

# *Assurance of Learning Policy*

## **Purpose**

The aim of the Assurance of Learning (AoL) policy is to provide a framework which helps to ensure that students can demonstrate achievement against stated learning outcomes at a specific level, and which informs internal and external stakeholders about the results of continuous quality improvement at Hanken School of Economics (Hanken).

## **Scope**

This AoL policy applies to all programmes at Hanken.

## **Definition**

**Assurance of Learning** (AoL) is a tool the School uses in order to assure that the graduates have the knowledge and skills that are required and expected of a BSc, a MSc, a PhD and an Executive MBA graduate of Hanken.

## **Policy**

Hanken's AoL policy embeds practices and procedures relating to curriculum development, teaching and learning, and assessment.

## **1. Identification of Learning Outcomes**

### *1.1 Learning Goals*

Hanken has four general **learning goals** (LG).

The following knowledge and competence areas are the basis for the learning goals:

1. Knowledge in economic sciences and/or the subject area in question.
2. Academic skills (analytical thinking, methodology, information literacy).
3. Communication skills (linguistic and communication competence, leadership and other skills).
4. Skills for working responsibly and in an international environment.

Each programme has specified learning goals in order to suit its level (BSc, MSc, PhD or EMBA). There are also learning goals available for each course.

By comparing the students' performance with expectations, Hanken gets the information on how well the students fulfil the programme specific goals. In these measurements Hanken uses **AoL assessment rubrics**. The AoL data is analysed on programme level, which means that it is not single students who are assessed, but the contents and structure of the programmes.

Once the learning goals (LG) and the basis for assessment are clear to the students, they know what is expected of them. Then it is also easier for the students to do well in their studies. Therefore, Hanken encourage students to acquaint themselves with the learning goals of their programme and courses.

### *1.2 Learning Objective*

Hanken's learning goals are based on the School's mission and degree regulations. The learning goals describe the knowledge and skills the students should obtain with the education. Thereafter, measurable **learning objectives** (LO) are formulated to demonstrate achievement.

## **2. Curriculum Aligned with Learning Goals**

The curriculum is defining what, when, and how students will learn in a systematic and purposeful way. Therefore, curriculum for each subject at Hanken is designed to deliver knowledge and skills that are relevant for programme learning goals.

Expected learning outcomes define the overall information, knowledge, or understanding a student should master upon a successful completion of curriculum. The curriculum alignment is presented in **curriculum maps**.

Hanken is not anticipating that every subject will contribute equally to each of the learning outcomes. As a result of the learning experience of the whole curriculum students achieve knowledge and skills progressively throughout their study.

## **3. Assessment Aligned with Learning Outcomes**

Assessing learning outcomes is essential for monitoring student learning, as well as for the learning process itself.

The assessment of the learning outcomes enables Hanken to evaluate the effectiveness of the curriculum in terms of achieving the expected learning outcomes. It also provides students with useful information about their current skills, knowledge, and competencies. Assessing the learning outcomes is critical for continuous improvement at all levels at Hanken.

## **4. Data Collection, Analysis and Dissemination of Student Performance Information**

Hanken uses direct and indirect measures to evaluate student learning and to continuously improve the quality of teaching and learning. Assessment instruments are mainly course-embedded questions in assignments, written exams, and theses, using standard rubrics. The students are given notice of assessments and rubrics in advance. Rubrics are developed by the AoL Assessment Committee in cooperation with faculty. The assessment data is collected in specific courses and theses according to the assessment plan.

The AoL Assessment Committee is guiding the data collection, and analysing the assessment of student learning. The findings/results are reported to the Department Councils and to the Academic Council. The Department Councils are responsible to review the assessment data, to discuss the results and in cooperation with the AoL Assessment Committee to recommend actions for improvements.

Throughout the whole process, Hanken is committed to protecting the privacy of its students including ensuring the confidentiality of student work submitted for assessment as well as the feedback resulting from assessment activities.

## 5. Continuous Improvement

Continuous improvement is the last step in closing the loop (Plan-Do-Check-Act) before starting again.

At Hanken the Academic Council monitors the overall process and endorses the continuous improvement. As a result of the AoL process, actions to improve student learning, revision of the curriculum and enhancement of the assessment plan are made within curriculum management.

## 6. Division of Responsibilities

- **Academic Council** (incl. **Education Council**) - Approves learning goals and curricula (incl. curriculum maps)
- **AoL Assessment Committee** (chaired by **Programme Director**) – Collects data and analyses results of student learning, proposes and prepares curriculum changes, defines/revises learning goals and learning objectives, checks curriculum maps, approves rubrics, proposes assessment changes
- **Board** - Approves programme changes
- **Department Councils and EMBA Council** - Analyse assessment results, revise curriculum maps, recommend curriculum and programme changes
- **External Stakeholder Group** - Gives input on learning goals and curricula
- **Faculty** – Collect assessment data (using rubrics), analyse results of student learning, recognise problems, suggest solutions and new courses, implement changes

Responsibilities and timeline are defined in the Quality Manual, the AoL Academic Calendar and the Assessment Plan.

## 7. Key Elements, Benchmarking and External Review

International accreditations are the key elements in Hanken's quality assurance and improvement system. Therefore, Hanken's approach to Assurance of Learning (AoL) complies with international standards and criteria.

Assurance of Learning (AoL) at Hanken is based on and inspired by national and international best practice. For example learning outcomes, curricula, assessments, and teaching practices are gender neutral and non-discriminatory.

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