

# Audit of Hanken School of Economics 2014

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## **ABSTRACT**

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### **Abstract**

The Finnish Higher Education Evaluation Council has conducted an audit of the Hanken School of Economics. Based on the international audit team's recommendation and the audit report, the Evaluation Council has decided to require the institution to undergo a re-audit. In its current state the quality system of Hanken School of Economics does not fulfil the national criteria set for the quality management of higher education institutions, and thus the system cannot be said to correspond to the European quality assurance principles and recommendations for higher education institutions.

The object of the audit was the quality system that the Hanken School of Economics has developed based on its own needs and goals. The optional audit target chosen by the institution was the Assurance of Learning process.

The following were regarded as key strengths of the quality system:

- There is a strong organisational culture characterized by a strong sense of purpose, result orientation and a commitment to advancement of the university.
- Student feedback is taken seriously and leads to changes at course level.
- There are established and natural ways of involving alumni and corporate connections in the operations.
- There is a very systematic process for implementing the strategy throughout the organisation using performance agreements and development discussions.

Among other things, the following recommendations were made for the Hanken School of Economics:

- The accreditations that Hanken has pursued have led to the development of many established quality management procedures which contribute to the development of the operations. However, Hanken would benefit from integrating these into one overall quality system and defining the objectives, structure and operating principles of this system. This would provide opportunities to enhance efficiency, to reduce risk and to help Hanken respond to change.
- It would be desirable if Hanken were to develop more systematic methods to manage its quality processes in order to give more emphasis to the evaluation and improvement stages of the Hanken Quality Loop 2013.
- It is recommended that Hanken structure the documentation of the procedures, processes and systems that it uses to maintain and develop the quality of its activities, paying particular attention to access to information. This would lead to better traceability and would help identify inefficiencies and areas in need of development in its operations.

The re-audit will concentrate on the quality policy of the higher education institution (audit target 1), on samples of degree education at bachelor's and master's level (audit target 5) and on the quality system as a whole (audit target 6).

### **Keywords**

Audit, evaluation, higher education institutions, quality, quality management, quality system, university

## TIIVISTELMÄ

### Julkaisija

Korkeakoulujen arviointineuvosto

### Julkaisun nimi

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### Tekijät

Dorte Salskov-Iversen, Christian Kutschke, Tapio Melgin, Anneli Pirttilä, Michael Ward, Touko Apajalahti ja Hannele Seppälä

### Tiivistelmä

Korkeakoulujen arviointineuvosto on toteuttanut Svenska Handelshögskolan Hankenin auditoinnin. Perustuen kansainvälisen auditointiryhmän suositukseen ja auditointiraporttiin edellyttää arviointineuvosto korkeakoululta uusinta-auditointia. Svenska Handelshögskolan Hankenin laatujärjestelmä ei täytä korkeakoulujen laadunhallinnalle asetettuja kansallisia kriteereitä eikä sen näin ollen voida sanoa vastaavan eurooppalaisia korkeakoulujen laadunhallinnan periaatteita ja suosituksia.

Auditoinnin kohteena oli Svenska Handelshögskolan Hankenin laatujärjestelmä, jonka korkeakoulu on kehittänyt omista lähtökohdistaan ja tavoitteidensa mukaisesti. Korkeakoulun valitsema vapaavalintainen auditointikohde oli oppimistulosten laadunhallintaa koskeva Assurance of Learning -prosessi.

Laatujärjestelmän vahvuuksia ovat erityisesti:

- Vahva organisaatiokulttuuri, jolle luonteenomaista on voimakas päämäärätietoisuus, tuloshakuisuus ja sitoutuminen yliopiston toiminnan edistämiseen.
- Opiskelijapalaute otetaan vakavasti ja se johtaa muutoksiin kurssitasolla.
- Alumni- ja yritysmaailman osallistamiseksi on vakiintuneita ja luontevia tapoja.
- Strategiaa toteutetaan hyvin järjestelmällisesti läpi organisaation hyödyntämällä tulossopimuksia ja kehityskeskusteluja.

Svenska Handelshögskolan Hankenille esitetään muun muassa seuraavia kehittämissuosituksia:

- Hankenin tavoittelemat akkreditoinnit ovat johtaneet monien vakiintuneiden laadunhallinnan käytänteiden kehittämiseen ja ne tukevat toiminnan kehittämistä. Hanken hyötyisi näiden käytänteiden integroinnista yhden kokonaisuuden muodostavaksi laatujärjestelmäksi ja järjestelmän tavoitteiden, rakenteen ja toiminta-periaatteiden määrittelystä.
- Hankenin tulisi kehittää järjestelmällisempiä menettelytapoja laatu- ja prosessien hallintaan antaakseen lisää merkitystä Hanken Quality Loop 2013 -laatu- ja prosessien kuvaamille toiminnan arviointi- ja kehittämissuorituksille.
- Hankenin tulisi jäsentää toiminnan laatua ylläpitäviä ja kehittäviä menettelytapoja, prosesseja ja järjestelmiä koskeva dokumentaatio, kiinnittäen huomiota tiedon saatavuuteen. Tämä johtaisi parempaan jäljitettävyyteen ja auttaisi tunnistamaan tehottomuuksia toiminnassa ja toiminnan kehittämiskohteita.

Uusinta-auditointi kohdistuu korkeakoulun laatu- ja prosessipolitiikkaan (auditointikohde 1), tutkintotavoitteisen koulutuksen näyttöihin kandidaatti- ja maisteritasolla (auditointikohde 5) ja laatujärjestelmän kokonaisuuteen (auditointikohde 6).

### Avainsanat

Arviointi, auditointi, laadunhallinta, laatu, laatujärjestelmä, korkeakoulu, yliopisto

## SAMMANDRAG

### Utgivare

Rådet för utvärdering av högskolorna

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### Sammandrag

Rådet för utvärdering av högskolorna har utfört en auditering av Svenska Handelshögskolan (Hanken). Utgående från den internationella auditeringsgruppens rekommendation och auditeringsrapport, har Rådet för utvärdering av högskolorna beslutat kräva att högskolan genomgår en omauditering. För närvarande uppfyller Svenska Handelshögskolans kvalitetssystem inte de kriterier för kvalitetshandling som ställts upp för högskolorna på nationell nivå, och därför kan kvalitetssystemen inte anses motsvara de europeiska principerna och rekommendationerna för högskolornas för kvalitetssäkring.

Föremål för auditeringen var Svenska Handelshögskolans kvalitetssystem, som högskolan tagit fram utgående från sina egna utgångspunkter och enligt sina egna mål. Det valfria auditeringsobjekt som högskolan utsett var Hankens kvalitetssäkring av inläring, den så kallade AoL-processen.

Enligt auditeringsgruppen är kvalitetssystemets centrala styrkor:

- Det finns en stark organisationskultur som kännetecknas av en tydlig känsla för vart man är på väg, resultatorientering och ett engagemang för att förbättra universitetet.
- Responsen från de studerande tas på allvar och resulterar i ändringar på kursnivå.
- Alumni och affärsvärlden engageras i universitetet via väletablerade och naturliga kanaler.
- Det finns en synnerligen genomtänkt och systematisk process i form av resultatavtal och utvecklingssamtal för implementering av universitetets strategi så att den genomsyrar hela organisationen.

Bland annat följande rekommendationer framläggs för Svenska Handelshögskolan Hanken:

- Ackrediteringarna som Hanken eftersträvat har lett till att Hanken utvecklat och etablerat praxis för kvalitetshandling på flera områden, vilket bidrar till att utveckla verksamheten. Emellertid skulle Hanken dra nytta av att integrera dessa förfaranden i det övergripande kvalitetssystemet och definiera dess målsättningar, strukturer och verksamhetsprinciper. Det skulle bidra till en ökad potential för att höja effektiviteten, minska riskerna och ge bättre beredskap för svara på olika typer av förändringar.
- Det vore önskvärt att Hanken skulle utveckla mer systematiska metoder för hanteringen av kvalitetsprocesserna i syfte att ge mer tyngd åt utvärderings- och förbättringsfaserna i kvalitetscirkeln Hanken Quality Loop 2013.
- Hanken rekommenderas strukturera dokumentationen för de förfaranden, processer och system som är i bruk för att upprätthålla och utveckla kvaliteten på verksamheten, och särskilt fästa uppmärksamhet vid tillgången till information. Detta skulle förbättra möjligheterna att spåra upp och identifiera ineffektiva metoder samt verksamhetsområden som behöver utvecklas.

Omauditeringen kommer att fokusera på högskolans kvalitetspolitik (auditeringsobjekt 1), bevis i den examensinriktade utbildningen på kandidat- och magisternivå (auditeringsobjekt 5) och kvalitetssystemet som helhet (auditeringsobjekt 6).

### Nyckelord

Auditering, högskolor, kvalitet, kvalitetshandling, kvalitetssystem, utvärdering, universitet



# Foreword



The national quality assurance framework of higher education in Finland encompasses the higher education institutions, Ministry of Education and Culture and the Finnish Higher Education Evaluation Council (FINHEEC). The higher education institutions are responsible for the quality of their education and other operations<sup>1</sup>. The institutions have a legal obligation to regularly undergo external evaluations of their operations and quality systems. The Ministry of Education and Culture has the main steering and decision making power including performance based funding to higher education institutions, entitlement to award degrees, and operational licences of the universities of applied sciences. The role of FINHEEC as a national quality assurance agency is to assist the higher education institutions and the Ministry of Education and Culture in matters related to higher education and support the higher education institutions in the development of their quality systems through evaluation and other activities.

Over the period 2005–2012, FINHEEC carried out audits of the quality systems of all higher education institutions in Finland. The same audit model is applied to universities and universities of applied sciences. The main objective of the audits is to support the higher education institutions in developing their quality systems to correspond to the European quality assurance principles<sup>2</sup> and to show that Finland has a viable and coherent system of quality assurance both at national level and in higher education institutions. The aim nationally is also to collect and share good practices in quality management, ensure that they spread

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<sup>1</sup> The autonomy of the higher education institutions is also stated in the Universities Act (558/2009) and Polytechnics Act (564/2009).

<sup>2</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area. European Association for Quality Assurance in Higher Education. Helsinki: Multiprint. ([http://www.enqa.eu/pubs\\_esg.lasso](http://www.enqa.eu/pubs_esg.lasso)).

within higher education institutions, and improve higher education generally. The rationale for the audits is thus the enhancement-led approach, which has become a strong tradition in Finnish evaluation practice and which preserves the autonomy of the institutions involved.

The first round of audits took place at a time when Finnish higher education was undergoing many changes. The impact of the audits was therefore occasionally difficult to distinguish from the other changes taking place. However, both the feedback from the higher education institutions and the audit reports suggest that the audit process clearly accelerated the systematic development of quality systems, gave tools for the internal management of the institutions, and provided the institutions with many forms of guidance on how to develop their operations as a whole. The audits also enhanced the discussion on quality and improved interaction between the institutions and their stakeholders. This is important because systematic evaluation in higher education is also becoming increasingly important internationally.

The second round of audits began in 2012. The feedback received from the higher education institutions and other stakeholders and the analyses conducted by the FINHEEC provided the basis for the development and modification of the audit model. This second round puts greater emphasis on the importance of self-evaluation, and there are clearer guidelines in place for collecting the data. It is hoped that this will make the exercise more reliable and will facilitate the work of the institutions and the auditors themselves.

The audits of quality systems in the first round were carried out with reference to each higher education institution's own strategy. The institution decided on the quality system it needed to serve its own needs and goals and the audit assessed the purposefulness of the system in terms of its comprehensiveness, functionality and effectiveness. In the second round, this approach is being strengthened with an optional audit target. The institution chooses a function that is central to its strategy or profile and which the institution wants to develop in terms of its quality management. The optional audit target is not taken into account when evaluating whether the audit will pass, but it is mentioned in the audit certificate related to the quality label.

There is stronger emphasis on quality management of degree education in the second round audit model in which three samples of degree education are evaluated as independent audit targets. The institution selects two degree



programmes or other study entities leading to a degree and the audit team selects the third degree programme for the evaluation.

The audit of Hanken School of Economics is the first international audit of a research university in the second round in Finland. On behalf of the Finnish Higher Education Evaluation Council, I would like to express my sincerest thanks to Hanken for taking part in the audit. My thanks also go to the auditors for their professionalism and commitment.

Professor *Riitta Pyykkö*  
Chair, Finnish Higher Education Evaluation Council



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# Description of the audit process

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## 1.1 Audit targets

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The target of the audit is the quality system that Hanken School of Economics (Hanken) has developed on the basis of its own needs and goals. The focus of the audit is 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 are not evaluated in the audit. The aim is to help the HEI to identify strengths, good practices and areas in need of development in its own operations.

The FINHEEC audits 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 ESG). In addition the audit evaluates how well the quality system meets strategic and operations management needs, as well as the quality management of the HEI's basic duties and the extent to which it is comprehensive and effective. In this way the audit focuses on evaluating the institution's quality policy, the development of the quality system, as well as how effective and dynamic an entity the system forms.

Hanken School of Economics chose "the Assurance of Learning (AoL) Process" as its optional audit target. As samples of degree education, it chose the *Integrated BSc and MSc programme* and the *PhD programme*. The audit team chose the *Master's Degree Programme in Quantitative Finance* as the third sample of degree education.

The audit targets for Hanken School of Economics:

1. The quality policy of the higher education institution
2. Strategic and operations management
3. Development of the quality system
4. Quality management of the higher education institution's basic duties:
  - a. Degree education
  - b. Research, development and innovation activities (RDI), as well as artistic activities
  - c. The societal impact and regional development work<sup>3</sup>
  - d. Optional audit target: The Assurance of Learning (AoL) Process
5. Samples of degree education: degree programmes:
  - a. Hanken integrated BSc and MSc programme
  - b. Hanken PhD programme
  - c. MSc programme in Quantitative Finance
6. The quality system as a whole.

## 1.2 Implementation of the audit

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The audit is based on the basic material and self-evaluation report submitted by Hanken School of Economics together with an audit visit to the university on 1–3 October 2013. The audit team also had access to electronic materials that were important for quality management. The main phases and time frame of the audit process are shown in Appendix 2.

An international audit team carried out the 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:

Vice President for International Affairs, PhD **Dorte Salskov-Iversen**, Copenhagen Business School (CBS), Denmark (chair)

Rector, PhD **Anneli Pirttilä**, Saimaa University of Applied Sciences, Finland (vice-chair)

Vice President Sales and Marketing, MSc **Christian Kutschke**, Cavitar Ltd, Finland

MSc student **Tapio Melgin**, Aalto University, Finland

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<sup>3</sup> Including social responsibility, continuing education and open university education, as well as paid-services education.

PhD **Michael Ward**, former Associate Dean for Faculty, ESC  
Rennes School of Business, France

FINHEEC staff members: Senior Advisor **Touko Apajalahti** acted as the project manager for the audit and as the secretary of the audit team, and Senior Advisor **Hannele Seppälä** acted as another secretary and as a backup for the project manager.

As indicated, the audit team conducted a three-day audit visit to the university. The purpose of the visit was to verify and supplement the observations made of the quality system 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 accumulated 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 Evaluation Council's decision-making.

# 2

## The organisation of Hanken School of Economics

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The Finnish higher education system consists of two complementary sectors: universities and universities of applied sciences. Universities conduct scientific research and offer education based on it while the universities of applied sciences offer more work-related education as well as conducting research and development that support education and regional development. Institutions in both sectors receive most of their funding from the Ministry of Education and Culture, based on their performance. The activities of higher education institutions are governed by four-year performance agreements with the ministry.

Universities offer Bachelor's degrees (180 ECTS) as the first-cycle degrees and Master's degrees (120 ECTS) in the second cycle. After having obtained a relevant Master's degree, students can apply for a Doctoral degree. A pre-doctoral Licentiate's degree may be taken before the Doctoral degree.

Hanken School of Economics was founded in 1909 and is a university under the Finnish Universities Act. With some 2,000 students and 230 employees it is one of the smallest universities in Finland.

Hanken is organised into different administrative units and academic departments as described in Figure 1. The academic departments are:

- Accounting and Commercial Law
- Economics
- Finance and Statistics
- Management and Organisation
- Marketing.



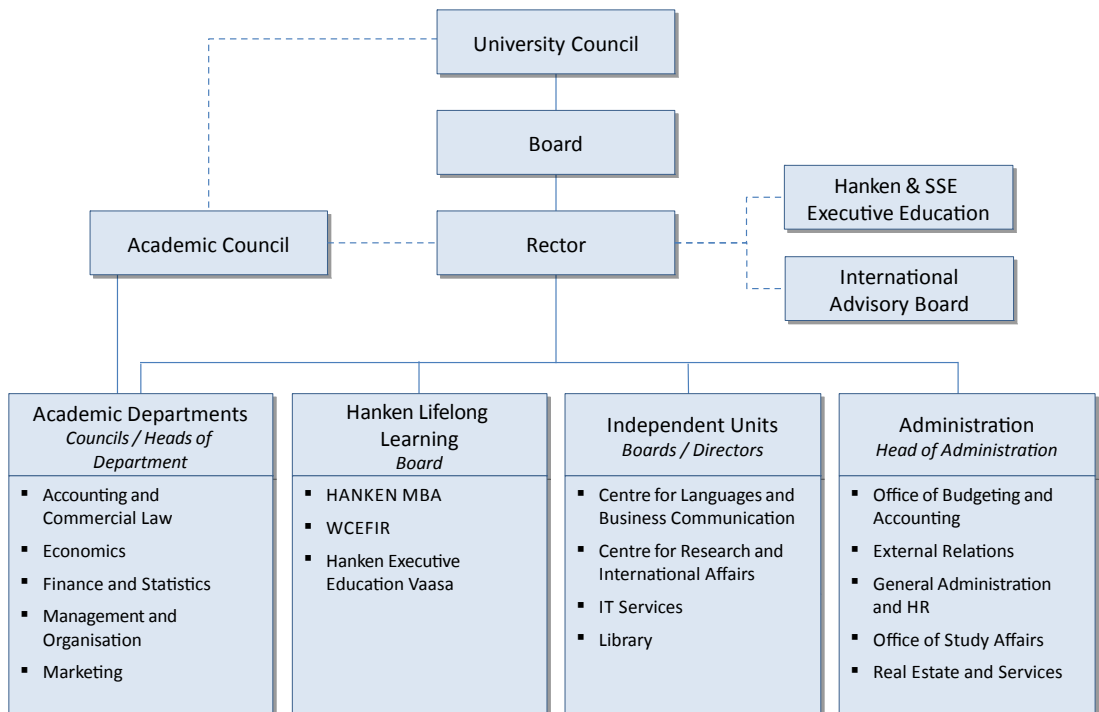


Figure 1. Organisation chart of Hanken as presented in the basic material for the audit

Hanken School of Economics operates on two campuses: the main campus is located in Helsinki and the other campus is in the city of Vaasa on the west coast of Finland, around 400 kilometres from Helsinki. It offers education in both Swedish and English languages on both campuses. The degree programmes offered by Hanken are:

- The Integrated BSc and MSc Programme (Helsinki and Vaasa; Swedish)
- Master's Degree Programme in Strategic Marketing Management (Vaasa; Swedish)
- Master's Degree Programme in Accounting and Commercial Law (Vaasa; Swedish)
- Master's Degree Programme in Corporate Governance (Helsinki; English)
- Master's Degree Programme in Intellectual Property Law (Helsinki; English)
- Master's Degree Programme in International Management and Strategy (Helsinki; English)
- Master's Degree Programme in International Strategy and Sustainability (Helsinki; English)

- Master’s Degree Programme in Marketing (Helsinki; English)
- Master’s Degree Programme in Quantitative Finance (Vaasa; English)
- Master’s Degree Programme in Economics, the HECER programme (Helsinki; English)
- The PhD Programme (Helsinki and Vaasa; Swedish and English).

Hanken also offers an executive education MBA programme in English.

The number of students, degrees awarded, faculty and staff at Hanken are presented in Table 1 below.

Table 1. Number of students and staff in Hanken School of Economics

<b>Students (FTE) *</b>	<b>Number</b>
Bachelor’s Degree	1126
Master’s Degree	476
Doctoral Degree	68
<b>Degrees awarded **</b>	<b>Number</b>
Bachelor’s Degree	223
Master’s Degree	232
Doctoral Degree	13
<b>Staff (FTE) *</b>	<b>Number</b>
Teaching and Research Staff (Faculty)	128
Other staff	92

\* Statistics of the Ministry of Education and Culture 2012.

\*\* Annual average, 2010–2012. Statistics of the Ministry of Education and Culture 2012.

# The quality policy of the higher education institution

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Hanken's quality policy relies heavily on international accreditations and the institution strives to achieve the so-called 'triple-crown' school status consisting of the three main business school accreditations – EQUIS, AMBA and AACSB. The focus in quality work and development of the quality system is therefore on fulfilling the quality standards of the chosen accreditation bodies. Due to this focus it is felt that Hanken has not developed a quality system that is sufficiently based on the institution's own needs and goals. Indeed, despite the recommendation made by the previous FINHEEC audit, Hanken has made a deliberate decision not to develop a fully integrated quality system. As a result Hanken does not have a quality handbook or manual and has very few process descriptions, even if many quality processes appear to work in an informal way in spite of major shortcomings in the documentation. The faculty and staff are strongly committed to the accreditations and there is a strong organisational culture characterised by a strong sense of purpose, results orientation and commitment to quality work connected to accreditations.

The quality policy of Hanken is at an **emerging** stage.

## 3.1 Objectives of the quality system

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Hanken has a long tradition pursuing quality and at the university the organisational culture is characterized by a strong sense of purpose, results orientation and a commitment to the advancement of the School. The first internal evaluation of the institution as a whole was conducted in the 1990s and already in the year 1999 Hanken proceeded

to external evaluation. The organisation clearly does its very best to achieve the quality goals set by the accreditation standards.

The overall objective of Hanken's quality system is to support the implementation of the Hanken 2020 strategy. The aim in the strategy is to be an internationally-acknowledged business school which also is a research-based institution with strong corporate connections. As is characteristic of business schools with international aspirations, Hanken attaches great importance to acquiring and retaining the leading international business school accreditations. At Hanken, this endeavour is at the core of its quality policy, and by implication, a considerable part of its quality work focuses on this aspect of its operation.

However, the emphasis and objectives in the quality system such as it is at the moment lie rather in results rather than in true quality management involving feedback systems and following-up key quality indicators. Implicitly this focus can be detected in the description of both the elements and the objectives of the quality system.

According to Hanken's self-evaluation report their quality system consists of three main elements:

- International and national accreditations, audits and evaluations
- Strategic planning, internal guidelines, rules and regulations
- Performance management, including faculty management.

At a general level Hanken describes this by means of a quality loop using a modification of Deming's cycle of continuous quality improvement. The Hanken Quality Loop 2013 (see Figure 2) was included in the basic material sent to the audit team but not mentioned or referred to in the self-evaluation report.

Both in this loop and in the self-evaluation report the objective of the quality system is said to be to reach the goals set in the mission statement by means of efficient decision-making, systematic, accurate and transparent reporting, regular evaluations of activities, optimal resource allocation and incentive systems.

However, based on the audit material and audit interviews, the objectives of Hanken's quality system remain on a somewhat general or even superficial level. In the audit interviews it became evident that the objectives of the quality system as described do not match very well with the quality

Hanken attaches great importance to acquiring the leading accreditations.

The objectives of Hanken's quality system remain on a somewhat general level.

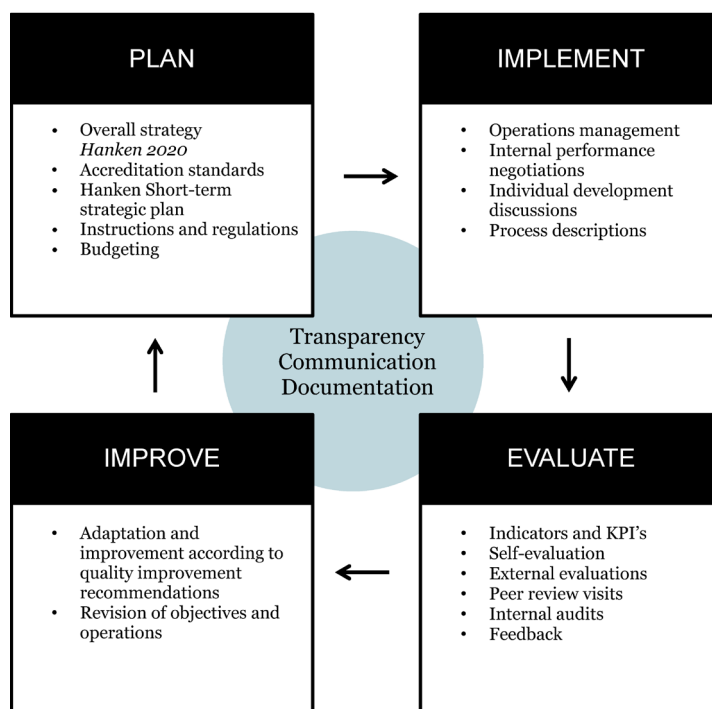


Figure 2. Hanken Quality Loop 2013

loop. Although the objectives of the quality system cover the planning and implement stages of the quality loop well enough, the audit team found little evidence of the evaluation and improvement stages in either the self-evaluation report or the audit interviews.

### 3.2 Division of responsibility related to the quality system

Hanken's self-evaluation report and evidence from the audit interviews indicate that the institution's responsibilities in relation to its quality system are very much concentrated on senior management. Ultimate responsibility for the quality system is said to lie with the Rector. In the interview with the senior management it was stated that Hanken has no single special unit overlooking and coordinating quality management procedures and processes – and somewhat confusingly, certainly not the so-called 'Quality Council'. Rather, individuals have the responsibility for quality work related to their own work.

The Rector has the primary responsibility for the whole quality system and the Heads of Departments have responsibility for the supervision and results of their corresponding departments. Management Team weekly meetings are used for sharing and communicating quality system information, but the Management Team has no defined responsibilities related to the quality system. Its role is, according to the interviews, to provide the Rector with information and views on different topical issues, including topics of quality management.

The approach in the division of quality management responsibilities across the organisation indicates that the processes function in a top-down manner. The Rector and the Board are responsible for the the quality system as a whole and Department Heads for their individual academic departments. These top-down strategic steering processes function very well in that the whole organisation is aware of the quality objectives.

In spite of this there is little evidence of how the collective quality responsibility works. In its division of responsibilities Hanken relies heavily on informal coordination as most faculty and staff members communicate on an *ad hoc* basis or when need arises. In spite of this obvious flexibility Hanken would benefit from involving more faculty and staff in quality management.

The Centre for Research and International Affairs has responsibility for the operational quality management work, which in practical terms means taking the responsibility of organising accreditations. There is also an advisory board, the Quality Council, which deals with accreditations and rankings. In the audit interviews it became evident that the Quality Council meets only a few times a year and has no real role in quality management, merely evaluating which rankings and accreditations would benefit Hanken.

As mentioned there are very few process descriptions and definitions of responsibility for corrective action, when such action is needed to improve quality. The follow-up is done by the Rector and the Heads of the Departments, with the Rector collecting information and submitting a standardised report to the Board three times a year. In addition to this, each Board meeting (of which there are six during the year) starts with the Rector's outlook, including information on correction actions taken when relevant. In the area of education, corrective action is taken in departments based on formal and informal student feedback but it would help the Hanken

Top-down strategic steering processes function very well.

There are very few process descriptions.

organisation if the responsibilities for taking corrective action were defined more clearly.

### 3.3 Documentation and communicativeness of the quality system

Hanken has made a deliberate decision not to create a fully integrated quality system.

In spite of the recommendations of the previous FINHEEC audit that Hanken should develop a more structured documentation and overall view of the quality assurance system, Hanken has made a deliberate decision not to create a fully integrated quality system. In terms of quality documentation, Hanken is concentrating above all on meeting the needs of accreditations instead of producing a quality manual or corresponding documentation that would be based on the organisation's own needs and goals. Therefore the overall quality system is not adequately described and the key processes of the institution are neither defined nor described. Such descriptions were not to be found in the self-evaluation report and could not be provided during the audit visit. According to the Rector, written descriptions for key processes and integrating them in a quality manual would be disadvantageous, tying the organisation down in a world of changing accreditation standards.

In the audit material and in the Quality Loop 2013 it is stated that, together with external and internal evaluations, the continuous and systematic follow-up of the School's core activities form the basis of the quality system. To achieve this real-time information for all faculty and staff members would be needed. However, as Hanken itself recognises in the self-evaluation report, this is an area in need of development.

There is no easily usable data system for following up strategic goals.

Even if the Rector and Management Team have access to the sources of follow-up information on key performance indicators and other goals set in the Hanken strategy, there is evidently no easily usable data system for following up on whether strategic goals are being met. As mentioned, the Rector provides a follow-up report to Board members three times a year and other reports are drawn together *ad hoc* from different data systems, based on needs. The quality information that the organisation needs does exist but systematic reporting and better information retrieval would definitely benefit Hanken, in part because this would enable the organisation to more easily detect quality deviations in time and take the corresponding corrective measures.

In the audit material, and especially in the Hanken intranet pages, there is almost no evidence of communication of systematic follow-up data and documentation. During the audit visit evidence of follow-up data and examples of how this was used were requested in several different interviews but the interviewees referred only to the Rector's reports or to collecting data from different sources on *ad hoc* basis. Based on this it can be concluded that the follow-up data consists basically of the Rector's reports to the Board and presentations to faculty and staff members in meetings and data collected from different data systems, combined with reports when needed. There is no evidence that systematic and up-to-date follow-up systems, such as databases or regular reporting besides the Board reports, exist.

Certainly it is evident that performance follow-up data is neither available nor communicated online via the intranet. There is a document repository called the 'W3D3', to which the audit team was given access. According to Hanken, access is given to all staff and faculty members who need it and for example all performance agreements and basic quality documents are stored in the repository. However, as a system for information about quality improvement actions and results it does not function well enough and fails to meet the needs of both internal and external stakeholders.

Informal sharing of information, on the other hand, functions very well at Hanken, based on the evidence gained during the audit visit. Information sharing is done via informal meetings on a regular basis. Managers involved in operations management seem to be well-informed of their performance despite the absence of a systematic follow-up system. Informal communication and the small size of the organisation obviously go a long way to compensate for this absence.

Informal sharing of information functions very well.

It is somewhat unclear how students get information on quality management. Student feedback is collected both in the formal feedback system and also in informal discussions, which the students interviewed seemed to prefer. The students were able to give examples of how feedback had affected quality. However, the communication of quality management-related information and of the corrective actions taken needs to be more systematic.

The audit team recommends that Hanken considers documenting its quality system by means of a quality handbook – or its equivalent – in a way that does not compromise the needs of a small institution and yet supports



Hanken's ability to take corrective action and respond to change. Hanken would also benefit from improving the data systems to provide easily accessible up-to-date follow-up information that could thus be communicated in a more effective way to different internal and external stakeholders.

# 4

## Strategic and operations management

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The strategic steering process and strategy implementation at Hanken is very systematic. The key performance indicators are defined and sufficient resources are allocated to academic departments and other units in annual performance negotiations. Strategy implementation reaches further down to individual level at the annual development discussions. Managers involved in meeting the quality objectives set in the strategy and accreditation standards are strongly committed to quality work. It is evident that the strategy documents and the process of strategy implementation could provide a good basis for quality management. However, Hanken lacks systematic and well-established procedures and information system tools to produce up-to-date follow-up information for management needs, even if reports to the Board three times a year and reports conducted on ad hoc basis do support the strategic and operations management. The multitude of different sub-strategies and a total of 79 indicators make timely follow-up difficult.

The linkage of the quality system and strategic and operations management at Hanken is at a **developing** stage.

### 4.1 Linkage of the quality system with strategic and operations management

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Hanken's 2020 strategy and its short-term 2013–2016 strategic plan – together with the seven sub-strategies and a language strategy – define the strategic objectives, actions and corresponding resources and also the indicators to be followed

up. All these are very clearly and comprehensively presented, especially in the short-term strategic plan. Also the goals and objectives, actions and indicators are defined in a very detailed manner in some of the sub-strategies. Based on these strategy documents it can be concluded that the goals and objectives have been unambiguously and concretely defined and give support to strategic and operations management.

The whole organisation appears to be well aware of the key performance indicators.

Hanken has a systematic, top-down strategic steering process. The Rector's annual performance negotiations and agreements with the Heads of the Departments, which are followed by individual employee development discussions, make strategy implementation effective. Based on evidence from the audit material and the audit interviews, the main strategic goals and corresponding key performance indicators are communicated throughout the organisation and strategy implementation functions well at all organisational levels. Indeed the whole organisation appears to be very well aware of the key performance indicators and committed to fulfilling the requirements.

However, from the viewpoint of quality management, having an overall 2020 strategy, a short-term strategic plan and seven sub-strategies together with a language strategy with 28 indicators to be followed in the short-term strategic plan and 51 indicators to be followed in the sub-strategies surely creates a substantial challenge to quality management. The audit visit showed clearly that the goals and indicators of the overall 2020 strategy and the short-term strategic plan form the basis for annual performance agreements of departments and these goals and corresponding indicators are monitored in the three-times-a-year reports to the Board and in the Rector's presentations to different stakeholders.

The sub-strategies on the other hand do not appear to be of much significance to the operations of the organisation and seem to be more statements of intent than true strategy documents. At least there is little evidence that the goals set in the sub-strategies are monitored or evaluated on a regular or even on an annual basis. The audit material and the audit interviews reveal that Hanken is not actually following up on all the goals and indicators set in their collection of strategies. The overall strategy and the short-term strategic plan, together with the many sub-strategies, do not form a collective whole capable of constituting a backbone to strategic and operations management or linkage to quality management. Hanken should consider reducing the number of different strategies or at least reducing the goals and

respective indicators to a number that could actually be monitored in the quality system.

The follow-up of the Hanken 2020 strategy and the short-term strategic plan is done by collecting information and compiling reports from different databases, as needed. Even if the informal flow of information at Hanken is effective and management has a lot of the quality information needed, more systematic data collection and communication would further benefit quality management. The Rector, with the Management Team, and departmental management in fact lack sufficient database tools to monitor the indicators and thus lack up-to-date information on their performance. However, this lack of database tools is compensated for by the clear commitment of managers, at all levels in the organisation, to quality work, to achieving goals set in the main strategies and to meeting the accreditation standards.

It is also noteworthy that even if Hanken has different ways of collecting feedback from students and other stakeholders, this information is not clearly reported in the quality system and there is no documentation of how this information is used by strategic and operations management.

More systematic data collection and communication would further benefit quality management.

## 4.2 Functioning of the quality system at different organisational levels

Based on the audit material and evidence collected during the audit visit, the quality system does not seem to serve as an effective tool at all organisation levels, even if it does provide some support for strategic and operations management.

Both the written material and especially the interviews during the audit visit indicated that the Rector and Board are responsible for a lot of monitoring and are also the initiators of corrective actions when the follow-up shows deviation from the quality goals. The Heads of Departments and managers of other units clearly also have a significant role. The quality system provides support, especially for the Rector and the Board, but Hanken would benefit from developing it so as to provide more support to the Department Heads and other managers who often seem to have to rely on reporting that is conducted on an *ad hoc* basis.

Department Heads often have to rely on reporting conducted on an *ad hoc* basis.

The lack of a quality manual or its equivalent creates difficulties, especially for the different departments and

academic staff, even if informal quality procedures function well. This has resulted in different departments employing different quality procedures. Even if this might in certain cases be justified, this state of affairs is not a result of deliberate consideration but rather a result of evolution.

In the audit interviews it was asked how new members of faculty and staff could be familiarised with quality procedures to which it was replied that working in the organisation for a few years is an effective way of getting to know the procedures, especially for a small organisation like Hanken. The audit group recommends, however, that Hanken approach the initiation of new staff members in a more formal way, as the bigger and the more diverse the organisation and the environment becomes, the more difficult it will be to rely only on informal processes.

Hanken's launch of a formalised introduction in August 2013 to all new members of faculty and staff, organised by the Director of Human Resources twice a year, may be a first step in this direction. It was however not clear to the audit team whether this introduction specifically addresses Hanken's quality system and as such prepares new members of faculty and staff for this dimension to their work and particular responsibilities.

The responsibilities and role of the Centre for Research and International Affairs and the Quality Council have already been discussed in chapter 3.2. When it comes to the functioning of the quality system these two bodies clearly support Hanken management in obtaining and maintaining the accreditations, but it is not clear how they support quality management in any meaningful way.

Clearly, at all organisational levels, the quality system is less than effective in providing sufficient up-to-date information for strategic and operations management and information is provided only a few times a year in reports or on an *ad hoc* basis. This low frequency of reporting makes it difficult for management to tackle failures to achieve strategic goals and to take corrective actions in time, while it is still possible to affect achievement of the goal. The audit team recommends that Hanken consider a systematic follow-up system containing up-to-date information, as this would help to tackle quality failures in a more efficient way.

Leadership has been able to create a collective and positive spirit.

In the interviews it became clear that all managers are very committed to joint quality work and are especially active in meeting the needs of accreditation bodies. Hanken's leadership has been able to create a collective and positive

spirit with respect to management. Thus, in spite of the shortcomings in the documentation of the quality system and in the follow-up tools, Hanken's leadership maintain that they can cope with this shortage.

# Development of the quality system

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Hanken organises its quality management around the requirements from different accreditation standards. Although external evaluations are utilised to develop the operations, and goals are developed and well communicated, Hanken lacks a strong overview of the functionality of the quality system. Actions to develop the quality system are more the result of external feedback than of internal development procedures. While generally recommendations from external evaluations are systematically assessed and acted upon, the recommendation of the last FINHEEC audit in 2006 to develop a better overall view of the quality assurance system has not been followed. Rather it was stated in the self-evaluation report that Hanken is not planning to develop an integrated quality system.

Development of the quality system as a whole is at an **emerging** stage.

## 5.1 Development stages of the quality system

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The core of Hanken's quality management is formed on the basis of the EQUIS, AMBA and AACSB accreditations in line with the desire to be an internationally competitive business school. Hanken already has accreditations from EQUIS and AMBA and is currently developing its processes for AACSB accreditation.

Accreditations have provided beneficial tools for systematic improvement.

The evidence shows that these accreditations have provided beneficial tools to enable systematic improvement of teaching and research output. Hanken has exposed itself also to other external evaluations of its operations. These evaluations include the FINHEEC audits that evaluate the

quality system of the institution and also international peer reviews of the research quality.

In general Hanken has acted on the findings of the external audits from EQUIS, AMBA and FINHEEC and implemented changes in line with the goals of the School. However the recommendation of the previous FINHEEC audit in 2006 to develop more structured documentation with clearer descriptions of the core and support processes and an overall view of the quality assurance system cannot be said to have been fully implemented. The university has interpreted the recommendation in such a way as to improve the development and communication of strategic and operational goals. That said, it has stated clearly that it does not plan to develop an integrated quality system. Consequently Hanken has not developed the integrative quality system approach which is one of the main characteristics of quality management systems and which also features in the FINHEEC audit criteria.

The present audit confirmed progress in the following areas: improvement in the development and documentation of strategic goals and sub-strategies; development of an alumni organisation, with measures designed to facilitate and monitor relations with Hanken's alumni; increasing the number of international students, with measures in place to evaluate these students' satisfaction with Hanken; closer connections to the corporate world and improvement in the measures and reporting also this relationship.

In the interviews most faculty and staff were of the opinion that the school benefited from the quality processes the accreditations demanded. These processes create an atmosphere of drive and improvement. However, the self-evaluation report and also faculty members stated that the quality management as it is organised now generates in some cases too high a workload and adds complexity.

## 5.2 Procedures for developing the quality system

The results and recommendations of the various audits and external reviews are collected by the Centre for Research and International Affairs, together with a list of actions. The results of the audits that concern the operations of the School are presented to the Hanken Board which can then evaluate the actions. The Rector then communicates the results to



the organisation and implements such actions as are deemed necessary in order to comply in Hanken's annual goals with the recommendations. The actions are reviewed regularly in Board meetings and are also part of the annual statement of account and operation. This process appears to function well.

In the self-evaluation report Hanken mentions a selection of the major findings of the last FINHEEC audit in 2006. In this audit FINHEEC recommended that responsibilities be clarified. Before the audit in 2006 the audits for FINHEEC and the accreditations were organised as projects. The project managers did not work permanently on quality-related issues outside these projects. As a response to the audit feedback Hanken appointed several persons who, as quality officers, focus permanently on accreditations and other external audits. Furthermore a Quality Council was set up in 2010. However, as also noted in section 3.2, the Quality Council has no active role in evaluating and developing the quality system.

There has been no systematic development of quality process documentation.

Another recommendation of the 2006 audit was to improve the documentation of the system. Hanken has improved its documentation for its long-term and short-term strategies. However the interviews showed that there has been no systematic development of quality process documentation. While the interviews revealed that there are well-functioning processes that ensure teaching and research quality there is no documentation of the processes. An important part of a quality system is also to actively develop the processes. Hanken's personnel solicit and welcome feedback and discuss issues in informal meetings, initiating changes if needed but the self-evaluation report and the interviews show that there is no systematic process for evaluating the operations.

The interviews revealed that the Board organises internal audits in order to assure that critical processes or procedures are evaluated, where needed. According to Hanken, internal audit committees typically focus on assessing whether the system of internal control is adequate and effective to support the following imperatives:

- Achievement of operational objectives;
- Safeguarding of assets;
- Economy and efficiency of operations;
- Reliability and integrity of financial and operational information; and
- Compliance with legislation, policies and procedures.

The committee is an autonomous body appointed by the Board and the Hanken leadership cannot determine the objectives of the internal audits. However, the internal

audits are mainly related to risk management and only target processes if there is an immediate reason for action. There was no evidence that quality management processes were audited for the purpose of improving efficiency or that quality management was followed up systematically.

The evidence supports the picture that the university relies on external evaluations in order to assess the functioning of its quality system. This leads to an output-focused management style and presents the danger that processes might become inefficient or lose their purpose.

Hanken has a document called 'Hanken Quality Loop 2013' which, as mentioned in chapter 3.1, describes the established framework for the continuous development scheme 'plan-do-check-act'. The quality loop also mentions process descriptions in the implementation phase but the audit showed a lack of existing process documentation and process development.

The audit did however show that the idea of continuous development is very established among both management and faculty. Various teachers and researchers referred to a development loop when talking about the improvement of courses or research work. This supports the finding that processes to enhance the quality of the teaching and research output are established and communicated. However, the interviews also showed that the knowledge about the processes was communicated in an informal way and that there is often not sufficient documentation about the processes. The audit team recommends that Hanken define systematic procedures with clear responsibilities for evaluating and developing the quality system as a whole, so as to be better able to coordinate the development of different quality-related processes and procedures.

Also, the development of clear document procedures within the quality management system would help in tracing the evolution of documents and avoid the use of outdated data. Further, the regular revision of available documentation provides an efficient way to evaluate the efficiency of procedures and documents. For example, the document which describes the quality loop did not have a date or version number, and while the image of the quality loop can be found also from the intranet there were minor differences in the table describing the four phases of the loop between the document of the self-evaluation and the table in the intranet. Even though the main message of the loop did not change it showed that different versions of the same document

Idea of continuous development is very established among both management and faculty.

are available. While this is not necessarily a problem it is important to identify which is the latest version or which is the main document.

It appears to be difficult for students to comment on the quality management system in general.

The interviews with the students showed that Hanken provides a variety of ways for students to provide feedback. However, the feedback is mainly focused on course content and the study environment. Due to the informal communication of quality processes it appears to be difficult for students to comment on the quality management system in general. The students elect representatives who promote students' interest and some of them work closely with quality related topics and therefore gain an understanding of the processes and can influence them. With more transparent documentation of processes students might get a better chance to provide valuable feedback also on the efficiency of the processes in the quality system.

# 6

## Quality management of the HEI's basic duties

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### 6.1 Degree education

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Hanken follows the quantitative indicators it has set for the programmes systematically. The School has a strong quality culture and all stakeholders participate in the quality work. However, Hanken could adopt a stronger focus on the qualitative output of its programmes and it might also benefit from more systematic and better-documented quality practices, especially when evaluating the execution of its programmes as a whole. Hanken relies to a large extent on informal quality practices. Although in a small and ambitious community informal quality efforts can deliver results, the fear of accreditation processes or possibly increased bureaucracy should not be allowed to dictate the development of the quality system: shortcomings in the quality system increase the risk-level of effective quality work. The biggest need for improvement in Hanken's degree programme quality work lies in the systematic evaluation of the programmes and integrating such different practices as are in place into a meaningful and efficient whole. The Assurance of Learning process has the capacity to become an essential part of the School's quality practices, provided it is integrated into other quality practices in a meaningful way.

Quality management of degree education is at a **developing** stage.

As described in Chapter 2, Hanken has a programme portfolio of an integrated BSc and MSc programme for Swedish-speaking students, 7 separate and more internationally-targeted MSc programmes and a PhD programme. Executive education, which does not confer a Finnish degree, will not be covered here.

Since the first FINHEEC audit, some major changes have been made to the PhD programme, while one MSc programme is going to be terminated and a new one started in 2014 and a compulsory exchange period has been added to the integrated programme.

### 6.1.1 The objectives for degree education

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Hanken states in its mission that it wants to offer a programme portfolio which attracts international students and satisfies the needs of Swedish-speaking students in Finland. It emphasises the importance of academic excellence and corporate world relevance, giving the students analytical and critical thinking skills and managerial competences.

In the self-evaluation report, Hanken raises several targets as the main goals for education as stated in their Short-term Strategic Plan:

- Increased attractiveness of MSc programmes taught in English, measured by number of applicants
- Timely completion of the degrees
- New international double/joint degree programme(s)
- Younger average age of starting the BSc studies.

In the Short-term Strategic Plan, Hanken highlights also the importance of obtaining AACSB accreditation by 2015, an effort to enforce the Hanken brand and visibility and ensure the high quality of its programmes by implementing the Assurance of Learning (AoL) process, which is discussed in the Chapter 7.

Although Hanken's goals for degree education are mostly quantitative, such as degrees obtained, advancement of studies and the share of international students in the student body, during the audit visit the teaching faculty expressed strong commitment to providing high-quality education for their students. The School has set learning goals and objectives for its programmes, but does not currently include many qualitative indicators in its strategy.

AoL process includes promising new tools for assessing learning outcomes.

While it might be more difficult to assess qualitative than quantitative indicators, Hanken's programme quality management system could benefit from giving greater

emphasis to the qualitative issues in the assessment of the results of its teaching efforts. One example of the current quantitative mind-set is an initiative mentioned in the self-evaluation report to conduct annual reviews of first-year studies – not in terms of the programme quality or meaningfulness of the entity of the courses but as a means to ensure faster completion of the studies. That said, the AoL process implementation plan includes promising new tools for assessing the achievement of the learning goals. At the time of the visit the AoL implementation had just begun and therefore the tools to link qualitative measures to the School's quality aspirations were still mostly missing. The audit team encourages Hanken to fully implement and integrate these practices into the School's quality work.

The School has set a target to support the competence development of its faculty members. One quality-related objective is the pedagogical competence development of the teaching faculty. While the audit visit showed that the collaboration with the University of Helsinki to provide pedagogical courses has proved to be popular among the younger faculty members, the self-evaluation report acknowledges the need to create more incentives regarding high-quality teaching. Similarly Hanken points out the need to develop its student feedback system – an ambition which could provide a useful tool for the quality management of the programmes in the future.

Hanken is a relatively small higher education institution and during the audit visit it was stated many times that the goals for high-quality teaching were intrinsic and people-led. In its current state Hanken's quality management processes focus on achieving the quantitative strategic objectives the School has set. However, in terms of a quality system which ensures and enhances the quality of its programmes, Hanken should reconsider its current practices and indicators and try to link the promising initiatives, such as the AoL process, to a single coherent quality management process. The actual quality of learning and teaching is currently underrepresented in the strategic goals. The School should not content itself with relying on its reputation and image. Excellence in teaching should be a clear and concrete target supported by a quality system that relies on purposeful and sophisticated monitoring and evaluation tools for the entire degree programmes.

Hanken should link the promising initiatives to a coherent quality management process.

## 6.1.2 The functioning of the quality management procedures

During the visit, Hanken's faculty proved to be highly interested in the quality of their teaching and in the quality of the programmes. One example of this motivation was the interest in taking advantage of the pedagogical training opportunities the School provides or the active informal departmental practices of discussing changes to new courses in their meetings.

In terms of quality management *procedures*, however, there are many weaknesses. While the student feedback system and student representation at different School bodies and committees provide valuable information, systematic programme-level monitoring and evaluation are lacking, especially in the Integrated BSc and MSc programme. Course-level quality practices and tools at Hanken do not in their current state form a coherent quality system though there are many promising initiatives designed to build a stronger quality system which would support the quality of the programmes in a long-term perspective.

Cross-departmental collaboration should not rely primarily on informal quality management practices.

Some of the faculty members interviewed during the audit visit thought that the lack of a structured quality system might not be a problem as long as all individuals have strong, shared motivation to provide high-quality teaching. The audit team does not agree with this viewpoint and considers the assumption to be risky. Informal practices might seem to work out effectively in small faculty groups such as the departments, but cross-departmental collaboration should not rely primarily on informal quality management practices.

The course-level quality practices, mostly undertaken by the Department Councils, and the departmental quality work practices seem to work well at Hanken. The audit team found strong evidence of changes being made to courses and new courses being created based on faculty initiative or student feedback. The departments have varying practices in supporting the individual teachers in the preparation of course plans, which are delivered through the Department Council to the Academic Council for final approval. All the student groups interviewed were able to provide examples where changes had been made to the courses either based on formal or informal feedback.

The quantitative goals of study credit accumulation and completion of degrees are systematically evaluated.

The audit team found that the quantitative goals of study credit accumulation and completion of degrees were systematically evaluated. Indeed, the Department Heads told the audit team that they review these goals several times a

year and discuss the results internally within the department. However, at the programme level, the audit team identified a need for more systematic monitoring, evaluation and development, closing the quality loop.

In the self-evaluation report Hanken states that the Academic Council is responsible for developing and evaluating all the School's educational activities. However, when interviewing the Council and other groups, the audit team could not find evidence of the Academic Council assuming this role, apart from at the course-level. Indeed, the interviewees did not in general find that the Academic Council had much of a role in a more thorough assessment of the programme quality. The implementation of the Assurance of Learning process seems promising in terms of providing tools for the programme level quality management. A start has been made in establishing this but the first pilots in Quantitative Finance and first-year studies of the integrated BSc and MSc programme have not yet been fully implemented or results are not being used systematically in all relevant committees.

The School has access to and also uses other methods than just student course feedback for programme quality evaluation. Exchange student surveys are discussed systematically and support services had conducted their own surveys, where relevant.

The PhD programme, discussed in Chapter 6.2.2, has currently the most developed quality management procedures of the Hanken degree programmes and it could serve as an example for the other programmes. Good practices include having a nominated Programme Director overlooking the whole programme and the relevant quality-led indicators supporting the quality management of the programme.

The audit team recognises the new initiative to appoint a Programme Director for the Integrated BSc and MSc programme. This could help Hanken in the future to use the AoL-based information to further develop this specific programme. A cross-departmental programme committee could further enhance this effort.

### 6.1.3 The information produced by the quality system

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Hanken produces quality-linked information ranging from course evaluations to management reports on study credit accumulation. Much of the information produced for management purposes is gathered from different sources

The audit team would recommend establishing more systematic documentation practices.



by the School staff and sent either by email to the relevant parties or stored in the W3D3 database, which was discussed more in Chapter 3.3. While the Department Heads found the availability of information to be good, the audit team would recommend establishing more systematic documentation practices and having less reliance on need-based distribution of data. Examples of the kind of data needed range from exchange student reports to graduate placement information and study credit accumulation.

Student feedback is currently primarily based on post-course evaluations in Oodi, a course management system used widely in Finland. Typically for many higher education institutions, the response rates are also low at Hanken. While the teaching faculty find this feedback useful to at least some extent, Hanken would benefit from finding better ways for student feedback gathering. One shortcoming of the current course evaluation system is the limited access and availability of the results, due to national privacy regulations. Although aware of this challenge, the audit team would still recommend Hanken to reconsider who has access to this information and how it is processed, to enable better usage of the data. The audit team noted many other practices supporting the student feedback gathered at course level. Some departments at Hanken systematically collect paper-form feedback questionnaires. Each Department has also two student representatives in the Department Councils, bringing some qualitative insights on the teaching quality. Additionally, some Departments follow course popularity – numbers of students registered for a course – as an additional reference point for the quality of courses. In the self-evaluation report the School acknowledges the challenges related to the information the quality practices currently provide. The audit team agrees with this and would encourage Hanken to try out new practices, such as focus group interviews, mid-course evaluations, graduation questionnaires or compulsory, but significantly shorter, post-course evaluations.

Aside from the course feedback system, the School systematically executes many specific target questionnaires, such as incoming and outgoing exchange student questionnaires. The support services also conduct their own questionnaires. With a more systematic information gathering and documentation, including the usage of third-party information on e.g. graduate placement, the School could follow the changes in its programmes and support services better.

The biggest shortcomings with respect to information produced by the quality practices are at the programme level. The study credit accumulation and graduation rates do provide relevant information on quantitative output measures and this information is already easily available to the people concerned. However, the audit team was not able to identify any systematic evaluation of the programme quality at the programme level. For MSc programmes, run mostly by individual departments, the insight of the Programme Director and other faculty members certainly provides some informal data on the programme quality, but with the integrated BSc and MSc programme especially there is a need for more systematic programme evaluation practices. Work life relevance, problem-solving skills and other learning goals could be more systematically evaluated and the data be generated and stored more systematically as a step towards develop the quality management system of the School. Systematically executed international benchmarking at programme level and course peer-evaluation could also be practices worth considering.

The audit team was not able to identify systematic evaluation of quality at the programme level.

International benchmarking and course peer-evaluation could be practices worth considering.

#### 6.1.4 The involvement of different parties in the quality work

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Hanken involves a wide array of stakeholders in its quality work. The main bodies considering quality work of the programmes are the Academic Council and the Department Councils. Additionally, the Centre for Research and International Affairs, Office of Study Affairs, Quality Council and Assessment Committee contribute to the quality work in different ways. A Programme Director oversees each of the programmes and the Rector has at the ultimate responsibility for the quality system of the School.

Besides the staff and faculty, students and external stakeholders participate in a meaningful way through formal committee meetings, and also contribute informally to a large extent. Although Hanken has managed to involve the whole organisation in the quality work, the focus of these efforts is mostly on day-to-day activities related to the execution of the programmes, with less focus on systematic long-term quality work. The School could take better advantage of the strong level of commitment and activity of its different stakeholders towards quality work. Some recent changes such as the nomination of a Programme Director for the Integrated BSc and MSc programme or the new AoL Assessment Committee

Students participate in a meaningful way through formal committee meetings, and also contribute informally.

are initiatives that could have essential roles in developing the School's own quality system. The bi-weekly management meetings might cover quality issues when needed.

The students at Hanken have developed well-functioning practices along formal committee membership roles: the Rector has regular meetings with the Student Union members, the School has initiated a mini-parliament for the PhD students and at the Department Councils two student representatives have a say on the programme quality.

External members on the AoL Assessment Committees bring the work life point-of-view.

Hanken's connection to the corporate world has enabled the involvement of the external stakeholders in quality work as well. Especially the seats on the AoL Assessment Committees bring the work life point-of-view to the quality efforts and the corporate representatives interviewed stated during the visit that they also have influence indirectly, through casual and personal connections with the faculty.

#### 6.1.5 Support services key to degree education

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The faculty members and students interviewed expressed their satisfaction with the support services. The audit team found some evidence of effective quality work, for example in exchange study coordination. Also the faculty questionnaire provides useful data about support services on a continuous basis, though student satisfaction could still be measured more systematically.

Some of the support services are evaluated systematically, others conduct questionnaires for specific purposes.

Support services have also conducted their own thorough surveys. While some of the support services are evaluated systematically, others conduct questionnaires only for specific purposes. For example, the library premises have been renovated recently, involving different stakeholders in the process. A questionnaire and a working group helped the library staff to identify possible renovation needs and to implement the actual changes.

Continuous evaluation of different support services could be beneficial for Hanken in order to further facilitate the students and faculty in their daily work.

Support for study planning is a good example of a topic that could be included in a systematic evaluation of support services. Hanken requires students to make their personal study plans and keep them updated. While the students interviewed knew where to look for the practical instructions over the Internet and were aware of the Student Psychologist's services, they found that they had little support when making the required decisions about their study plans. For example,

the integrated BSc and MSc programme leaves significant leeway for the students to choose their area of specialisation and minor subjects at an early phase of their studies. The Office of Study Affairs and the Departments offers help with some study planning issues but during the audit team visit it was not possible to identify or any formal procedures, such as tutoring of students by teachers, to support students' decision making.

## 6.2 Samples of degree education

### 6.2.1 Integrated bachelor's and master's degree programme

Quality management in Hanken's cornerstone programme does not seem to be fully functional in terms of supporting the planning and implementation of education, relying rather on individuals than on a quality system. There is a strong quality culture within the teaching faculty but the system has weaknesses in terms of providing useful data for the programme evaluation. The recent appointment of a Programme Director should help Hanken to have a more comprehensive view of the programme which is currently managed to a large extent by individual departments with only little interaction between them and without a good overview of the programme as a whole.

Quality management of the Integrated Bachelor's and Master's programme is currently at an **emerging** stage.

The majority of Hanken's graduates come from the integrated BSc and MSc programme, taught in Swedish. With 1 300 students (a quarter of them in Vaasa) it has a fundamental role in Hanken's programme portfolio. The programme is split into several areas of specialisation but roughly half of the courses/modules are common for all students. The common modules include introductory courses in different disciplines during the first year, compulsory foreign exchange at BSc level and language studies. The rest of the programme splits into different academic focus areas (majors), which the students choose from a portfolio of 10 (Entrepreneurship, Management & Organisation, Marketing, Financial Economics, Economics, Accounting, Statistics, Corporate Law, Logistics & Corporate Geography, Information Systems Science). Five of these options are available to students at Vaasa.

The School has appointed a Programme Director, which should result in a more comprehensive view of the programme.

Until recently the programme development has been a shared responsibility between departments, formal approval for the curriculum coming from Academic Council on the basis of Department Council proposals. Triggered mainly by the preparations for the EQUIS accreditation, the School has recently appointed a Programme Director, which should result in a more comprehensive view for the further development of the programme. At the time of the audit visit, no programme committee or any other entity overseeing specifically this programme could be identified, although formally the ultimate responsibility lies with the Academic Council and the Rector. Hanken should focus especially on developing the planning and continuous evaluation of the integrated programme.

The Department Council has the practice-level responsibility for the planning of education. Individual teachers have broad freedom in the design of the courses and there seems to be a strong culture of informally discussing possible curriculum changes at the departmental level. These discussions are led by the Department Head and the results of these discussions are then brought to the Department Council and are finally approved by the Academic Council.

Departments seem to have strong independence in the planning and evaluation of the courses they provide.

The departments seem to have strong independence in the planning and evaluation of the courses they provide although some informal structures and varying practices to support collaboration between departments in the planning of education could be identified during the audit visit. For example, the first year studies' instructors across the different departments discuss the introductory courses annually.

The School is in the process of building an AoL-based quality loop, using BSc and MSc theses and research seminars as the indicators for the learning objective achievement, in addition to the evaluations of learning goal achievement in basic studies, language studies and exchange studies. The portfolio of first year courses has been used as a pilot for the implementation of the AoL although no evidence could be found that the results had been used to close the AoL loop by the time of the visit. Hanken could consider expanding the indicators it has set for specialisation area learning goal achievement. For example, introducing capstone courses that draw together students from all specialisation studies could be one way to create a vehicle to evaluate the specialisation studies from a different angle.

All relevant stakeholder groups – faculty, staff, students and external stakeholders – participate in the planning of education. However, the actual working practices used for the participation of different stakeholder groups could still be improved.

#### Implementation of education

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Hanken has implemented several teaching-competence-related initiatives since the 2006 FINHEEC visit. For example, the ‘Young Stars’ round table has been set up to improve the pedagogy of education. Several teaching faculty members are sent abroad for seminars each year, some departments do their own research into education and a number of teaching faculty members are taking advantage of the pedagogy courses Helsinki University offers through its collaboration with Hanken in the Helsinki Alliance. The overall spirit towards taking these courses is also encouraging. Younger generation faculty members seem especially aware of the importance of teaching competence and the School acknowledges the need to develop methods to further encourage the development of pedagogical skills. Teaching workload is kept moderate by international standards and the faculty interviewed were well aware of what is expected with regard to courses and supervision of theses. This teaching workload, however, does not seem to be measured systematically although the bi-annual faculty questionnaire covers many other relevant aspects, also on faculty well-being, and these results are discussed widely in the Management Team and in the Departments.

The implementation of AoL should provide more comprehensive data on student learning within the next few years. Currently the available data covers only student course evaluations rather than the whole learning process. The electronic student feedback is supported currently only to some extent by a variety of departmental practices and the feedback given by the student representatives in different Councils. Individual teachers do have a culture of conducting their own occasional questionnaires, but as a whole the Integrated BSc and MSc programme needs a more comprehensive quality system. As a positive sign for the future, it was stated during the visit that new quality work practices are being considered for the programme.

The students have good access to course syllabuses as they are all available over the Internet. However, the School might

The spirit towards taking pedagogy courses is encouraging.

The implementation of AoL should provide more comprehensive data on student learning.

Methods to assess students' learning have shifted towards in-course assignments.

want to consider improving these course descriptions, for example by introducing common guidelines and templates, so that the descriptions serve as a more effective tool for the students to plan their studies.

Methods to assess students' learning have shifted more towards in-course assignments such as case studies, but the faculty interviewed stressed also the importance of more traditional exams as a part of ensuring the research focus of the programme learning goals. One useful, but currently underused, practice is the instructor's feedback on student feedback. Commenting the course evaluations and other feedback gathered from students can help in increasing the student motivation to answer these questionnaires and thus improve the quality of the feedback.

Systematic evaluation of the programme as a whole has its shortcomings.

#### Effectiveness of quality work

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At the course level, current quality practices at Departmental level do support the quality work by giving the instructors some formal (e.g. electronic feedback) and informal data. When it comes to the systematic evaluation of the programme as a whole, however, the quality system still has its shortcomings. This applies especially to the evaluation phase described in the Hanken Quality Loop 2013. Recently Hanken has been conducting strategy-led changes to the programme, but it is unclear whether these changes have been preceded and followed by systematic qualitative evaluation of the results.

When implementing major changes more emphasis should be paid to evaluation already in the planning phase and especially to evaluation after implementation. For example, Hanken is in the process of making changes to its Integrated BSc and MSc programme admission criteria. The audit team interviews revealed that while these changes are based on thorough analysis of correlation between study success and selection criteria, the actual goals stated for this change are not reflected in qualitative terms, which makes the post-decision evaluation harder to do. One example of a major strategic change which in fact has been accompanied by a post-decision evaluation is the decision to include an exchange period abroad during the third year of studies as a compulsory part of the programme, which was internally evaluated in 2012.

The management systematically follows the number of degrees completed and these results can be used effectively by

the Departments. The number of accumulated study credits is another indicator the management follows continuously and it has considered changing how to facilitate the better usage of this data at the Department level.

The appointment of a Programme Director should make it easier to obtain a more comprehensive picture for the whole programme, especially in consideration to the specialisation area studies. In its current form, the programme quality management is fragmented. Future attempts could also focus on increasing the response rates for student feedback, introducing student focus group interviews or setting up a programme committee headed by the Programme Director. A programme committee should help in developing a more structured approach to cover all different programme-related information, ranging from The Finnish Association of Business School Graduates – SEFE graduate placement reports to AoL results and exchange student feedback. Another opportunity would be to develop the role of the Academic Council in line with the position that it is described as having in the self-evaluation report, in other words its responsibility to also evaluate and develop all the School’s educational activities.

In its current form the programme quality management is fragmented.

### 6.2.2 Hanken PhD programme

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Recent overhaul of the management of the PhD programme has resulted in a system of quality enhancement which supports the planning and implementation of education. Although only instituted recently there is already some evidence that Hanken’s quality loop has been applied and successful improvements made to the programme. However, more time will be needed to determine how robust this is, even if the signs are positive at this stage.

Quality management of PhD degree education is at a **developing** stage.

Hanken’s objective, as a part of its 2020 Strategy, is to produce internationally-recognised research, in line with its areas of strength, which were re-assessed in 2013. The audit team was told that the PhD programme is aimed principally at academic researchers and intended to prepare them for an academic career. Hanken’s 2020 strategy mentions ‘corporate world relevance’ for its research and teaching but the learning goals and objectives for the PhD programme make no reference to



this, except perhaps for the mention of ‘societal significance’. PhD students are encouraged to undertake a limited amount of teaching as part of their preparation for academic life. That said, not all participants seek a career in academia; some come from, and return to, a life in the world of business.

The obtention in 1999 and subsequent renewal of the EFMD’s EQUIS accreditation is evidence of the high quality of the research produced at Hanken and many of its PhD graduates have gone on to take up positions in Business Schools and University departments of Economics. Traditionally a large proportion of the students enrolling for the programme have come from within Hanken, after a first training in research via the MSc programmes, but in recent years efforts have been concentrated on making the PhD programme more international, by endeavouring to recruit more students from other countries and the recruitment of teaching faculty able to work (and supervise) in English and publish in international journals. Currently around one-third of the students on the programme were born outside Finland.

#### Planning of Education

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The PhD programme is of a size concomitant with the Institution’s ability to supervise and teach the students, producing 15–20 graduates a year, its viability being increased by close collaboration with other universities in the Helsinki area and also abroad. The curriculum is similar to that of U.S. universities, with a strong emphasis on taught courses as preparation for the work on the thesis. The programme is designed in such a way that full-time students should be able to complete in four years but Hanken’s monitoring of time to completion indicates an average time of just over six years.

The Hanken PhD programme has a Programme Director and the impression gained was of a high-quality, well-managed degree programme, firmly anchored in the research activities of the university’s five academic departments. Of the degree programmes considered for the audit, this was perceived by the audit team as the one which has done most to combine the Hanken culture of informality with an increasingly efficient system of quality management. Careful consideration has been given to what indicators should be used to enhance the quality of the teaching and also to the student learning experience in terms of advice, support, motivation and academic support.

Careful consideration has been given to indicators used to enhance the quality of teaching.

The planning of education is similar in nature to that for all degree programmes at Hanken and again is strongly rooted in the departments. However, there was much stronger evidence for inter-departmental collaboration (for example, in teaching course design and supervision) and also it was felt that more progress had been made in establishing and operating a true quality enhancement approach than elsewhere. The learning goals and objectives are clear and well-aligned with Hanken's strategic goals (except for the aforementioned lack of reference to the corporate world) as well as with the output goals of the Finnish Ministry of Education and Culture. The curriculum is developed at departmental level by the faculty involved in teaching the programme and changes are submitted to the Academic Council, which checks that these are in conformity with Hanken's strategy and with the programme learning goals and objectives, for final approval. At the same time there is a clear idea of the roles and responsibilities of the different organisational elements, with a PhD Programme Board which makes decisions about applications and follows the progress of students admitted to the programme, its work being supported by an Operative Steering Group, the focus of which is on developing the programme's administrative platform.

The learning objectives are clear and well-aligned with Hanken's strategic goals.

#### Implementation of Education

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Students admitted to the programme have to submit a study plan, essentially their choice of taught courses, and thesis proposals to the Degree Supervisor and these are revised annually. Taught courses can be taken at partner institutions, in Finland and abroad, and quality in these cases is taken on trust. Whilst this opportunity should be regarded as positive, in that it gives additional access to competences not necessarily available at Hanken, there does not seem to be any attempt to apply Hanken's own quality management processes to such courses, except in that feedback is obtained from students about their experience. However, partner institutions are sometimes themselves AACSB-accredited and therefore also apply the AoL process to such courses. Nevertheless Hanken could subject such external input to a process of quality control by systematically reviewing course content, teaching methods and evaluation for such externally-provided courses.

Hanken could subject external input to a process of quality control.

The AoL process is advancing well and a dashboard of indicators to identify problems and monitor change has been

established. The taught course elements (for a total of 60 ECTS credits) are, as elsewhere at Hanken, subject to this process and there is evidence that this has already brought about improvements, despite its having only recently been developed. As an example of this a cross-departmental seminar series which aims at developing the transversal skills of doctoral students and covering such areas as academic publishing was added to the curriculum in 2012.

A recent innovation has been the setting-up of the PhD 'mini-parliament'.

The students the audit team met with were very positive about their experiences on the programme. Supervisors were felt to be highly motivated and very available and there is detailed information about all aspects of the programme in English on the institution's intranet. There is close contact between students and the programme management, of both formal and informal nature, and the Centre for Research and International Affairs has one officer whose duties include aiding doctoral students in finding funding for their research. Administrative support for following students' progress is also provided. A recent innovation has been the setting-up of the PhD 'mini-parliament' where students are given the opportunity to express their thoughts and raise issues with the Programme Director, though as is often the case elsewhere at Hanken its role is largely informal.

All relevant groups – students, faculty members, management, administration and external stakeholders (principally partner institutions of the university) – participate in the programme's development and quality enhancement. Nevertheless, since not all graduates from the programme enter academic life on graduation Hanken might like to consider how it might involve the corporate world more closely in this.

#### Effectiveness of Quality Work

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Overall this example of Hanken's degree programmes seems to be well thought-out and planned and the presentation of quality management processes is clear and to the point. The Planning-Implementation-Evaluation framework is respected and the dashboard of indicators reproduced in the self-evaluation report (p. 65) is a clear improvement on previous practice, involving as it does both qualitative and quantitative analysis and a number of follow-up indicators. A number of developments have already been initiated in line with the dashboard and the audit team was of the opinion that the

quality management of the PhD programme was developing well on the whole.

Further consideration of how to monitor course elements taken at partner institutions would help to ensure that the quality management throughout the programme is as far as possible the same for all taught courses and all students.

### 6.2.3 Master's degree programme in Quantitative Finance

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The quality management of the MSc in Quantitative Finance cannot be said to be well-established. A belated (in terms of the recommendations made at the time of the 2006 FINHEEC audit) start has been made as part of Hanken's fulfilment of the requirements for AACSB accreditation but there is still much work to be done in terms of identifying relevant indicators and establishing and implementing a true 'quality loop' which would support the planning and implementation of education and enhance their quality. There is little evidence of the effectiveness of the quality work so far in the programme.

The quality management of the MSc in Quantitative Finance is at an **emerging** stage.

Hanken's programme portfolio includes a number of 'separate' (in the sense that they are not a part of the integrated BSc/MSc programme) MSc programmes, intended primarily for graduates from other institutions in Finland and from universities abroad, thereby contributing to Hanken's strategic objective of becoming 'a business school with an internationally competitive programme portfolio'. The actual portfolio on offer at any time focuses 'mainly on the areas of strength of the School' (Hanken 2020 Strategy).

At the time of the present FINHEEC audit there were 7 MSc programmes taught in English with a further 2 taught in Swedish (both of them on the Vaasa campus). The longest-established of these, and the only one taught in English on the Vaasa campus, is the MSc in Quantitative Finance, established in 1999. Despite being an early mover in what at the time was an emerging field, the programme still suffers from small numbers of students (in recent years in single figures)<sup>4</sup>, one

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<sup>4</sup> According to Hanken's own figures, the total number of graduates from the programme is, as of October 2013, only 67.

response to which has been to strengthen collaboration with the University of Vaasa. It should be noted, though, that since the courses which constitute the programme are also offered to all Finance students at Hanken, the number of participants exceeds the cohort size.

The programme was initiated by a group of faculty members/research experts within the department of Finance and was intended from the outset to be strongly research-focused. Though this focus has been maintained it should be underlined that the research conducted is intended to serve the needs of the corporate world as much as of the academic community.

### Planning of Education

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The programme is thus located within the Department of Finance, which is where initial planning of the curriculum takes place. A steering committee, an informal gathering with no statutory powers, supports the work of the Department Council which in turn proposes changes in the curriculum and in individual courses to the Academic Council, which makes the final decision, the same process as for all Hanken's degree programmes. After final validation the study plan, programme learning goals and full course descriptions are posted on the intranet for the students, who to graduate require 120 ECTS credits, including 30 for the graduating thesis, over a minimum two years, thus corresponding to the 5-year level of the Bologna Accord. Individual taught courses have their own learning goals and study plan though, to judge by what appears on the intranet, these are sometimes somewhat cursory and occasionally only in Swedish.

The development of the AoL process has led to the definition of more precise learning goals and learning objectives.

The development of the AoL process has led to the definition of more precise learning goals and learning objectives for the programme and rubrics, mainly linked to the graduating thesis, are in place. However, this is only in the first phase of development and as yet there are no tangible results. One potential difficulty is that much of the input to the teaching comes from adjunct lecturers, from the corporate sector and other universities, and Hanken will have to ensure that they are fully conversant with the AoL process and closely involved in identifying areas for progress and monitoring their application.

As elsewhere at Hanken, the links with research are strong. The audit team was told that all teachers contributing to the programme are 'academically qualified' according to

AACSB standards<sup>5</sup>. The thesis is research-based and closely supervised by a member of the teaching faculty and is written in English. Finnish students are required to write a 'Maturity Test' in either Swedish or Finnish, in line with the University's legal engagement.

There is a strong input to the programme from the Finance industry; the audit team was told that considerable use is made of visiting lecturers, though always overseen by the Hanken faculty.

### Implementation of Education

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Faculty teaching on the programme are given considerable autonomy in choosing their teaching style and pedagogical methods but in all cases these have to be approved by the Department Council and then the Academic Council and, as from 2013, are being subjected to the AoL process (see section 7 of this report). However, this process is only just beginning for the Masters programmes; although the MSc in Quantitative Finance has been a pioneer for it at Hanken it is still in its initial stages and has yet to produce any real changes.

The audit team was told that there is a strong emphasis on problem-solving and learning-by-doing, enhanced by the close connections with external financial institutions. Faculty and students have access to a number of online financial databases and both expressed satisfaction with this and the up-to-date nature of the financial information. The programme makes good use of information technologies, not just for accessing databases but also to link up the Vaasa and Helsinki campuses for both meetings and teaching. In addition there is a developed programme of visits to financial centres and institutions and overall it can be concluded that both teaching and assessment methods are sufficiently diverse and varied.

The students interviewed by the audit team spoke highly of their lecturers and of the ease with which they were able to communicate with them to express their ideas. Much of

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<sup>5</sup> 'Academically Qualified', as defined by AACSB in its 2003 standards, requires faculty to be active researchers, publishing in peer-reviewed journals. The precise definition however varies from institution to institution. In 2013 AACSB introduced a revised set of standards, introducing a more nuanced set of categories to better capture the different ways that different types of faculty may provide intellectual contributions to the business school.

this communication is of an informal nature and is facilitated by the small size of cohorts. If, however, Hanken's aim is increase the size of cohorts (and the goal for 2014–20 is to more than double the numbers) it would be advisable to set up more formal processes and not be content with just the full implementation of AoL.

#### Effectiveness of Quality Work

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There is relatively little evidence of true quality enhancement procedures.

The aforementioned remark that more formal processes are needed applies to all aspects of the programme's development, management and operations. Instituting AoL as a prerequisite for accreditation from the AACSB is a definite step in the right direction but is insufficient. The academic quality of the MSc and of the Hanken faculty involved in it is unquestionable but the term 'quality' tends to be equated with 'academic quality' and thus, inasmuch as there is any quality culture, it is mainly focused on achieving advanced end results and recognition from the university community. As yet there is relatively little evidence of true quality enhancement procedures in line with FINHEEC's criteria.

As an illustration of this, the indicators used to monitor key aspects of the programme (as shown in the supplement to the self-evaluation report) are limited to admissions and output and there is nothing for teaching and other operations concerned with the actual running of the programme.

More thought needs to be given to the indicators and how they will be used as a basis for enhancing the programme. A start has been made but, apart from the application of AoL (for which evidence was provided of the first round analysis, albeit only for a very small number of students), progress in setting-up a true quality system approach has been limited.

Finally, though greater emphasis is given to producing graduates who go on to study for a doctorate degree one of the 'output' indicators mentioned is 'graduate placement...in terms of the level of responsibilities in the financial sector' the audit team was not given information about how relevance to working life of the programme is assured nor of any special effort to cater to the career needs of non-Finnish students and it would recommend that Hanken review their career services provision in this light.

## 6.3 Research, development and innovation activities, as well as artistic activities

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Hanken has well-defined goals for research output and has established procedures to develop its research activities. The processes that improve the quality are known to the researchers but vary between the departments and are communicated in an informal way. The quality system produces relevant information in order to improve research output. However, processes are not systematically evaluated for their effectiveness and there is no evidence that the workload generated by the quality management procedures is taken into consideration. Hanken's management, faculty and staff are very committed to the improvement of research quality. External stakeholders from industry and research are involved in a meaningful manner in the development of research activities. Key support services work well and help researchers in their work. Procedures are in place for but there is no evidence of systematic improvement of operations of the support services.

The quality management of research activities is at the **developing** stage.

### 6.3.1 The objectives for research

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The mission of Hanken is to be a research-focused university. The objectives for research are defined in Hanken's strategy and sub-strategy. The strategic goals are effectively communicated to the Department Heads and faculty. The heads of the departments are responsible for developing the goals within the department. The goals for the individual research faculty are set in annual development discussions where the personal goals and tasks are defined. Indicators have been implemented to monitor the progress in achieving these goals.

The interviews with the faculty indicated a motivating environment for the production of high-quality research. Besides salary the university provides bonuses for publications in highly-ranked journals as well as sabbaticals for selected research faculty members. In the interviews research faculty also showed personal responsibility and interest to drive for improvement.



EQUIS accreditation includes close inspection of the quality of research output.

Hanken has already been accredited for several years by EQUIS, which in its evaluation includes close inspection of the quality of research output. The university has in addition started the process to apply for AACSB accreditation, which also considers research quality and the qualification of research faculty. Research faculty have been involved in the discussions concerning the accreditation and have been able to give feedback. For example, when the researchers in Commercial Law saw it unfeasible to meet the research goals, due to the nature of their research, they informed the management about the situation and new goals were developed that took the nature of the research field into account.

### 6.3.2 The functioning of quality management procedures

Clear description and systematic review of the processes could enable more efficient operation.

Management and faculty members at Hanken are very conscious of the quality of the research output and researchers are provided with a variety of tools to improve the output. For example, the Marketing Department has a budget for the proofreading of articles. However, the focus of these activities is mainly targeted on the research output and not on the processes designed to achieve the desired results. Research faculty communicate problems about their research within the department by talking to colleagues or to the Head of the department. There was evidence that the procedures to ensure quality differ between departments and thus little evidence of standardisation of these procedures between departments. A clear description and systematic review of the processes could enable more efficient operation and improvement of the methods to enhance research quality, whilst still respecting differences in research traditions across the academic disciplines represented at Hanken.

In the interviews Hanken management and faculty stressed the importance of recruiting good quality research staff and PhD candidates in ensuring and enhancing the quality of research. The Heads of Departments have developed a guide for faculty recruitment called 'Best Practices for Recruitment' and to ensure good quality of students in the PhD programme, the applicants have to demonstrate that their study would support the research focus of the departments and that they have a defined set of language skills. However, there is no formal way of reviewing the guidelines and requirements for their efficiency and effectiveness. Based on the interviews, changes to guides and requirements are considered using feedback from faculty and management on a needs basis.

Although the renewed Universities Act has liberated the ways universities can recruit faculty, the interviews revealed that the recruitment process at Hanken is still sometimes felt to be too bureaucratic. It was mentioned that the internal administration can last too long and this has prevented some departments from recruiting the preferred applicant, as she got an offer from an employer who was able to move more quickly. In particular, the use of external peer evaluators when assessing the merits of candidates was not considered efficient in all cases, even if this in principle is a good way of promoting quality.

The quality of the research work is reviewed mainly by the peer review processes of conferences and journals before an article is accepted and published. This provides a good feedback system to advance the quality of papers. The feedback from the peer review is evaluated by the researcher and changes to the publications are made according to the comments of the review. In addition, some departments organise research seminars where researchers can share their ideas and topics. These seminars provide fast feedback from the fellow researchers on the research and help to improve the work already before the articles are sent to the peer reviews of journals or conferences. Researchers also get information about research planning and budgeting in order to structure well-defined research projects.

Besides the feedback from accreditation bodies and FINHEEC Hanken commissioned an external international evaluation of its research quality which was conducted in 2012. In the interviews the faculty present knew about the evaluation but had not been actively involved in the evaluation process. The audit team regards the use of external evaluations of research quality to be a good practice.

### 6.3.3 The information produced by the quality system

The university has created indicators to monitor the achievement of the goals in research. The indicators are found in the Hanken Short-term Strategic plan. Some indicators are related to research output whereas others are related to incentives. While the goals for the output are suitable metrics it is not clear how incentives can help to monitor the achievements of the goals. Hanken has also defined goals for articles published and for the ranking of the journals the articles are published in. The information regarding the

Departmental research seminars provide fast feedback on the research and help to improve the work.

Information regarding the achievement of the goals is communicated in the three times per year reports to the Board.

achievement of the goals is communicated in the three times per year reports to the Board. As the information comes from different systems the Heads of Department do not have a just-in-time access to the information.

The goals are set by the management and information about them is given to the faculty. The Department Heads define the goals for each researcher in the annual development discussions. Faculty are well informed of the goals and of what constitutes quality in terms of research output. Furthermore, as mentioned in the previous chapter, faculty are able to give feedback to management if the goals are challenging and mechanisms are in place to address issues presented by the faculty members.

#### 6.3.4 Support services key to research

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There is evidence that research faculty are satisfied with the support services, of which the most significant are the library and IT services. The library provides a database for all articles the research faculty produces. The researchers upload their research output to that database. Researchers get a financial incentive for this, to ensure that Hanken's research output is available in the library. In addition the library staff regularly sends out a reminder with lists of uploaded articles to the Heads of departments who check if articles still need to be added to the database. In this way the library helps to ensure that the number of articles that are uploaded to the database is high. Hanken has also established co-operation with other local university libraries to increase the access to books and journals. There is also evidence that the IT support responds in a timely fashion. The audit showed that faculty and staff knew who to contact and how when in need of help.

The quality of the support functions is perceived in terms of their output.

The audit team did not see documentation for the quality management processes of the support functions. The quality of the support functions is perceived in terms of their output. The interviews showed that the research faculty know who to contact to solve problems. However, there is no evidence that the processes and operations are evaluated in a systematic way.

## 6.4 Societal impact and regional development work

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Overall, Hanken has functional but not systematic quality management procedures in place that advance the development of its societal impact and regional development work (in particular in the Helsinki region) and goal attainment. Hanken's efforts in this regard are significantly enhanced by the way the goals set for this work are underpinned by and connected to Hanken's overall strategy.

When it comes to the quality system per se underpinning Hanken's quality management procedures in the area, it appears to provide relevant information, just as there is clear evidence that different personnel groups in Hanken act on this information and use it to adapt, adjust and develop the quality of what Hanken does in this area.

The mode and nature of this information and who requests and handles it, however, seem to vary across the different types of activities, ranging from being highly structured – in some cases stipulated by Hanken's governance system – and regular to being ad hoc and/or sporadic and informal. There are signs that the workload generated is an issue, just as the division of labour with regard to monitoring and following up on the development of Hanken's societal impact and regional development work is unclear.

Hanken's quality management of societal impact and regional development work is at a **developing** stage.

### 6.4.1 The objectives for societal impact and regional development work

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The clarity of Hanken's mission, vision and strategic thrust can be seen to give direction to and to shape its understanding of its broader societal impact and contribution to regional development work and, importantly, the actions and interactions that this gives rise to.

In its self-evaluation report, Hanken explains that one of the most important indicators of its societal impact is to provide the national and international business community with competent and responsible business graduates through its programme offerings in pre-career as well post-career/

A central measurement of success is the placement and employment surveys.

executive education. Therefore, Hanken stresses, a central measurement of its success is the placement and employment surveys conducted by the Finnish Association of Business School Graduates SEFE, the Aarresaari network of academic career services and the School itself. Interestingly, this measurement is not included in Hanken's specific sub-strategy for this area (see below). A very specific societal contribution is of course Hanken's statutory responsibility towards the Finnish Swedish-speaking community, namely to educate business graduates fluent in Swedish. Hanken's capacity to deliver on its goals as an educator, in turn, rests on its ability to conduct research of an international standard and of both academic and corporate relevance.

Hanken's overall objectives for societal impact and regional development work are set out in its overarching strategy and in the Hanken Short-term Strategic Plan 2013–2016. Here it details 10 'instruments and actions', and 5 key performance indicators, viz: number of accreditations; participation in international rankings; number of registered members in the alumni network; annual giving by alumni and friends; professorships funded by donors.

#### 6.4.2 The functioning of quality management procedures

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In its SER, Hanken organises its account of how it strives to meet and further develop its objectives when it comes to societal impact and regional development work along four types of activities.

- The first type of activities is *knowledge transfer*, through
- *Research* (including applied research involving business and government partners; joint research with other universities), where quality is managed through faculty qualifications and incentive systems; the competition that Hanken faculty participate in when applying for external funding and the support they receive from Hanken when so doing; and internal and external audits of project administration.
  - *Hanken & SSE Executive education and Lifelong learning offered in Vaasa*, where quality is managed by e.g. external and internal audits, international accreditations, participants surveys, AoL processes (the MBA), the MBA Advisory Board; and the Board for the Hanken Lifelong Learning.
  - *Open University*, which has the same quality management as the regular programmes.

- *Public and guest lectures*, where quality is managed by feedback from participants, Hanken faculty and the Hanken Ambassadors plus the Alumni Council.

The second type of activities is connected to Hanken's *External Relations Unit*, which is responsible for maintaining Hanken's dialogue with alumni and selected companies; career services; and fundraising. A key quality management tool is Hanken's Customer Relations Management (CRM) system. A new CRM policy is being implemented in the autumn of 2013 and is expected to further professionalise corporate and alumni contacts. Hanken should be commended for the progress made with regard to the alumni area since the last FINHEEC Audit. Organisationally, it is however not clear how this unit connects to the individuals, bodies and units that, according to Hanken's self-evaluation report, share the responsibility related to the quality system.

The third type of activities relates to *regional development*. Hanken is part of the Helsinki Alliance just as it collaborates with different units at both Aalto University and the University of Helsinki. In Vaasa it collaborates with the region's business community. In its self-evaluation report, Hanken makes no specific reference to quality management procedures that support its endeavours in this respect. The interviews with academic staff and students suggest that more could be done to involve the regional and national business community in courses and classes and in extracurricular activities on campus; and to connect Vaasa students through ICT to corporate events on Hanken's Helsinki campus. The audit team recommends that Hanken develops a more systematic approach to structuring, monitoring and developing the quality of its contribution to regional development work in Vaasa in particular, including Vaasa students' exposure to and interaction with the corporate community.

The fourth type of activities is addressed under the heading of *corporate social responsibility*. The main vehicle for driving and communicating Hanken's declared objective to be a responsible business school is its participation in the United Nations Global Compact's Principles of Responsible Management Education (PRME). The obligatory report that organisations participating in PRME must submit every second year – and for which Hanken has just received an award as 'best in class' – constitutes an effective framework for monitoring, evaluating and improving Hanken's activities in this area.

Hanken should be commended for the progress made with regard to the alumni area.

The United Nations PRME constitutes an effective framework for quality management of corporate social responsibility.

Another way of capturing Hanken's societal impact and regional development work is to approach this aspect of its operations through the lens of 'external stakeholder engagement'. Connections to the corporate world are institutionalised by corporate representation on Hanken's Board of Directors, as well as on a number of other (advisory) boards and councils. The key role of the Hanken Support Foundation also ensures close corporate interaction. Finally, Hanken attaches great importance to its alumni, a key stakeholder group. In terms of quality management procedures, Hanken refers to its use of regular feedback surveys.

Stakeholders emphasise the vital role of international accreditations.

The audit team visit confirmed that Hanken is held in high regard when it comes to outreach and dialogue with its external stakeholders. Stakeholders underlined the frequent, direct and frank nature of this dialogue, some of which is informal and takes place in face-to-face meetings and conversations with Hanken's Rector and other Hanken employees. Commenting on the forces driving the intensification in recent years of this outreach and dialogue, the interviewees pointed to the higher level of independence of Finnish universities; the activation of Hanken's alumni; the increased emphasis on attracting external funding; Hanken's growing international recognition and Hanken's status as Finland's only stand-alone business school. The interviewees moreover emphasised the vital role of the international accreditations, stressing their value for benchmarking, positioning and internationalisation plus their ability to create positive tension at Hanken and to drive development.

#### 6.4.3 The information produced by the quality system

As is evident from the account in 6.4.2, the procedures and activities through which Hanken monitors and develops its societal impact and regional development generate much information.

The direct and frank dialogue with external stakeholders is in Hanken's DNA.

All personnel groups are involved in and demonstrate considerable commitment to advancing Hanken's societal impact. Pre-career students (in particular Finnish students), e.g. through their representation in Department Councils, through their encounter with practitioners in class, through internships, and through various extra-curricular events at Hanken (in particular those studying at the Helsinki Campus) also take part. Post-career students constitute a very direct link to society. Finally, external stakeholders, notably

the business community and alumni but also central and regional government bodies, participate actively in developing Hanken's societal impact and regional development. This dialogue and the information it generates, are, so to speak, in Hanken's DNA and assume many forms at many levels in the organisation.

However, in its self-evaluation report, Hanken notes that the sheer level of activities which in various ways serve the purpose of developing and maintaining Hanken's societal impact and regional development work at times challenges both academic and administrative staff, due to the workload it generates. The information produced by the quality system is an integral aspect of the perceived stretch of organisational capacity: on the one hand the amount of information is plentiful, but on the other hand there appears to be an issue when it comes to processing and systematising the flows of formal and informal information produced in such a fashion that it can be easily and regularly channelled to the units and people who need it for quality management and development purposes.

So, while recognising that much of what Hanken does by way of quality management in this area is functional, the audit team recommends that Hanken take the necessary steps to actually develop more systematic quality management procedures across the board to better support the achievement of the goals set in this area; and importantly, to ensure that scarce human resources are more efficiently used.

There appears to be an issue in processing and systematising the flows of information.



# Hanken's Assurance of Learning process

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Assurance of Learning, in accordance with the standards and criteria of the AACSB, seeks to ensure that teaching activities at Hanken are effective and characterized by academic excellence and serves also to benchmark the institution internationally. Although precepts and indicators for the process are now in place, measurement, evaluation and analysis are still at an early stage and it will be some time before the process is fully operational and ensuing improvements introduced. This is particularly the case for the programmes, a beginning having been made at the course level where it provides a significant adjunct to other quality indicators such as student course evaluations. The implication of the different groups in its development and implementation is appropriate and the process apparently robust (in terms of quality enhancement). However there is a need for AoL to be seen as one element of an integrated quality system, one which goes beyond the fulfilment of accreditation criteria.

The quality management of the AoL Process is at an **emerging** stage.

The AoL process seeks to ensure that learning goals are fulfilled.

The Institution chose as its optional audit target the Assurance of Learning (AoL) process. This process, as its name implies, seeks to ensure that graduates from a programme fulfil the Learning Goals (LG) and Learning Objectives (LO) that have been set out for that programme. Hanken has set up its AoL system as part of its move to obtain accreditation from the Association to Advance Collegiate Schools of Business (AACSB) which it hopes to obtain by 2015. As mentioned earlier in this report, this accreditation would enable Hanken

to join the elite ‘Triple Crown’ of Business Schools accredited by EQUIS, AMBA and the AACSB. The AoL process is a central plank of the Institution’s quality management of degree education which is student-centred and intended to ‘facilitate ensuring continuous high quality of the School’s programmes’ (Hanken Short-term Strategic Plan 2013–16). It is being rolled out using AACSB standards and intended to be operational by 2014.

## 7.1 Objectives for Assurance of Learning Process

To achieve AACSB accreditation it is necessary, amongst other things, to devise an AoL system which ensures alignment between a programme’s LG/LO, the curriculum and the assessment tasks set for students participating in the programme. This has to be done at both the programme and individual course levels. At the core of the system are the ‘rubrics’ (grids of detailed assessment criteria for determining different levels of student achievement for each LG/LO). These rubrics are used for evaluating aggregate levels of achievement for the programme LG/LO and are intended as a first step in identifying areas for progress in the development of the curriculum and assessment tasks. They are most commonly a combination of qualitative and quantitative measurement and analysis. At the course level they act as guidelines for grading student work at an individual level and the analysis of aggregate levels of achievement is used as a way of identifying areas for improvement.

The rubrics are a combination of qualitative and quantitative measurement and analysis.

## 7.2 Functioning of quality management procedures

The AoL process is intended to be systematic and cyclic, though an Institution has some independence in deciding the frequency of the measurements made. It thus is very similar in nature to standard PDCA (Plan–Do–Check–Act) quality management practices in that it seeks to institute continuous improvement through the establishment of indicators, measurement, analysis and identification of solutions, followed by close monitoring of the changes induced.

Hanken has completed the task of developing rubrics at both course and programme level and measurement is now in its first cycle and has already led to some changes in

Hanken intends to put the AoL process at the heart of its quality management.

both curricula and courses. For instance, one member of the teaching faculty interviewed spoke of 'redesigning a course entirely' after analysing the AoL results and there is clear evidence that Hanken intends to put the AoL process at the heart of its quality management of both teaching and learning.

According to their self-evaluation report (p. 44) the AoL process is 'a tool by which Hanken can be assured that our BSc, MSc, MBA and PhD Programme graduates have the knowledge and skills expected by the academic and business society'. Strictly speaking, AoL is designed to ensure that curricula and assessment are designed in such a way as to test whether students achieve whatever LG/LO have been set for their programme. However, since the LG/LO for all programmes at Hanken are designed to meet the expectations of business and/or academia, the statement in the self-evaluation report can be considered as accurate.

Introduction of AoL has resulted in some changes to curriculum management.

The introduction of AoL has resulted in some changes to Hanken's curriculum management process. An Assessment Committee (called the AoL Committee at Hanken) consisting of representatives from the student body, the faculty, the Office of Study Affairs, the Centre for Research and International Affairs and the MBA staff and chaired by the vice-Rector (Dean) of Education, 'plays', in Hanken's own words, 'a central role'. It develops the rubrics for AoL, analyses the information resulting from these which is collected by the faculty and identifies areas for improvement, though final approval for these is only given by the Academic Council. Unfortunately the AoL and Curriculum Management process (shown in Figure 3 below) appears somewhat cumbersome and whereas the text of the self-evaluation report makes mention of the 'Assessment Committee' this does not appear in the flow diagram which instead refers to an 'AoL Committee' and an 'Assessment Task Force'. Some re-thinking and simplification of this process would be beneficial and would also possibly reduce the workload for the various participants, a need for which is acknowledged by the Hanken management.

Most students found AoL helpful in identifying what was required of them.

As stated before, the AoL as a process has largely been formulated by the AACSB. However, with respect to its quality management the persons and bodies concerned with the precise formulation, the collection, processing and analysis of data, as well as the decisions taken as a result and the dissemination of information are all determined by Hanken. A number of different actors are involved in these at different levels. In keeping with Finnish university, and

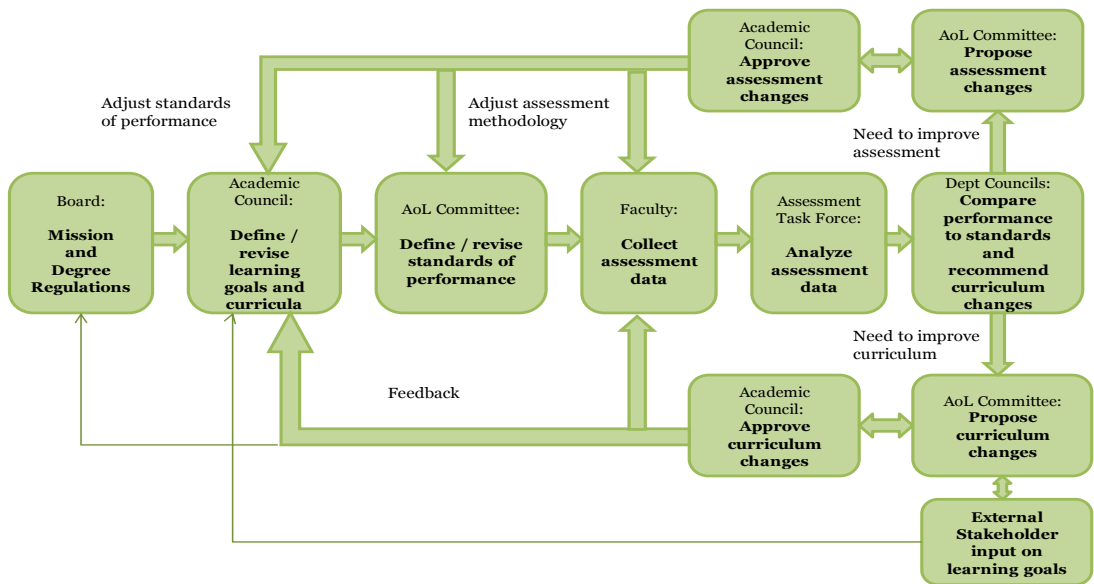


Figure 3. Assurance of Learning and Curriculum Management Process at Hanken – Degree Programmes as presented in the self-evaluation report p. 48.

especially Hanken, tradition, students were involved from the start, principally through the auspices of the Student Union. One consequence of this is that of the students consulted by the audit team the best informed were those who were or had been student representatives and had taken part in early discussions about implementation of AoL. All the students questioned by the audit team were aware of AoL and most said they found it helpful in identifying what was required of them in the different courses and to a lesser extent, at the programme level. This is not surprising, given that it is still at an early stage and of course the students spoken to had not yet in most cases completed their programme.

The audit team learnt that external stakeholders, notably members of the business community and other partners, participated in the initial stages of the AoL ‘project’ and that through their membership of the Board and the International Advisory Board (IAB) they continue to advise Hanken as the AoL is rolled out. Five of the members of the IAB are indeed drawn from EQUIS- and AACSB-accredited Business Schools in Europe.

AoL at Hanken is, as mentioned, primarily the responsibility of the vice-Rector (Dean) of Education. However, on a day-to-day basis it is the teaching faculty

There is a strong sense of the importance of AoL in advancing teaching quality.

members ('The AoL process is faculty-led' – self-evaluation report p. 47) who probably have the greatest responsibility and indeed some of them clearly feel that if care is not taken AoL could prove to be both cumbersome and burdensome. Nevertheless there was evidence of a strong sense of the importance of AoL and its central role in advancing teaching quality and the general feeling seemed to be that although it involved considerable work at the outset, in time the workload would reduce and the benefits become very apparent.

### 7.3 Information produced by the quality system

AACSB requires data to be analysed over a 5-year cycle but at the course and programme levels information is normally collected annually or biannually. At Hanken AoL data is collected, processed and transmitted to the Academic Council, the Rector and the Board by the Centre for Research and International Affairs. By Hanken's own admission further work needs to be done to formalize this, presumably in time for the accreditation visit from the AACSB panel. The basic data are derived from course-based and theses assessments made by the faculty and apparently are shared widely, with students, corporate partners, faculty representatives, faculty and support services all being represented on the various boards/committees/task forces. Nevertheless, for the time being it is not clear exactly who will be given access to the AoL information nor how it will be stored (As a separate information system? Or as part of an integrated databank?).

The indicators used in the process, and the decisions emanating from this, are communicated to all members of the Hanken community through regular meetings with the Rector, the Department Councils and the intranet web pages. The latter provides details, in both Swedish and English, of the AoL process and its operations and contains samples of assessment rubrics for, e.g., the MSc graduating thesis.

As mentioned earlier, it is admitted by Hanken that many faculty consider the AoL process to be 'too time-consuming' but there is no clear indication of how this problem has been addressed, if indeed it has. Whether this is just a question of perception, of 'bedding-in' of the new arrangements or if this difficulty will continue to pose a threat to quality management remains to be seen.

By Hanken's own admission the AoL process 'is still young' and is 'rapidly evolving' (self-evaluation report p. 47). It will take time before it provides a comprehensive set of data to be used for the enhancement of teaching and learning. The audit team feels that there is a need to incorporate AoL into a more general system of quality management for teaching and learning, one which takes account of input from a variety of sources (student course evaluations, to give but one example) and places less emphasis on 'passing the accreditation exam' for, in part at least, marketing purposes. For the moment the flow diagram showing AoL and Curriculum Management (see above) is still, in a formal sense at least, more of a project than concrete reality, though the audit team is confident that this question will be addressed in time.

It is also recommended that the data for the indicators used in the AoL process be incorporated within a consolidated, institution-wide database, accessible to all members of faculty and staff.

There is a need to incorporate AoL into a more general system of quality management.

# The quality system as a whole

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To support the implementation of its strategy and attainment of its goals, Hanken reports that it has developed a quality system, the three main pillars of which are international and national accreditations, audits and evaluations; strategic planning, internal guidelines, rules and regulations; and performance management, including faculty management. Across these pillars, Hanken stresses its reliance on efficient decision-making; systematic, accurate and transparent reporting; regular evaluations of activities; optimal resource allocation and incentive systems.

This is in direct continuation of Hanken's modus operandi at the time of the 2006 FINHEEC Audit. With specific reference to the 2006 FINHEEC Audit recommendations, the 2013 self-evaluation report – as confirmed by Hanken's Rector during the 2013 audit team visit – makes it clear that while Hanken's 2013 quality system is stronger and more systematic than in 2006, it has still not been "fully integrated into one quality system, and there are no plans to change this quality policy" (self-evaluation report p. 19).

The 2013 FINHEEC Audit confirms that Hanken still does not have a set of quality management procedures that constitute a structured and fully functioning system.

Hanken's quality system as a whole is at an **emerging** stage.

## 8.1 Quality management as it relates to institutional goals and strategies

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Hanken stands out by the degree to which all its operations are driven by a strong sense of purpose, as expressed in its strategy. Whilst bound by its statutory responsibilities to educate business graduates fluent in Swedish, Hanken's strategic profile can be summarised as follows: Hanken is a genuinely international, research driven, stand-alone business school committed to excellence and relevance; its programme portfolio is internationally competitive; it collaborates closely with the national as well as the international business school community as well as the corporate world; it is committed to social responsibility.

Together, the Hanken Mission, Vision, Strategy and Short-term Strategic Plans set out an ambitious and detailed map for Hanken's overarching goals, supplemented by specific objectives, actions and performance indicators. The audit team would like to commend Hanken for the degree to which this strategy pervades the organisation and the quality culture and underpins Hanken's operations.

However, the audit team invites Hanken to differentiate between on the one hand its clarity of purpose and evidence-based results, its strong quality culture as evidenced by the support and engagement by all personnel groups in advancing the quality of Hanken's key deliveries; and, on the other hand, a robust, dynamic and comprehensive quality management system, with efficient quality management procedures in place to guide and support Hanken employees at all levels in the organisation and their daily work. As of now, it is unclear how the three main elements in Hanken's quality management system connect and form a whole. In particular it is unclear how the international accreditations – while extremely important and understandably of great consequence for all of Hanken's operations – inform and structure Hanken's own and overarching quality *system*.

## 8.2 Comprehensiveness and impact of the quality system

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Across its operations, Hanken demonstrates a clear orientation towards delivering on its strategic goals and, as part and parcel of this, delivering quality. This is a very strong platform from which to develop an efficient and effective quality system.



When auditing Hanken's quality *system*, it is crucial to try and separate such evidence as there is of the nature and quality of its key deliveries (research, education and outreach) from evidence of the nature, comprehensiveness and impact of its quality *system*. The audit team finds that quite often, both in the self-evaluation report and in the interviews, Hanken – and perhaps in particular Hanken's leadership – appears to confuse the two. Isn't it possible to deliver high quality without a (bureaucratic) quality system? This seems to be the question underlying some of the discourse that the audit team has encountered at Hanken. The answer is probably yes, at least for a limited time. It is like asking, isn't it possible to come home dry without an umbrella and a raincoat? Yes, of course it is, if it doesn't rain.

However, for the purpose of FINHEEC's audits of the quality systems of higher education institutions in Finland, this question is beside the point. Launched in 2005, the audits have become an institutionalised part of the governance of Finnish higher education institutions, complete with a manual which in considerable detail describes the audit targets and the criteria against which these are being evaluated.

The FINHEEC 2006 Audit of Hanken advised Hanken to develop more structured documentation and its overall view of the quality system. In Hanken's 2013 SER, and in interviews with the Hanken leadership, Hanken is emphatic that while the implementation of the system is much more systematic than it was in 2006 its quality policy remains basically the same as in 2006, just as there are no plans to develop its quality management procedures into a fully integrated quality system.

In 2013, the three pillars of Hanken's quality system remain largely unconnected. Assessed against the FINHEEC criteria, there are a number of weaknesses when it comes to defining how the constituent elements – all of which are extremely relevant – of Hanken's quality system come together in an integrated system. As a consequence, the division of responsibility with regard to monitoring the quality of its activities is not clear. In Hanken's view, the ultimate responsibility of quality management rests with the Rector, while in the day-to-day operations quality management is everybody's responsibility. While there is no question that all personnel groups at Hanken are very focussed on quality, there appears to be considerable overlap and complicated divisions of responsibility when looking at the many quality management related activities that are initiated by and flow

from the many bodies, units and individuals that are listed as responsible for quality management.

This has implications for the documentation of the quality system and the information it produces. The audit team is convinced that the information is there and that it is used to good effect, but, based on the evidence provided, it is not systematically organised, stored and communicated.

Overall, Hanken's quality system is characterized by a considerable degree of informality and of tacit knowledge in terms of how to navigate and act on the many structures and processes that are actually in place precisely to assure quality. In its self-evaluation report and in the interviews with the Hanken leadership, this approach is justified by reference to the fact that Hanken is a relatively small university. However, both the self-evaluation report and the interviews indicate that the organisation is stretched due to the overall workload and that there is a need to utilise scarce human resources more efficiently, including when attending to quality assurance. Moreover, the combined effects of Hanken's strategic drive and ambitious goals and an increasingly international faculty and student body, who may not be familiar with the 'way we do things here', suggest that Hanken should indeed move towards a more formalised and systematic quality system.

With reference to Hanken's quality loop the audit team finds that while the two upper quadrants are satisfactorily attended to, the two lower quadrants demonstrate major weaknesses.

### 8.3 Functioning of the quality system regarding the basic duties of the institution

The quality management procedures used to achieve the goals set for degree evaluation are functional and advance the achievement of the goals set for the degree education. International re-accreditations (EQUIS and AMBA) and most recently the gradual implementation of the Assurance of Learning (AoL) process, which is part of Hanken's preparation for AACSB accreditation, constitute the cornerstone of Hanken's degree education and research quality management.

Hanken's intent on obtaining and maintaining these accreditations is well aligned with Hanken's vision to be 'a genuinely international business school'. In the extremely competitive international business school community, international accreditations are a *sine qua non* and a

prerequisite when international business schools consider partnerships, international faculty consider where to pursue their careers and international students consider where to study. Hanken is to be commended for the considerable efforts that it puts into this aspect of its quality management.

The AACSB AoL seems well on track but is still work-in-progress and as yet in the early stage of its implementation, which is why its functioning cannot yet be assessed in its entirety. Importantly, the audit team recommends that Hanken explicate how the AACSB AoL ties in with the rest of Hanken's degree education quality management. From Hanken's self-evaluation report and interviews with teaching faculty and students it transpires that Hanken's quality management of education related activities can be improved by developing the following aspects of the system.

First, by way of programme management, Hanken's largest degree programme, the integrated BSc/MSc programme, has only just appointed a Programme Director to coordinate and oversee programme development and management – to become effective by the spring of 2014. The audit team recommends that Hanken pay close attention to and support the implementation of this new structure. It is a positive, but also overdue, step and in line with practice at some of Hanken's other minor (as measured by the number of students enrolled) degree programmes, including and most notably the PhD programme.

Second, like most other institutions of higher education, Hanken reports low response rates in the student evaluation surveys that register pre-career students' satisfaction with the education they receive and the perceived relevance and quality of individual classes and teachers. Hanken is encouraged to further develop alternative processes – in addition to AoL – that enable programmes and teachers on a continuous basis to adjust and develop course content, pedagogy and programme design.

Third, in its SER, Hanken notes that its incentive system has not yet been developed with a view to rewarding good teaching and excellence in managing major teaching related responsibilities. It is encouraging that this is now on Hanken's radar and the audit team recommends that Hanken take steps to develop the system to include this dimension.

When turning to research, Hanken has systematic, well-established and in some instances advanced procedures that provide excellent support for the development of the RDI activities and the implementation of Hanken's overall strategy.

Key performance indicators guide research staff and are used to measure the quality of the research production. Annual appraisal interviews and work plans ensure that research staff and their immediate superiors, Heads of Departments, are working together towards the same goals. A recently revised 'Best Practices for Recruitment' document supports Hanken's research and administrative staff responsible for recruitment, which, in Hanken's words, is one of the most crucial aspects of faculty management. In recent years, Hanken has put more emphasis on attracting more external research grants, and to that end specialised administrative staff members have been assigned to support the lead applicants in the development of their proposals.

From time to time Hanken commissions external evaluations of its research by international peer review teams, most recently in 2011, which in 2013 led Hanken to revise its areas of strength. The international accreditations also include specific standards for good quality management of research and research staff.

Moreover, Hanken has systematic procedures in place that generate information for the quality management of the RDI activities. An obvious example is the electronic registration of bibliometric information by Hanken's library, which can be obtained by the click of a mouse.

Research staff can be seen to be involved in the development of Hanken's RDI activities, be very knowledgeable about and supportive of the standards applied and are clearly very committed to achieving the goals set. Students encounter and relate to Hanken's RDI activities in their courses and through their representation on the Department Councils. External stakeholders are involved in several ways. The national and international research communities within the field of business and social sciences contribute significantly to developing Hanken's RDI activities. This happens through collaborative activities with research environments at Aalto School of Economics and at Helsinki University and international business schools and universities; through participation in international research conferences and workshops; international research projects; and publications (including publications co-authored with international researchers) in internationally reputable journals and other research publications.

The business community is involved in the development of Hanken's RDI activities, both through applied research projects involving corporate partners; by offering advice and

support in Hanken's governing bodies; by awarding research grants and other financial support of research at Hanken.

This leads naturally to a summary evaluation of the audit target addressing societal impact and regional development. Here also Hanken has functional if not systematic procedures in place that ensure development of this aspect of Hanken's basic duties and the implementation of Hanken's overall strategy. Hanken is very clear and explicit about how it sees its major role in terms of societal impact and regional development: to provide the national and international business community with competent and responsible business graduates through its programme offerings in pre-career as well post-career/executive education. Close cooperation with the business community is in Hanken's DNA and institutionalised in its governance system and ensures a frequent but often also very informal and ad hoc dialogue about the nature and perceived relevance of Hanken's operations.

As there are signs that Hanken's endeavours in terms of outreach and engagement of external stakeholders – in particular the business community and regional bodies – stretch the capacity of the organisation, the audit team recommends that Hanken develop a systematic quality management system for this, both with a view to supporting implementation of Hanken's strategy in this regard better and to optimising use of the scarce human resources involved.

#### 8.4 Quality culture as the base for development of operations

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As has been noted and established throughout in this audit, Hanken displays much and compelling evidence of a strong quality culture in the sense that both Hanken's Leadership and all personnel groups are very engaged in and committed to delivering quality and to ensuring goal attainment. What is less developed is a quality system which across the board supports, structures and optimises this endeavour. The audit team recommends that Hanken take the necessary measures to connect and systematise the many well-designed and relevant but unrelated procedures and practices that today constitute its quality system.

# 9

## Conclusions

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### 9.1 Strengths and good practices of the quality system

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#### Strengths

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- There is a strong organisational culture characterized by a strong sense of purpose, result orientation and a commitment to advancement of the university.
- Student feedback is taken seriously and leads to changes at the course level.
- There are established and natural ways of involving alumni and corporate connections in the operations.
- There is a very systematic process for implementing the strategy throughout the organisation using performance agreements and development discussions.
- Hanken has systematic procedures in place that generate information for the quality management of the RDI activities.
- The internationalisation of the School is supported well by its international accreditations and these accreditations provide tools beneficial for the enhancement of the quality of both teaching and research.
- Faculty are well informed about the research goals and about what constitutes quality in terms of research output.
- The outreach and dialogue with external stakeholders is held in high regard by such stakeholders, underlining the frequent, direct and frank nature of this dialogue.
- All personnel groups are involved in and demonstrate considerable commitment to advancing Hanken's societal impact and regional development.

## Good practices

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- The adoption of Assurance of Learning for all degree programmes is an effective contribution to systematically enhancing teaching quality.
- The participation in United Nations Global Compact's Principles of Responsible Management Education (PRME) constitutes an effective framework for monitoring, evaluating and improving Hanken's declared goal to contribute to economically, socially and environmentally sustainable development. Hanken has just received an award as 'best in class' for the report that organisations participating in PRME must submit every second year.
- International peer evaluation of research quality.
- The Centre for Research and International Affairs provides assistance to doctoral students seeking funding.
- For the PhD Programme there is a good set of indicators which are used to enhance the quality of the teaching and also to the student learning experience in terms of advice, support, motivation and academic support.
- The contribution of the corporate world to Hanken's quality efforts through, for example, its participation in the AoL Assessment Committee.

## 9.2 Recommendations

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- The accreditations that Hanken has pursued have led to the development of many quality management procedures which contribute to the development of the operations. However, Hanken would benefit from integrating these into one overall quality system and defining the objectives, structure and operating principles of the system. This would provide opportunities to enhance efficiency, to reduce risk and to help Hanken respond to change.
- It would be desirable if Hanken were to develop more systematic methods to manage its quality processes in order to give greater emphasis to the evaluation and improvement stages of the Hanken Quality Loop 2013.
- It is recommended that Hanken structure the documentation of the procedures, processes and systems that it uses in order to maintain and develop the quality of its activities, paying attention to access to information. This would lead to better traceability and

would help identifying inefficiencies and areas in need of development in the operations.

- Hanken should reconsider its decision not to set down in writing its quality system procedures. Documenting these in a precise manner would have a number of advantages: greater transparency, reduction of risk caused by the departure of individual members of staff, easier integration of new – especially international – members of staff and the facilitation of systematic periodic review of Hanken’s operations.
- Hanken should define systematic procedures with clear responsibilities for evaluating and developing the quality system as a whole, so as to be better able to coordinate the development of different quality-related processes and procedures.
- The internal audits commissioned by the Board could be used in evaluating also the efficiency of internal quality management processes.
- In order to meet its strategic objective to become more international, extra attention should be given to the needs of non-Finnish and non-Swedish speaking students and of international faculty. All relevant documents and sources of information should be in English as well as in Swedish.
- Attention should be given to improving career services for graduates looking for employment outside Finland and Sweden and Hanken should develop methods for tracking international graduates’ placement.
- Hanken should consider slightly shifting the emphasis in the management of its degree programmes away from individual departments by having a formally appointed Programme Director with defined responsibilities for each of its degree programmes, or possibly for the MSc programmes as a group, together with a Programme Committee.
- Hanken reports low response rates in the student evaluation surveys that register pre-career students’ satisfaction with the education they receive and the perceived relevance and quality of individual classes and teachers. Hanken is encouraged to develop additional processes that enable programmes and teachers on a continuous basis to adjust and develop course content, pedagogy and programme design.
- The audit team recommends that Hanken take steps to develop its incentive system to include good teaching



and excellence in managing major teaching-related responsibilities.

- The audit team recommends that Hanken develop a more systematic approach to structuring, monitoring and developing the quality of its contribution to regional development work in Vaasa, including Vaasa students' exposure to and interaction with the corporate community.

### 9.3 The audit team's overall assessment

Based on this report the audit team concludes that Hanken School of Economics does not have a set of quality management procedures that constitute a clearly defined, appropriately documented and unified system which supports the development of the institution's operations in a meaningful and efficient manner.

Whilst the audit team commends Hanken's overall quality culture and several positive developments and initiatives of consequence for Hanken's quality work, it nevertheless finds that Hanken has not taken sufficient action with respect to the recommendations of the 2006 FINHEEC Audit. The quality system as a whole is at the emerging stage when measured against FINHEEC's audit criteria.

As the quality system as a whole does not reach the developing stage the audit team recommends that the quality system of Hanken School of Economics be subject to re-audit. The audit team recommends that the re-audit should concentrate on the quality policy of the HEI, on the quality management of degree education and on the quality system as a whole.

# 10

## FINHEEC's decision

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In its meeting on 20 February 2014, the Finnish Higher Education Evaluation Council decided, based on the audit team's recommendation and on the audit report, that the quality system of Hanken School of Economics does not meet the criteria set for quality systems. Thus, the development of the quality system requires actions from the institution and a re-audit.

The re-audit will focus on the following audit targets, as set in the audit manual for the quality systems of higher education institutions 2011–2017:

- the quality policy of the HEI (audit target 1);
- samples of degree education at bachelor's and master's level (audit target 5); and
- the quality system as a whole (audit target 6).

The quality system of Hanken School of Economics will be re-audited in approximately two to three years from the decision of the Finnish Higher Education Evaluation Council.

# Appendix 1: Table of the audit targets and criteria

TARGETS	CRITERIA			
	ABSENT	EMERGING	DEVELOPING	
			ADVANCED	
<p><b>1. The quality policy of the higher education institution</b></p>	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> <li>■ definition of the system's objectives and responsibilities</li> <li>■ knowledge and commitment of those responsible</li> <li>■ documentation of the system and the information it produces or suitable communication.</li> </ul>	<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 goal-setting 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>
<p><b>2. Strategic and operations management</b></p>	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> <li>■ links to strategic planning, management and operations management</li> <li>■ ability to meet the needs of strategic and operations management or commitment to quality work of managers involved in operations management.</li> </ul>	<p>The quality system is not sufficiently well linked to the HEI's strategic planning, management and operations 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 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>
<p><b>3. Development of the quality system</b></p>	<p>The HEI shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> <li>■ procedures for evaluating or developing the quality system or</li> <li>■ overall view of the functioning of the quality system.</li> </ul>	<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 well functioning 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 well-established 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>
<p><i>Follow-up section for the HEIs subject to the second FINHEEC audit:</i></p>	<p>The HEI shows a complete absence of or major shortcomings in:</p> <ul style="list-style-type: none"> <li>■ the development work following the first audit.</li> </ul>	<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>

<b>The fulfilment of the following criteria is reviewed separately for each basic duty and optional audit target:</b>				
<p><b>4. Quality management of the higher education institution's basic duties</b></p> <p><b>4a) Degree education</b></p> <p><b>4b) Research, development and innovation activities, as well as artistic activities</b></p> <p><b>4c) Societal impact and regional development work (incl. social responsibility, continuing education, open university and sciences education, as well as paid-services education)</b></p> <p><b>4d) Optional audit target</b></p>	<p>The quality system shows a complete absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> <li>■ quality management procedures used to achieve the goals set for the operations</li> <li>■ links between goals set for the activities and the HEI's overall strategy</li> <li>■ participation of the institution's personnel groups, students or external stakeholders in the development of the operations or</li> <li>■ quality management of support services that are key to the operations.</li> </ul>	<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>-----</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>-----</p> <p>The personnel groups, students and external stakeholders are not involved in the development of the operations in a meaningful manner.</p> <p>-----</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>-----</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>-----</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>-----</p> <p>The quality management of key support services functions relatively well.</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. There is clear and continuous evidence of the system's effectiveness in achieving the goals set for the operations.</p> <p>-----</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>-----</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. External stakeholders are involved in the development work in a meaningful manner.</p> <p>-----</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:**

**5. Samples of degree education: degree programmes**

**Planning of education**

- 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.

**Implementation of education**

- Teaching methods and learning environments
- Methods used to assess learning
- Students' learning and well-being
- Teachers' competence and occupational well-being
- Participation of different personnel groups, students and external stakeholders.

**Effectiveness of quality work**

- Suitability of key evaluation methods and follow-up indicators and their impact on the achievement of goals.

The quality system shows a complete absence of or major shortcomings in the:

- 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.

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.

The quality management procedures related to the implementation of education are not fully functional and do not support implementation in a meaningful manner.

The personnel groups, students and external stakeholders are not involved in developing the operations in a meaningful manner.

There is little evidence of the effectiveness of the quality work.

The quality management procedures related to the planning of education enhance the quality of planning and support planning itself.

The quality management procedures related to the implementation of education enhance the quality of the implementation and support implementation itself.

Personnel groups and students are involved in developing the operations in a meaningful manner. External stakeholders also participate in the development work.

There is clear evidence of the effectiveness of the quality work.

The quality management procedures related to the planning of education are systematic and well-established and provide excellent support for planning.

The quality management procedures related to the implementation of education are systematic and well-established and provide excellent support for implementation.

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.

There is clear and continuous evidence of the effectiveness of the quality work.

<p><b>6. The quality system as a whole</b></p>	<p>The HEI has only individual and unrelated quality 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.</p> <p>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>
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## Appendix 2: The stages and timetable of the audit process

Agreement negotiations between the HEI and FINHEEC	31 October 2012
Appointment of the audit team	13 December 2012 and 16 May 2013
The HEI's audit materials and self-evaluation report submitted to FINHEEC	5 July 2013
An information and discussion event at the HEI	12 August 2013
Audit visit	1–3 October 2013
Audit decision	20 February 2014
Concluding seminar	14 March 2014



## Appendix 3: Programme of the audit visit

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### **Tuesday 1 October 2013**

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9.00–9.50	Top management
10.00–10.50	Board
11.00–11.50	Academic Council
13.00–13.50	Heads of Departments
14.00–14.50	Academic staff
15.00–15.50	Students
16.00–16.50	Quality Council Centre for Research and International Affairs

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### **Wednesday 2 October 2013**

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9.00–9.50	External stakeholders
10.00–10.50	Integrated BSc and MSc programme: Students
11.00–11.50	Integrated BSc and MSc programme: Faculty and staff
13.00–13.50	MSc programme in Quantitative Finance: Students
14.00–14.50	MSc programme in Quantitative Finance: Faculty and staff
15.00–15.50	Research, development and innovation activities

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### **Thursday 3 October 2013**

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9.00–9.50	Availability and accessibility of documentation
10.00–10.50	PhD programme: Faculty and staff
11.00–11.50	PhD programme: Students
15.00–15.50	Final interview with the top management with preliminary feedback

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## PUBLICATIONS OF THE FINNISH HIGHER EDUCATION EVALUATION COUNCIL

- 1:2000** Lehtinen, E., Kess, P., Stähle, P. & Urponen, K.: Tampereen yliopiston opetuksen arviointi
- 2:2000** Cohen, B., Jung, K. & Valjakka, T.: From Academy of Fine Arts to University. Same name, wider ambitions
- 3:2000** Goddard, J., Moses, I., Teichler, U., Virtanen, I. & West, P.: External Engagement and Institutional Adjustment: An Evaluation of the University of Turku
- 4:2000** Almefelt, P., Kekäle, T., Malm, K., Miikkulainen, L. & Pehu-Voima, S.: Audit of Quality Work. Swedish Polytechnic, Finland
- 5:2000** Harlio, R., Harvey, L., Mansikkamäki, J., Miikkulainen, L. & Pehu-Voima, S.: Audit of Quality Work. Central Ostrobothnia Polytechnic
- 6:2000** Moitus, S. (toim.): Yliopistokoulutuksen laatuysiköt 2001–2003
- 7:2000** Liuhanen, A.-M. (toim.): Neljä aikuiskoulutuksen laatuysiköä 2001–2003
- 8:2000** Hara, V., Hyvönen, R., Myers, D. & Kangasniemi, J. (Eds.): Evaluation of Education for the Information Industry
- 9:2000** Jussila, J. & Saari, S. (Eds.): Teacher Education as a Future-moulding Factor. International Evaluation of Teacher Education in Finnish Universities
- 10:2000** Lämsä, A. & Saari, S. (toim.): Portfoliosta koulutuksen kehittämiseen. Ammatillisen opettajankoulutuksen arviointi
- 11:2000** Korkeakoulujen arviointineuvoston toimintasuunnitelma 2000–2003
- 12:2000** Finnish Higher Education Evaluation Council Action Plan for 2000–2003
- 13:2000** Huttula, T. (toim.): Ammattikorkeakoulujen koulutuksen laatuysiköt 2000
- 14:2000** Gordon, C., Knodt, G., Lundin, R., Oger, O. & Shenton, G.: Hanken in European Comparison. EQUIS Evaluation Report
- 15:2000** Almefelt, P., Kekäle, T., Malm, K., Miikkulainen, L. & Kangasniemi, J.: Audit of Quality Work. Satakunta Polytechnic
- 16:2000** Kells, H.R., Lindqvist, O.V. & Premfors, R.: Follow-up Evaluation of the University of Vaasa. Challenges of a small regional university
- 17:2000** Mansikkamäki, J., Kekäle, T., Miikkulainen, L., Stone, J., Tolppi, V.-M. & Kangasniemi, J.: Audit of Quality Work. Tampere Polytechnic
- 18:2000** Baran, H., Gladrow, W., Klaudy, K., Locher, J. P., Toivakka, P. & Moitus, S.: Evaluation of Education and Research in Slavonic and Baltic Studies
- 19:2000** Harlio, R., Kekäle, T., Miikkulainen, L. & Kangasniemi, J.: Laatuysikön arviointi. Kymenlaakson ammatti-korkeakoulu
- 20:2000** Mansikkamäki, J., Kekäle, T., Kähkönen, J., Miikkulainen, L., Mäki, M. & Kangasniemi, J.: Laatuysikön arviointi. Pohjois-Savon ammattikorkeakoulu
- 21:2000** Almefelt, P., Kantola, J., Kekäle, T., Papp, I., Manninen, J. & Karppanen, T.: Audit of Quality Work. South Carelia Polytechnic
- 1:2001** Valtonen, H.: Oppimisen arviointi Sibelius-Akatemiassa
- 2:2001** Laine, I., Kilpinen, A., Lajunen, L., Pennanen, J., Stenius, M., Uronen, P. & Kekäle, T.: Maanpuolustuskorkeakoulun arviointi
- 3:2001** Vähäpassi, A. (toim.): Erikoistumisopintojen akkreditointi
- 4:2001** Baran, H., Gladrow, W., Klaudy, K., Locher, J. P., Toivakka, P. & Moitus, S.: Экспертиза образования и научно-исследовательской работы в области славистики и балтистики (Ekspertiza obrazovanija i naučno-issledovatelsoj raboty v oblasti slavistiki i baltistiki)
- 5:2001** Kinnunen, J.: Korkeakoulujen alueellisen vaikuttavuuden arviointi. Kriteerejä vuorovaikutteisuuden arvottamiselle
- 6:2001** Löfström, E.: Benchmarking korkeakoulujen kieltenopetuksen kehittämisessä
- 7:2001** Kaartinen-Koutaniemi, M.: Korkeakouluopiskelijoiden harjoittelun kehittäminen. Helsingin yliopiston, Diakonia-ammattikorkeakoulun ja Lahden ammattikorkeakoulun benchmarking-projekti
- 8:2001** Huttula, T. (toim.): Ammattikorkeakoulujen aluekehitysvaikutuksen huippuysiköt 2001
- 9:2001** Welander, C. (red.): Den synliga yrkeshögskolan. Ålands yrkeshögskola.
- 10:2001** Valtonen, H.: Learning Assessment at the Sibelius Academy
- 11:2001** Ponkala, O. (toim.): Terveystieteiden korkeakoulutuksen arvioinnin seuranta

- 12:2001** Miettinen, A. & Pajarre, E.: Tuotantotalouden koulutuksen arvioinnin seuranta
- 13:2001** Moitus, S., Huttu, K., Isohanni, I., Lerkkanen, J., Mielityinen, I., Talvi, U., Uusi-Rauva, E. & Vuorinen, R.: Opintojen ohjauksen arviointi korkeakouluissa
- 14:2001** Fonselius, J., Hakala, M. K. & Holm, K.: Evaluation of Mechanical Engineering Education at Universities and Polytechnics
- 15:2001** Kekäle, T. (ed.): A Human Vision with Higher Education Perspective. Institutional Evaluation of the Humanistic Polytechnic
- 1:2002** Kantola, I. (toim.): Ammattikorkeakoulun jatkotutkinnon kokeilulupahakemusten arviointi
- 2:2002** Kallio, E.: Yksilöllisiä heijastuksia. Toimiiko yliopisto-opetuksen paikallinen itsearviointi?
- 3:2002** Raivola, R., Himberg, T., Lappalainen, A., Mustonen, K. & Varmola, T.: Monta tietä maisteriksi. Yliopistojen maisteriohjelmien arviointi
- 4:2002** Nurmela-Antikainen, M., Ropo, E., Sava, I. & Skinnari, S.: Kokonaisvaltainen opettajuus. Steinerpedagogisen opettajankoulutuksen arviointi
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- 9:2002** Kekäle, T. & Scheele, J.P.: With care. Institutional Evaluation of the Diaconia Polytechnic
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- 11:2002** Katajamäki, H. (toim.): Ammattikorkeakoulut alueidensa kehittäjinä. Näkökulmia ammattikorkeakoulujen aluekehitystehtävän toteutukseen
- 12:2002** Huttula, T. (toim.): Ammattikorkeakoulujen koulutuksen laatuysiköt 2002–2003
- 13:2002** Hämäläinen, K. & Kaartinen-Koutaniemi, M. (toim.): Benchmarking korkeakoulujen kehittämisvälineenä
- 14:2002** Ylipulli-Kairala, K. & Lohiniva, V. (eds.): Development of Supervised Practice in Nurse Education. Oulu and Rovaniemi Polytechnics
- 15:2002** Löfström, E., Kantelinen, R., Johnson, E., Huhta, M., Luoma, M., Nikko, T., Korhonen, A., Penttilä, J., Jakobsson, M. & Miikkulainen, L.: Ammattikorkeakoulun kielenopetus tienhaarassa. Kielenopetuksen arviointi Helsingin ja Keski-Pohjanmaan ammattikorkeakouluissa
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- 18:2002** Tuomi, O. & Pakkanen, P.: Towards Excellence in Teaching. Evaluation of the Quality of Education and the Degree Programmes in the University of Helsinki
- 1:2003** Sarja, A., Atkin, B. & Holm, K.: Evaluation of Civil Engineering Education at Universities and Polytechnics
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- 7:2003** Kauppi, A. & Huttula, T. (toim.): Laatu ammattikorkeakouluihin

- 8:2003** Parjanen, M.: Amerikkalaisen opiskelija-arvioinnin soveltaminen suomalaiseen yliopistoon
- 9:2003** Sarala, U. & Seppälä, H.: (toim.): Hämeen ammattikorkeakoulun kokonaisarviointi
- 10:2003** Kelly, J., Bazsa, G. & Kladis, D.: Follow-up review of the Helsinki University of Technology
- 11:2003** Goddard, J., Asheim, B., Cronberg, T. & Virtanen, I.: Learning Regional Engagement. A Re-evaluation of the Third Role of Eastern Finland universities
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- 14:2003** Kantola, I. (toim.): Harjoittelun ja työelämäprojektien benchmarking
- 15:2003** Ala-Vähälä, T.: Hollannin peili. Ammattikorkeakoulujen master-tutkinnot ja laadunvarmistus
- 16:2003** Goddard, J., Teichler, U., Virtanen, I., West, P. & Puukka, J.: Progressing external engagement. A re-evaluation of the third role of the University of Turku
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