AoL process described above has a significant role in the quality management related to the implementation of educational provision. The learning goals of the programme as a whole are measured during the parts of it that are mandatory: the basic courses in economic sciences, the BSc and MSc theses and the mandatory language and business communication courses. In addition student feedback has a significant role in providing information based on which the educational provision is constantly developed.

It was recommended in the initial audit that common guidelines and templates should be introduced for course descriptions. This is now done as part of the AoL process and is appreciated by the students interviewed. The Office of Study Affairs monitors the course descriptions and ensures that there is enough variety in teaching and learning methods and indeed a variety of such methods are used, including lectures, exercises, presentations, simulations, and games.

Hanken puts a lot of effort into the working life contacts and supporting students' careers through career planning. Students are offered a lot of opportunities to interact with corporate representatives during their studies through, for instance, collaboration projects and case studies as well as other corporate and alumni events organised by the School. Corporate representatives also actively take part in teaching activities and in mentoring students.

In order to make sure that all students on the programme are prepared for a career in an international environment, a mandatory semester abroad is included in the studies at BSc level, places for which are being allocated on the basis of study performance. The Centre for Research and International Affairs is responsible for coordinating the exchanges. The exchange is integrated well into the studies and the students are supported well by the School. Feedback is systematically collected and used to enhance the effectiveness and quality of the exchange.

Assessment methods are consistent and clear and student feedback is systematically processed

Hanken's use of AoL learning goals and learning objectives, with the associated rubrics which carry achievement descriptors, is successful in developing the quality of teaching as well as assessment methods. Students are assessed for both skills and knowledge acquisition in as fair and objective, but also wide-ranging, a manner as possible. A specific strength is the successful communication of the assessment methods to students. Based on the interviews it seems that students have a strong sense of how they are being assessed, which helps them to manage their workload and plan their studies. The assessment methods range between presentations, company-based exercises and case studies and more traditional end-of-course exams and papers. However, it would appear, based on Hanken's own assessment in the development report, that assessment still relies too much on traditional exams and other types of examination should be developed.

The interviews confirmed that feedback on courses is collected and used systematically. Electronic course feedback is collected for all courses and as mentioned earlier there is a systematic annual process in place for dealing with the course feedback. In addition to the electronic feedback teachers sometimes also use other ways of collecting more detailed feedback on their courses. Informal feedback has also an important role due to the small size of the School.

There are both formal and informal systems in place for controlling the workload of both students and teachers. Measures to control and monitor the workload of staff and students include, for example, a biannual wellbeing survey, student feedback and discussions in the form of annual career development discussions and several informal discussion forums.

Pedagogical support for teachers is provided by the Office of Study Affairs. Different development projects (e.g. computer assisted learning), teaching days and discussions are organised, either on an ad hoc or continuous basis. However, to promote the development of teaching Hanken is encouraged to place more systematic emphasis on pedagogical training and professional development. Even though there are now some systems in place, such as the co-operation with the University of Helsinki to provide such training, pedagogical competences are not being consistently rewarded by the career system at Hanken.

The quality system has developed notably since the initial audit

The quality management procedures place strong emphasis on the quantitatively-measured results of students as well as on student feedback. The Hanken quality loop seems to work well in using these results for the development of education. At the time of the initial audit, the AoL process was in its early stages and there was no evidence that the AoL-based quality loop had been closed. The audit team commends Hanken for the significant effort that has been made to make these procedures function, which shows in their systematic and mostly successful use. Based on the audit material and re-audit visit, a number of changes have been made either resulting from the AoL process or from feedback. For instance, workloads of students are more balanced and a mandatory Introduction to Academic Studies course has been introduced as a response to AoL assessment results. Several examples of the development of teaching methods were also mentioned during the re-audit visit.

However, concerning the development of the programme as a whole, the system seemed to be overly dependent on the Dean of Education. The audit team recommends that Hanken further divides responsibilities, institutes more formal channels of cross-departmental and cross-subject communication and develops clearer communication about the quality system.

The audit team also encourages Hanken to further develop the quality system through greater use of indicators and enhancing the degree of formalisation. More qualitative indicators could be developed to provide more ways of measuring whether the strategic goals of Hanken have been fulfilled in education.

Participation in quality work

Based on the interviews, both staff and students seem to be very active and committed to quality work. The importance of course feedback was emphasised, but students valued also the collegial atmosphere –students are easily able to contact teachers about their concerns. The faculty are responsive and students have heard about changes made to existing courses and new courses introduced based on their feedback. Students participate in the planning and development of the programme also through official bodies such as the department councils. However, for some interviewees the quality system seemed somewhat unclear. Therefore the audit team recommends clearer communication about the system. In particular students not involved in student union activities seem to be in need of more information. The role of the student union is currently very significant in students' involvement in the quality system and there is too much reliance on personal communication.

The external stakeholders' main input in the development of the programme is through the External Stakeholder Committee and the AoL process. As the teaching faculty mentioned, feedback is also received from companies, such as the Hanken Partner Companies, which participate in courses or are engaged in research projects. Hanken alumni are also actively involved in the education and events organised at Hanken.

It was mentioned in the interviews that an online survey was used successfully to involve more students and faculty in Hanken's strategy process. Such a system could be used more widely and be useful in including more people in quality work. The collection of systematic and formal feedback could be broadened to areas beyond just course-related.

4.2 Master's Programme in Intellectual Property Law

The Assurance of Learning system is used to provide a sound basis for quality management and it has now been in operation long enough to have brought about a number of improvements in both the planning and the implementation of the programme. There is strong evidence of enhancement and that the effects of improvements made are monitored. The different stakeholders participate well in, and are committed to, the development of this programme and also to the advancement of quality management. There is still a need, however, for greater formality in the system and for a more critical examination of some of the indicators used, not all of which need be quantitative.

*The quality management of the Master's Programme in Intellectual Property Law is at a **developing** stage.*

The Master's Programme in Intellectual Property Law (MScIPL) has the same structure and is managed in the same manner as for all the MSc taught in English at Hanken, of which there are currently 6. It is a two-year, full-time programme with a total of 120 credits, 90 of which are awarded for the successful completion of IPL-specific courses and 30 for the research thesis. Though the number of applicants frequently reaches more than 100, numbers admitted have traditionally been small (in early years fewer than 25 but more recently rising to reach 37 in 2015). The students are mainly Finnish, the majority with a background in Law, but Hanken is currently seeking to widen the appeal to international students.

The programme is taught in English by a combination of full-time Hanken faculty, researchers from the Intellectual Property Rights (IPR) unit² and visiting professors and adjunct faculty, including professional practitioners.

Quality management related to the planning of educational provision

The Assurance of Learning system is the basis of the quality management

For the MScIPL there is a Programme Manager/Co-ordinator who reports to a Department Council and to the Dean of Education. A Programme Management Team assists the Programme Manager and undertakes the initial stages of planning and development; however, changes of anything of but a minor nature have to be approved by the Dean of Education and the Academic Council.

The MSc IPL Management Team consists of the Programme Manager/Co-ordinator plus faculty teaching on the programme and one student member. As for other Hanken degree programmes the Assurance of Learning (AoL) system (see Chapter 4.1) provides the basis of Hanken Quality Loop. Thus the programme learning goals and objectives are defined and re-examined annually. The four general learning goals, which are the same as for all the English-language MSc and which have been developed into nine learning objectives (LO), are available online and are explained to students during the 'Kick-Off' induction programme. For each of these there are measure

²The IPR University Center is a joint institute of six Finnish universities: University of Helsinki, Aalto University, University of Turku, Hanken School of Economics, University of Eastern Finland and University of Lapland. It is hosted by Hanken.

points and rubrics which detail the tasks and levels of accomplishment required and constitute a basis for corrective action (the 'Check' and 'Act' of the PDCA loop). Each taught element of the programme is also required to make explicit its own LO so that students know what they are required to achieve and how they will be assessed for that element. The programme, course outlines and LO as well as course feedback are reviewed by the Programme Management Team and by the Department Council. There is also input from new research findings and changes in the subject area as well as from the business community. As mentioned in the interviews, this is collected from a variety of sources, including external stakeholders and outside experts and analysed by the Management Team and then by the Office of Study Affairs before proposals for changes are submitted to the Dean of Education and to the Academic Council for examination and final approval. These procedures are now regular and systematic, whereas at the time of the initial audit only a beginning had been made with this.

The audit team were informed about a number of changes resulting from the AoL process and the Quality Loop at programme level – for example, improvements to admissions procedures, introduction of new courses and improvements in support services (such as enhanced aid with thesis-writing for non-native English speakers) and it is clear that such changes were evidence-based and that the effects are being monitored. The full AoL cycle normally covers a 5-year period but individual courses and many programme elements are reviewed annually and this is something which has been established now for 3-4 years for the MSciPL.

Close links with research and the world of work enhance the relevance of the programme

Close links with the IPR University Center and other partner universities, including with PhD students studying at Hanken and elsewhere, and the fact that all faculty members teaching on the programme are active researchers in the field combine to ensure that changes and developments in IPL are reflected in the evolution of the programme. For example, prompted by information from professionals in business and adjustments to the learning goals, a new course focusing on business practice, IPL and Business Strategy has been introduced.

Some of the students interviewed expressed a desire to follow-up their MSc with PhD studies, in order to become specialists in a specific area while others seemed more inclined to taking up, or continuing with, a career in business or the law. In all cases they are encouraged to keep abreast of developments in their field both during and after completion of their MSc by, for example, attending IPR University Center events and seminars.

At the same time, membership of the Hanken alumni association gives graduates lifelong access to certain of the university's activities, such as workshops, mentoring and presentations.

Hanken is a Business School, moreover one which maintains very close links with the world of work. The students interviewed spoke highly of the relevance of their studies to their future careers and indeed a number of them are managing to combine their studies with part-time working, principally in order to maintain contacts with the legal and business fields. That a number of people teaching on the programme are guest lecturers drawn from business organisations enhances the relevance of the programme considerably.

Quality management related to the implementation of educational provision

Students were positive about their learning experience and the support provided by the programme staff

At the implementation level the programme management has sought to develop a flexible learning environment and a diversity of teaching and assessment methods, for instance adapting the timetable to meet the needs of students with work or family commitments. Online teaching via the Moodle platform has also been developed as well as video recordings of lectures and other internet-based teaching tools. It is pleasing to note that in this teachers are being encouraged and helped by the university and that it represents application of the Hanken Quality Loop.

All students are required to draw up a study plan for progressing through the programme, taking account of their personal needs and interests, and this has to be approved by the Programme Manager/Co-ordinator. The study plan is revisited from time to time throughout the time of studies.

A variety of assessment methods are used, including group work, case studies, presentations, company-based assignments and learning diaries, as well as more traditional end-of-course exams and term papers, something of which the students encountered were appreciative. Use of AoL and the Hanken Loop means that the appropriateness of the assessment methods used is reconsidered by teachers but also by programme management on an annual cycle, using relevant indicators of both a quantitative and qualitative nature.

Students interviewed by the audit team were on the whole very positive about their learning experiences. They also gave evidence of how they are able to link their assignments to their working lives, for example by developing a real-world business problem into a topic for their MSc thesis. In addition in one course it is possible to study alongside engineers from Aalto University and this too was cited as being of benefit because students felt it gives a more practical, very different perspective to combine with a more intellectual, 'academic' approach.

One concern identified as a result of monitoring student progress is the number of students either taking too long to graduate or not graduating at all. To a large extent this appears to be the result of such students continuing to work part-time in parallel with their studies in an effort to further their careers and also to finance their time at the university. This has led the management of the programme to institute changes, including timetabling flexibility and alternative means of access to lectures, designed to alleviate this problem, a clear example of the application of Quality Loop to programme implementation.

The teaching staff is qualified but teachers' pedagogical development could be more systematically supported

As mentioned in the introduction to this section, the MScIPL makes use of a large number of visiting and adjunct faculty, all of them, the audit team was told, either Academically Qualified (AQ) or Professionally Qualified³. All full-time faculty from Hanken teaching on the programme are AQ.

³'AQ' and 'PQ' are terms employed by AACSB and are objectively defined and determined. For accreditation by AACSB a minimum of 90% of the teaching on a programme must be assured by faculty thus defined.

Those interviewed said that the university strongly encourages faculty to undertake pedagogical training and that opportunities were given, for instance, through a Moodle site and six-monthly workshops to exchange ideas and best practices in teaching. The Programme Coordinator had herself benefited from an international teachers' programme held in France and IPL teachers had been elected 'teacher of the year' on more than one occasion. This is positive but is an area which would benefit from being further developed.

Teachers' competence is assessed partly from student feedback but this is used with caution. As mentioned by faculty interviewed, continuous poor evaluations from students may lead to discontinuing cooperation with adjunct teachers. Electronic course feedback is collected as in other Hanken courses, but the students said that due to the small size of the programme most problems with teaching were sorted out either directly with the teachers themselves or by the Programme Manager.

There is evidence of the quality system's enhancement-effect on the programme's implementation

With respect to quality management for the MScIPL, processes are in place and can be said to function well enough, so that implementation is well-supported. The annual development and revision of the programme and course curricula is systematic, as is the review of student feedback and these provide the basis for proposing and implementing changes. However, there is still considerable reliance on informal methods. This works well enough while the number of students is small and when management and teachers are highly committed and their turnover limited. It is nevertheless recommended that procedures be made more systematic, with greater use of indicators for functions other than just the teaching evaluation, in order to limit the harm done should key persons be absent or leave and also to provide concrete justification for actions taken. At the same time there is a need in certain instances to more fully monitor the impact of changes made; otherwise mistakes may be made and problems go unnoticed or unanticipated.

There is definitely evidence of enhancement and a commitment to quality-led change. The management of the programme is underpinned by the systematic application of the Hanken Quality Loop and the commitment and investment of the teaching team. Having a Programme Manager/Co-ordinator is a positive feature and the students interviewed expressed satisfaction with the results. Moreover, as far as the MScIPL is concerned, the university now understands that 'quality' means much more than just 'level of academic achievement'. The programme management has a well-developed quality culture and in this is encouraged and backed up by the university. The quality system is still in its early stages but there is no reason to think that what has been put into place is not proving fit-for-purpose. All that is needed now is to strengthen the PDCA cycle and to maintain this momentum in the future through further use of indicators, including those of a qualitative nature, and enhancing the degree of formalisation.

There is now growing evidence that Hanken has developed practices and a methodology conducive to quality enhancement of its English language MSc programmes.

Provided that the AoL system, and the measures and indicators it uses, is extended to encompass all activities associated with the quality management and its use is not limited to just obtaining outside accreditations, the quality work for the MSc should continue to develop positively.

Participation in quality work

At the specific level of the operation of a small degree programme, moreover one which is run in English in a Swedish language environment, it is difficult to assess accurately the degree of participation of all stakeholders. As far as the Programme Management Team is concerned, participation and commitment are at a high level, while faculty members have clearly accepted the value of AoL in application to their teaching.

Students' official participation is guaranteed through the student representatives in the IPL Programme Management Team, Department Council and Academic Council. The programme's students are highly active and their participation is welcomed by the programme staff. This participation can however be characterised as 'reactive' rather than 'proactive' and informal contacts play a greater role than does the official representation on committees.

As for the Integrated BSc and MSc Programme (see chapter 4.1) structures have been put in place for the participation in degree planning and implementation of external stakeholders from partner universities and the world of business. Also, as mentioned already in this chapter, extensive use is made of external adjunct teachers, many of them from professional organisations, while the close links with the IPR University Center also provide input from external professional stakeholders.

For these reasons it can be said that personnel groups and students are all involved in a meaningful manner and that external stakeholders also contribute to quality management with respect to this MSc programme.

The quality system as a whole

Initially focused on obtaining the “Triple Crown” (international accreditations) Hanken is now developing a wider view of quality management. The new Rector and her team has taken several initiatives to link different quality processes, to formalise procedures and to communicate about these and to involve the Hanken community. Even though this is a work still in progress, significant developments have occurred. The quality system covers the basic duties of the institution and has an impact on the operations. There are multiple links between the different elements of the quality system constituting a functioning system. A quality culture aiming at excellence is strongly shared at all levels at Hanken.

*The quality system as a whole is at a **developing** stage.*

5.1 Comprehensiveness and impact of the quality system

Hanken’s strategic objectives are followed through in the quality system

The strategy is at the heart of the development of the institution. It includes sub-strategies for each basic duty (Teaching, Research, Societal impact), derived from the general strategic plan. The strategic planning process of the updated Hanken strategy has been quite inclusive, since several groups and individuals have been able to contribute and comment. The strategy covers the basic duties of the university including the objectives related to the performance agreement with the government and specific developmental objectives identified by the Rectorate and the Board.

The strategy is the central pillar of the quality system. This is clearly stated in Hanken’s development report and was underlined by several interviewees during the re-audit visit. Everything in the quality system is conceived to support Hanken’s development and strategic operations. The great importance given to the strategic planning and fulfilment of the strategic objectives was already a reality at the time of the initial audit as made explicit in the audit report of 2014. It is still at strong priority in the institution and in the development of its activities. The way in which strategic

objectives have been set for different levels (faculties, departments, individuals) is well done and creates very good conditions for the operationalisation of the strategy and the coherence of the work in the whole institution.

Therefore the strategic planning and its follow up is a core process of Hanken's quality system. The elaboration and follow-up of the plan are part of the Hanken annual calendar, which is a description of when each step of the quality processes is performed over the year. These different steps have been put in parallel with Hanken's PDCA-based Quality Loop; for example, strategic planning corresponds to 'Plan' and Tertiary report to 'Check'. The follow-up is done regularly, on this basis, at different levels (e.g. weekly reports at Rectorate level, trimestrial reports at Board level) and is supported by the information system. Indicators play a central role at Hanken in establishing and monitoring strategic targets and objectives. The Key Performance Indicators (KPIs) obviously play a critical role in the 'Check' phase and are properly used to take corrective measures if needed, such as new actions regarding fundraising for research or the modification of programmes. Even if it is fully understandable that the indicators are mainly quantitative, the audit team strongly suggests Hanken to consider integrating more qualitative indicators with the quantitative ones. A mix of quantitative and qualitative indicators would enable the School to better follow the impact of different activities.

Hanken, as recommended during the initial audit, has established a Quality Manual which describes all the structures, processes and measures to support the development of the institution as well as increase the quality of its activities. As mentioned in Chapter 3, this manual makes explicit the quality objectives of the quality system. These objectives cover the basic duties of the university and also promote the development of a quality culture. Moreover Hanken has defined specific quality objectives for each core activity.

To meet these objectives the institution has established structures and procedures to improve the quality of these activities and the work is supported by a new Information and Management System (IMS).

Quality of degree education is well-covered and established through the Assurance of Learning process

As far as structures are concerned, the Academic Council is the main body which decides on teaching issues, but decisions are prepared at departmental level (department councils), at programme level (programme director or subject head) and by the Pedagogical Council for more transversal issues. The Dean of Education has the overall academic and programme management responsibility. The specific role of these structures is clearly defined and was understood by members of the staff met during the re-audit visit.

As far as processes are concerned, a major achievement during the last years has been the implementation of AoL as a core process. The staff is developing ownership of this process and they make good use of it as a quality tool. This has impact on teaching and programmes (see Chapter 4 for details).

The School regularly seeks feedback from different stakeholders (including students and external partners) through surveys, group discussions and informal meetings. During the visit the audit team was able to learn about modifications of programmes following evaluations. The process for getting student feedback functions properly but is currently mainly limited to individual courses. These internal surveys are complemented by the results of the national Bachelor's Graduate Survey and the surveys by the Finnish Association of Business Graduates (SEFE) for BSc and MSc. Surveys at different scales or perimeter (e.g. one study year) would give a better understanding of students' needs and expectations. Furthermore, students talked about some teachers telling them about changes made based on previous group's feedback, but this is not done systematically by all teachers. A more systematic feedback to students after evaluation would increase the impact of the process and secure a higher response rate.

Teaching is given value at Hanken and opportunities have been created to support the development of teaching competencies ('pedagogical activities' like 'Day on teaching' or pedagogical coffees). Support is also provided by the Office of Study Affairs, for example, for the digitisation of education. Academic staff attend these activities on a voluntary basis. Hanken would benefit from having stronger links between evaluation processes at individual and collective level and supportive pedagogical measures. This could encourage more academics to participate in pedagogical development activities and it would also reinforce the systematic and continuous improvement in line with the Hanken Quality Loop.

Structures and processes are in place to assess and improve research at Hanken

The research strategy is elaborated at Rectorate level and backed by the Board. It is a part of the general strategy of Hanken. Heads of departments are responsible for the implementation of the research strategy.

The monitoring of research activities and outputs is done by the Rectorate, at institutional level (trimestrial reports on KPIs related to research) and heads of departments, at departmental and individual level (annual development discussions). This regular monitoring is complemented by international peer-review evaluations which constitute the basis for determining the areas of strength for further development of the University over the next five years. These focus areas for research are afterwards approved by the Board.

The evaluation of research activities is based on several commonly-used indicators (e.g. publications, external funding), defined in line with the strategy and fed into an information system (data warehouse) that has been recently further developed and offers easy-to-consult and up-to-date data. The systematic annual development discussion is a clear occasion to evaluate individual results as far as research is concerned and to decide on improvements. This process appears to be efficacious. Based on these evaluations re-adjustments are regularly made, at individual level (new objectives) or institutional level. For instance, the Rectorate reacted through an institutional plan to the reduction in external funding for research.

A great importance is given to societal impact

There is also a sub-strategy for societal impact. The activities are centralised under the External Relations Unit, but many bodies and members of the leadership are involved in these activities. Much of the collaboration is done at departmental level and is mainly project-based (research or other forms of partnership). The institution is still working to find the best way to monitor these activities at institutional level. It is currently a combination of qualitative indicators, related to specific projects and quantitative ones like the employment of students. The collaboration projects are properly followed up, as underlined by the stakeholders met by the audit team. Strong relations with alumni and the several ways used to collect feedback (e.g. surveys, meetings, individual contacts) ensure continuous improvement for more transversal activities.

Overall, all structures and processes in place are there to support the elaboration, implementation and evolution of Hanken's strategy. They cover the main needs in that purpose and are supported by an efficient information system.

5.2 Quality culture

The quality culture at Hanken is characterised by a strong commitment to high quality outputs, in line with the ambitions of excellence of the university, aiming at international visibility. This was already underlined in the initial audit report. The quality culture is currently moving from a focus on international accreditations (Triple Crown) to a more inclusive and general concern about quality processes.

With the development of new tools, communication opportunities, more inclusive decision processes, and the clearer and more transparent structure of the quality system, Hanken has made a step forward to support transparency and involvement of the community in its quality culture. On the one hand, a number of committees have been set up to discuss different issues (e.g. Quality Council and Quality Management Working Committee, Pedagogical Council). On the other hand, Hanken's community has been consulted and given the opportunity to comment on certain central tools and procedures (e.g. Strategy, Quality Manual). These are certainly good ways to spread the quality culture. The Rectorate regularly seeks feedback from various stakeholders at all levels, both internal and external. However it should be mentioned that the way the feedback is used is not always clear which suggests that the 'Act' phases of the activities could be consolidated.

Generally the staff met by the audit team were aware of the core elements of the quality system and also the changes in the quality system. The audit team heard of several examples of the benefits identified by the staff which had been brought about by these changes, for instance, the streamlining of recruitment process, the induction of new staff, and the accessibility of documentation. Naturally, as in many institutions, the more people have managerial responsibilities the more they know about quality and are involved in quality-related activities.

5.3 The quality system as a whole

In line with the recommendations of the previous audit, Hanken has focused on integrating the quality management procedures into one overall system. Overcoming its reservations about formalisation, Hanken has produced a Quality Manual which depicts this overall approach and aims to give a holistic view. Based on the audit material and interviews, further work on the Quality Manual is recommended to increase its readability. The conversations confirmed that for some the overall vision of the quality system was not conveyed through the Quality Manual. The “big picture” is a bit lost in the details of the manual. Interviewees mentioned that they appreciated being able to find everything in one place. Gathering all information related to quality at the same place, in a dynamic way (links to documents, easily updated) is a positive move to root quality in daily operations.

An effort has been made to clarify all responsibilities and they are understood by the staff. The processes underlying quality improvement for basic duties are also described. In other words, most of the tacit knowledge which was mentioned in the audit report of 2014 is now explicit and this is appreciated by newcomers as well as by longer-serving collaborators. Quality tools and processes, including the new ones, have been incorporated into what are considered as being the facets of the quality system (international benchmarking, feedback and continuous improvement, organisation and processes, Hanken’s annual calendar, personal development and career advancement, information and documentation). These tools and processes concern *planning* (e.g. annual calendar), *monitoring* (e.g. different reports), *information and clarification* (e.g. online Quality Manual) or *support for development* (e.g. Faculty Development Plan).

Some of these developments are quite recent and are still “work in progress” but as mentioned they illustrate the will of Hanken’s leadership to go beyond international accreditations. There are functional links between different elements of the quality system (see Figure 2), for example, between strategy and development discussions, or between AoL and accreditation. However, visually the different elements of the quality system may appear more as a list of topics than as related processes creating a system. Clarification of the relations between the main processes would help understanding of the general picture and how the system operates.

In the same way and for the sake of integration, different aspects of Hanken’s activities have been linked to the Hanken Quality Loop (see Figure 3), with the intention of identifying what in Hanken’s quality-related activities correspond to the four phases of the Deming cycle. In other words, Hanken has established procedures and processes that belong to each quarter of the cycle, for instance, Hanken Short-term Strategic Action Plan for ‘Plan’, support services for ‘Do’, indicators and KPIs for ‘Check’ and development of teaching for ‘Act’. It appears, based on Hanken’s development report and interviews, that the Hanken Quality Loop is systematically used for the core quality activities. The Loop is quite new for some individuals and Hanken should pursue its efforts to establish this way of thinking and working at individual level. This concerns particularly the “second loop”, that is, the follow up on the impact of measures taken.

The audit team believes that a more systematic representation of the different phases (PDCA) for the six elements of the quality system would improve the understanding of its overall logic. This could mean a more systematic description of the links between the six elements of the quality system and the different phases (when and how it is planned, checked, developed etc.). This would further increase the efficiency of the system as a whole and would strengthen the relevance of quality activities to the different actors of the institution.

As a whole, the system is functioning and as mentioned several times in this report the audit team heard many examples of improvement measures carried out after evaluation or feedback. The audit team also heard several testimonies that a number of these quality tools and processes were useful. However, wider, more diverse communication could create greater awareness of the benefits or added value of these tools and processes, beyond international accreditation and recognition. This would help to make their relevance more obvious to everyone.

The overall impression of the audit team is that Hanken has really moved forward since the initial audit. The Rectorate has initiated several actions to further structure quality processes and has improved communication as well as availability of documentation and data, to involve Hanken's community and external world in quality work and to integrate all quality activities in an overall concept going beyond Triple Crown accreditation. All these efforts are certainly beneficial to the institution and are well accepted by the Hanken community, which is strongly oriented towards a culture of excellence. Hanken is encouraged to continue the development of quality management based on its own goals and needs.

6

Conclusions

6.1 Strengths and areas for further development in relation to the re-audit targets

In summary, the main strengths and areas for further development with respect to the three audit targets evaluated in the re-audit are presented below.

The audit team commends Hanken for the development work that has taken place since the initial audit. The following are considered as the main strengths of Hanken's quality policy, quality system and the degree programmes audited:

- Hanken has developed an integrated quality system, which has objectives, division of responsibilities and documentation based on its own needs and goals. All information related to quality is now centrally available in the Information and Management System improving the usability and reliability of the information.
- The decision-making processes have now been made more inclusive and transparent, which is contributing to the positive development of quality culture.
- The Assurance of Learning process and the information it produces have been made good use of in implementing the Hanken Quality Loop. It works well in terms of quality management and is already producing positive results in the development of degree programmes.
- There is a strong commitment to quality work at Hanken and the Hanken Quality Loop is used as a common quality management tool.
- There is a strong link between the Hanken strategy and quality management.
- The work on the division of responsibility related to quality management has improved considerably quality management at Hanken.
- Hanken works in close relationship with external stakeholders and this has a very positive impact on both programme planning and programme implementation and upon career development.

In the further development of its quality system, the audit team recommends Hanken to consider the following:

- Hanken would benefit from the further development of its quality work by focusing on the definitions of the quality concepts used and by systemising their use. This would enhance a shared understanding of the quality concepts and would improve their communicativeness.
- The university is encouraged to strengthen the formalisation of quality management processes by more explicitly defining the remit and responsibilities of the various bodies involved.
- Hanken is encouraged to further develop pedagogical training and incentives promoting good teaching.
- Hanken is encouraged to further develop the systemic view on its quality system by clarifying further the links between different processes and supporting measures, for example, by combining systematically the four phases of the Hanken Quality Loop with the six elements of the quality system. This would strengthen the clarity, coherence and relevance of the overall system.
- It is recommended that the Quality Manual is further developed in order to enhance its use as a tool in quality work.
- Hanken would benefit from developing the use of indicators, particularly qualitative indicators, in order to measure more precisely the effects and impact of different activities and improvements made.
- The collection of systematic and formal feedback could be broadened to areas beyond just course-related. In addition, a more systematic feedback to students after course evaluations would increase the impact of the process and secure a higher response rate.

6.2 The audit team's overall assessment

The quality system of Hanken School of Economics fulfils the FINEEC criteria for the quality system as a whole and for the quality management as it relates to basic duties. All of the re-audit targets are at the developing stage.

The audit team proposes to the FINEEC Higher Education Evaluation Committee that Hanken School of Economics passes the re-audit.

6.3 Higher Education Evaluation Committee's decision

In its meeting on 13 March 2017, the Higher Education Evaluation Committee decided, based on the proposal and report of the audit team, that the quality system of Hanken School of Economics meets the FINEEC criteria for quality systems as a whole and quality management of the higher education institution's basic duties. Hanken School of Economics has been awarded a quality label that is valid for six years beginning on 13 March 2017.

APPENDIX 1: Table of the audit targets and criteria

TARGETS	CRITERIA			
	ABSENT	EMERGING	DEVELOPING	
1. The quality policy of the higher education institution	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • definition of the system's objectives and responsibilities • knowledge and commitment of those responsible • documentation of the system and the information it produces or • suitable communication. 	<p>The quality system's objectives and responsibilities have not been clearly defined. The division of responsibility works only partially, and those responsible for the operations exhibit widely differing skill levels and commitment to their duties.</p> <p>The quality system and the information it produces are inadequately documented. The information needs of the HEI's personnel groups, students or external stakeholders are not adequately addressed in the documentation. Information produced by the system is not systematically communicated within the institution or to external stakeholders.</p>	<p>The quality system's objectives and responsibilities are clearly defined. The goalsetting process is an inclusive one. The division of responsibility functions well. The key people responsible for the operations are committed to their duties and have sufficient skills to undertake them.</p> <p>The quality system and the information it produces is documented in a clear and appropriate manner. For the most part, the information needs of the HEI's personnel groups, students and external stakeholders are taken into account in the documentation. The information produced by the system is communicated in a systematic and targeted manner within the institution and to external stakeholders.</p>	<p>The objectives of the quality system are defined in a very clear and inclusive manner. The objectives and division of responsibility provide excellent support for the development of the institution's operations. There is clear and continuous evidence of the skill level and commitment of those responsible for the operations.</p> <p>The HEI has systematic and well-established procedures for documenting the quality system and the information it produces so that the documentation satisfies the information needs of various parties. The institution has excellent and well-established procedures for communicating information to different personnel groups, students and external stakeholders. Communication is active and up-to date.</p>

TARGETS

CRITERIA

	ABSENT	EMERGING	DEVELOPING	ADVANCED
2. Strategic and operations management	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • links to strategic planning, management and operations management • ability to meet the needs of strategic and operations management or • commitment to quality work of managers involved in operations management. 	<p>The quality system is not sufficiently well linked to the HEI's strategic planning, management and operations management. The system and the information it produces do not serve the needs of strategic and operations management in an appropriate manner.</p> <p>The system does not serve as a meaningful management tool at all organisational levels, and managers involved in operations management show a lack of commitment to joint quality work.</p>	<p>The quality system is quite well linked to the HEI's strategic planning, management and operations management. The system and the information it produces serve strategic and operations management, and there is evidence that the information is put to use.</p> <p>In terms of management, the system works at different organisational levels, and the managers involved in operations management are committed to joint quality work.</p>	<p>Quality management is a natural part of the HEI's strategic planning, management and operations management. The institution has systematic, well-established and excellent procedures that produce information for strategic and operations management needs, and there is clear and continuous evidence that information is put to systematic and wide use.</p> <p>In terms of management, the quality system works in an excellent manner at all organisational levels, and there is clear and continuous evidence that managers involved in operations management are committed to joint quality work.</p>

TARGETS

CRITERIA

	ABSENT	EMERGING	DEVELOPING	ADVANCED
3. Development of the quality system	<p>The HEI shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • procedures for evaluating or developing the quality system or • overall view of the functioning of the quality system. 	<p>The HEI has inadequate procedures for evaluating and developing the quality system. It has a weak overall view of the functioning of the quality system. System development is not systematic.</p>	<p>The HEI has wellfunctioning procedures for evaluating and developing the quality system. It is able to identify the system's strengths and areas in need of development, and system development is systematic.</p>	<p>The HEI has wellestablished and systematic procedures for evaluating and developing the system. It is able to efficiently identify the system's strengths and areas in need of development, as well as to evaluate the effectiveness of the system. There is clear and continuous evidence of the system's successful development work.</p>
<i>Followup section for the HEIs subject to the second FINHEEC audit:</i>	<p>The HEI shows a complete absence of or major shortcomings in:</p> <ul style="list-style-type: none"> • the development work following the first audit. 	<p>The development of the quality system after the first audit has not been systematic or effective.</p>	<p>The development of the quality system after the first audit has been systematic. The system works better than before.</p>	<p>After the first audit, the HEI has systematically improved the functionality and fitness for purpose of the quality system. Special attention has been given to the workload produced by the system. The system has been developed in a very successful and effective manner.</p>

The fulfilment of the following criteria is reviewed separately for each basic duty and optional audit target:

TARGETS	CRITERIA		
	ABSENT	EMERGING	DEVELOPING
<p>4. Quality management of the higher education institution's basic duties</p> <p>4a) Degree education</p> <p>4b) Research, development and innovation activities, as well as artistic activities</p> <p>4c) Societal impact and regional development work (incl. social responsibility, continuing education, open university and open university of applied sciences education, as well as paid services education)</p> <p>4d) Optional audit target</p>	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • quality management procedures used to achieve the goals set for the operations • links between goals set for the activities and the HEI's overall strategy • participation of the institution's personnel groups, students or external stakeholders in the development of the operations or • quality management of support services that are key to the operations. 	<p>The quality management procedures are not fully functional and do not support the achievement of goals set for the operations in a meaningful manner. The goals are not linked to the HEI's overall strategy.</p> <p>The quality system provides insufficient information for the quality management of the operations, and information use is sporadic and/or information collection is an end in itself.</p> <p>The personnel groups, students and external stakeholders are not involved in the development of the operations in a meaningful manner.</p> <p>The quality management of key support services is not functional.</p>	<p>Functional quality management procedures advance the development of the operations and the achievement of goals set for the operations. The objectives are mostly linked to the overall strategy of the HEI.</p> <p>The quality system produces relevant information for the quality management of the operations, and the information is used to develop the HEI's operations in a meaningful manner.</p> <p>Personnel groups and students are involved in the development of the operations in a meaningful manner. External stakeholders also participate in the development work.</p> <p>The quality management of key support services functions relatively well.</p>
			<p>ADVANCED</p> <p>The HEI has systematic and well-established quality management procedures that provide excellent support for the development of the operations and the implementation of the institution's overall strategy.</p> <p>There is clear and continuous evidence of the system's effectiveness in achieving the goals set for the operations.</p> <p>The HEI has systematic and excellent procedures used to produce information for the quality management of the operations. Information is used systematically, and there is clear and continuous evidence to show that it is successfully used to develop the operations.</p> <p>Personnel groups and students are committed and very actively involved in developing the operations. Special attention has been given to the workload generated by the quality management procedures.</p> <p>External stakeholders are involved in the development work in a meaningful manner.</p> <p>The HEI has systematic and well-established procedures for the quality management of key support services. There is clear and continuous evidence that the procedures function well.</p>

The fulfilment of the following criteria is reviewed separately for each degree programme:

TARGETS

CRITERIA

	ABSENT	EMERGING	DEVELOPING	ADVANCED
<p>5. Samples of degree education: degree programmes</p> <p>Planning of education</p> <ul style="list-style-type: none"> • Curricula and their preparation • Intended learning outcomes and their definition • Links between research, development and innovation activities, as well as artistic activities, and education • Lifelong learning • Relevance of degrees to working life • Participation of different personnel groups, students and external stakeholders. <p>Implementation of education</p> <ul style="list-style-type: none"> • Teaching methods and learning environments • Methods used to assess learning • Students' learning and wellbeing • Teachers' competence and occupational wellbeing • Participation of different personnel groups, students and external stakeholders. <p>Effectiveness of quality work</p> <ul style="list-style-type: none"> • Suitability of key evaluation methods and followup indicators and their impact on the achievement of goals. 	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • quality management procedures related to the planning of education • quality management procedures related to the implementation of education • participation of the institution's personnel groups, students or external stakeholders in the development of the operations or • effectiveness of the quality work. 	<p>The quality management procedures related to the planning of education are not fully functional and do not support the planning of education in a meaningful manner.</p> <p>The quality management procedures related to the implementation of education are not fully functional and do not support implementation in a meaningful manner.</p> <p>The personnel groups, students and external stakeholders are not involved in developing the operations in a meaningful manner.</p> <p>There is little evidence of the effectiveness of the quality work.</p>	<p>The quality management procedures related to the planning of education enhance the quality of planning and support planning itself.</p> <p>The quality management procedures related to the implementation of education enhance the quality of the implementation and support implementation itself.</p> <p>Personnel groups and students are involved in developing the operations in a meaningful manner. External stakeholders also participate in the development work.</p> <p>There is clear evidence of the effectiveness of the quality work.</p>	<p>The quality management procedures related to the planning of education are systematic and well-established and provide excellent support for planning.</p> <p>The quality management procedures related to the implementation of education are systematic and well-established and provide excellent support for implementation.</p> <p>Personnel groups and students are committed and very actively involved in the development of the operations. External stakeholders are also involved in the development work in a meaningful manner.</p> <p>There is clear and continuous evidence of the effectiveness of the quality work.</p>

TARGETS

CRITERIA

	ABSENT	EMERGING	DEVELOPING	ADVANCED
6. The quality system as a whole	<p>The HEI has only individual management procedures that do not form a structured system.</p> <p>There is no evidence of the procedures' impact on the development of the operations.</p>	<p>The quality management procedures do not form a functioning and unified system.</p> <p>The quality system encompasses some of the HEI's basic duties but does not provide meaningful support for the development of the operations. There is little evidence of the system's impact on the development of the operations.</p> <p>The institution's quality culture is only just emerging.</p>	<p>The quality management procedures constitute a functioning system.</p> <p>The quality system covers the essential parts of the basic duties of the HEI and provides meaningful support for the development of the operations. There is evidence that the system has an impact on the development of the operations.</p> <p>The development of the operations is based on an existing quality culture.</p>	<p>The quality management procedures form a dynamic and comprehensive system.</p> <p>The quality system covers all of the basic duties of the HEI and provides excellent support for the institution's overall strategy and the development of the entire institution's operations. There is clear and continuous evidence that the system has an impact on the development of the operations.</p> <p>The well-established quality culture provides excellent support for the development of the operations.</p>

APPENDIX 2. The stages and timetable of the re-audit process

Negotiation between the HEI and FINEEC	5 October 2015
Appointment of the audit team	12 May 2016
Submission of the audit material	17 October 2016
Audit visit	12 – 13 December 2016
Higher Education Evaluation Committee's decision on the result	13 March 2017
Publication of the report	13 March 2017
Concluding seminar	23 May 2017
Follow-up on the development work of the quality system	2020

APPENDIX 3. Programme of the re-audit visit

Monday 12 December	
9.00–10.00	Rectorate
10.10–11.00	Heads of Department and Director of Study Affairs
11.15–12.15	Teaching staff
13.15–14.15	Members of councils and committees
14.30–15.15	Students
14.30–15.15	International students
15.30–16.20	Board
16.30–17.20	External stakeholders
Tuesday 13 December	
9.00–10.00	Integrated bachelor's and master's programme: teaching staff
10.10–11.00	Integrated bachelor's and master's programme: students
11.15–12.15	Master's programme in intellectual property law: teaching staff
13.15–14.05	Master's programme in intellectual property law: students
14.15–15.05	Support services
17.30–18.15	Rectorate. Final interview and preliminary feedback

The Finnish Education Evaluation Centre (FINEEC) is an independent, national evaluation agency responsible for the external evaluations of education from early childhood education to higher education in Finland. It implements system and thematic evaluations, learning outcome evaluations and field-specific evaluations. Moreover, FINEEC supports providers of education and training and higher education institutions in matters related to evaluation and quality assurance, as well as advances the evaluation of education.

Audits of the quality systems of higher education institutions have been implemented in Finland in accordance with the principle of enhancement-led evaluation since 2005. The objective of the audits has been to support Finnish institutions in developing quality systems that correspond to the European principles of quality assurance and to demonstrate that functional and consistent quality assurance procedures are in place in Finland both in institutions and on the national level. In the audits, institutions are supported in their efforts to reach their strategic objectives and in directing future development activities in order to create a framework for the institutions' continuous development.

This report presents the re-audit process of Hanken School of Economics and the results of the re-audit.

ISBN 978-952-206-383-0 (pb)
ISBN 978-952-206-384-7 (pdf)

ISSN 2342-4176 (paperback)
ISSN 2342-4184 (pdf)
ISSN-L 2342-4176



Finnish Education Evaluation Centre
P.O. Box 28 (Mannerheiminaukio 1 A)
FI-00101 HELSINKI

Email: kirjaamo@karvi.fi
Telephone: +358 29 533 5500
Fax: +358 29 533 5501

karvi.fi