



# *Hanken Quality Handbook 2.4*

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## Introduction

The purpose of the quality handbook is to serve as a general overview of Hanken's quality management, to explain how Hanken ensures and promotes high quality and to serve as an entry point to further descriptions of functions and processes. Process descriptions are presented in the process map, Information Management System.

The published document is checked and up-dated twice a year.

To view and make the best use of the handbook, you should log in on Hanken.fi.

Please contact [quality@hanken.fi](mailto:quality@hanken.fi) should you have questions or comments.

## This is Hanken

### International business school in Finland

Hanken is a stand-alone [Finnish university](#) level business school with an international and research-oriented profile and with close ties to the corporate world. The [mission](#) of Hanken is to create new knowledge and educate responsible professionals for the global economy and changing society. The mission explicitly pinpoints Hanken's national responsibility to educate graduates fluent in Swedish simultaneously offering tuition in English targeting international students, thus aiming at creating an international classroom mixing domestic and international students and faculty. Hanken has a solid foundation with international recognition reflected in our international accreditations, a sound financial basis, and valuable national and international networks.

### Strategy

Hanken's [Strategy 2030](#) focuses on high-quality research and education, internationalisation, strong corporate connections, and sustainability. The [substrategies](#) define the long-term strategy and strategic goals more explicitly in the selected areas of Research, Teaching and Learning, and Human Resources. The [vision](#) of Hanken is to be an internationally highly regarded research-driven, stand-alone business school responding to global business and societal challenges innovatively and responsibly. Ethics, responsibility and sustainability are values that permeate studies, research, and contacts to the business community and society, and all activities are characterised by the Nordic values of equality, openness and integrity. Policy documents such as the [Language Policy](#), the [Assurance of Learning Policy](#) and the [Digital Learning Policy](#) are key documents supporting the strategy. The [Quality Policy](#) sets the objectives and describes the responsibilities and the operating principles of quality management and continuous improvement at Hanken. [Hanken Code of Conduct](#) emphasises everyone's responsibility to maintain healthy relationships both in their work and in their studies.

### Organisation

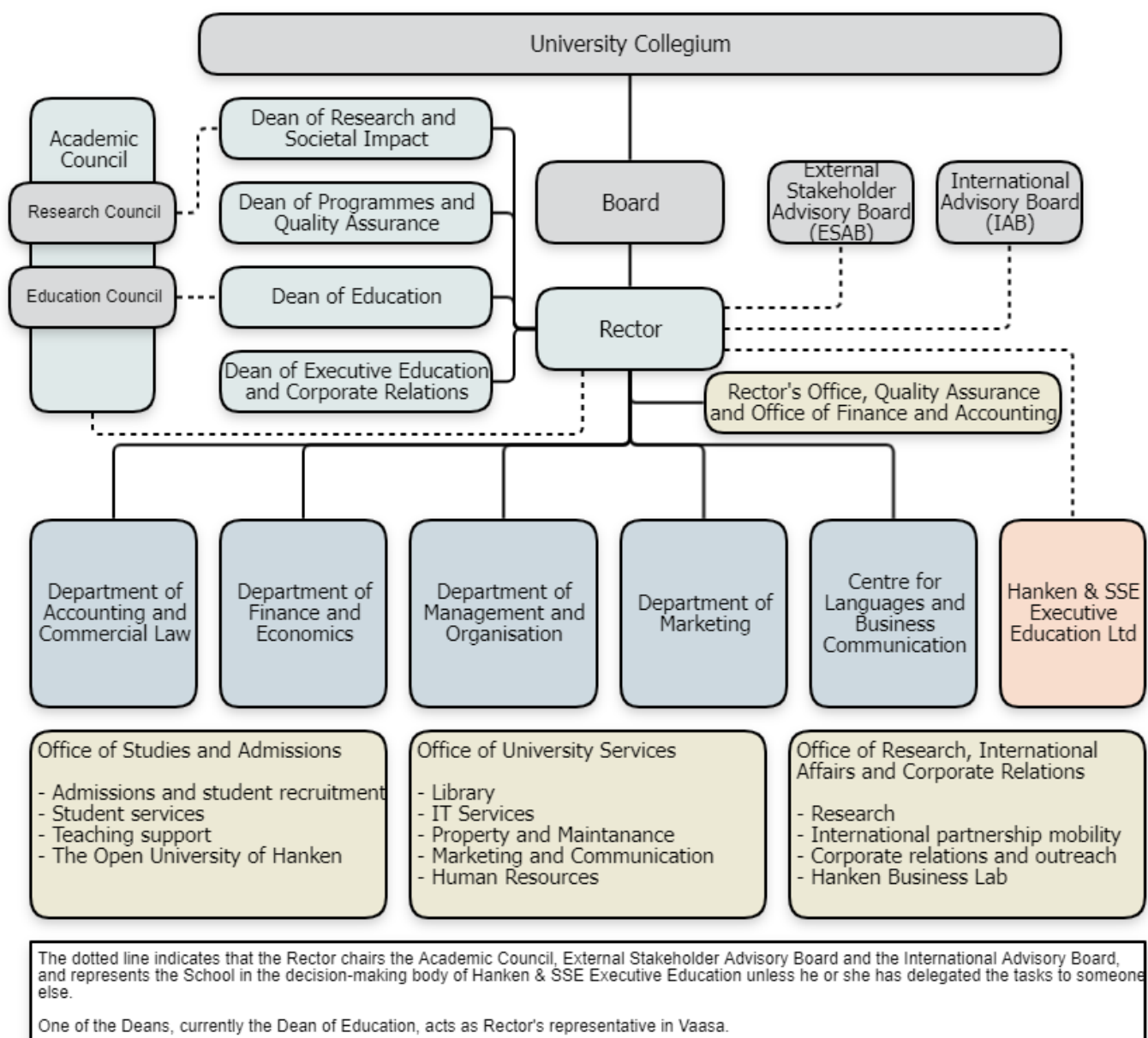
Hanken operates in Helsinki and Vaasa, with one organisation and the same quality assurance system regardless of location. Hanken has [four departments](#) for the organisation of research and teaching, accommodating one or more [institutes \(competence centres\)](#). A [Centre for languages and business communication](#) is responsible for the language teaching. The [administration and services](#) are organised in three administrative units. The [Rules of Procedure of Administration](#) define the division of responsibilities

and tasks between the central decision-making bodies, and the [Rules of Procedure for Elections](#) define how these are elected.

The **Board** (*styrelsen*) determines the main objectives of the university operations and finances, the strategy and steering principles, and approves the rules of procedure and decides on the operational structure of the university.

The **Rector** (*rektor*) leads the university and decides on all matters that are not to be decided by any other administrative body of the School. In addition to the Rector, Hanken has four **Deans** (*prorektor*).

The **University Collegium** (*collegium; universitetskollegium*) decides on the composition of the Board, appoints the members to the Academic Council, selects the financial auditors, and confirms the financial statement and the annual report of the university.



The **Academic Council** (*akademiska rådet*), consisting of the Research Council and the Education Council together and chaired by the Rector, coordinates the quality assurance and addresses strategic initiatives regarding education and research. The **Research Council** (*forskningsrådet*) develops and evaluates

research and the doctoral programme, draws up proposals for the appointment of professors and approves the doctoral theses. The **Education Council** (*utbildningsrådet*) develops and evaluates the education and pedagogy at Hanken, decides on admissions criteria, approves curricula and approves the Master's theses.

The **Department Councils** (*institutionsråd*) develop and evaluate the operations of the department, make proposals for budget, personnel plan and curriculum. The **EMBA Council** (*EMBA-råd*) develops and monitors the EMBA programme and makes curriculum proposals. The **Heads of Department** (*prefekt*) lead the department according to Hanken's strategy, monitor the usage of the funds allocated and function as head of the employees of the department. Each subject can have a Head of subject with responsibility for some of the duties of the Head of department.

The **Election Committee** (*valnämnd*) administers the election of the University Collegium and the Board. The **Board of appeal** (*examensnämnd*) processes rectification requests regarding the grading of study attainments or loss of right to study.

The **administration and support services** of Hanken are organised in three units, each led by a Director (*direktör*). The Rector has a team of staff supporting preparation, strategic planning, and financial and property management.

The **Management Team** (*ledningsgrupp*) has no decision-making power but supports the rector and the communications within Hanken. It often discusses development issues before they are processed within relevant bodies, departments, or units.

The **International Advisory Board** (IAB) and the **External Stakeholder Advisory Board** (ESAB) give input and feedback to the rectorate, and support the strategic decision making.

## Quality management at Hanken

### Definitions

**Quality assurance** (QA) (*kvalitetssäkring*, fi. laadunvarmistus) comprises the maintenance of a desired level of quality in all activities and every stage of a process. Quality assurance improves predictability and supports and ensures the achievement of the objectives.

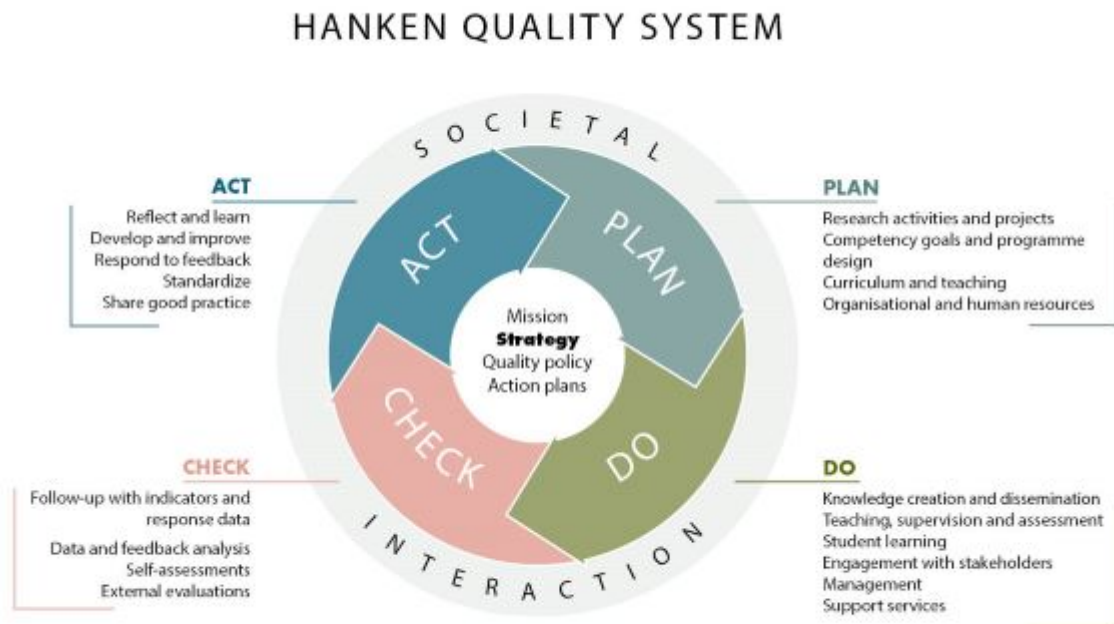
The **quality system** (*kvalitetssystem*, fi. laatujärjestelmä) consists of all Hanken's activities, incentives, plans, policies, procedures, processes, resources, and responsibilities that create an overall system to assure continuous improvement/development. It is presented as Hanken's quality loop: a Plan-Do-Check-Act model that supports a systematic and continuous cycle of improvement.

At Hanken the **quality management** (*kvalitetsledning* eller *kvalitetshantering*, fi. laadunhallinta) consists of a generally approved and documented division of responsibilities, set practices and procedures, and the resources allocated to these.

Hanken's **quality culture** (*kvalitetskultur*, fi. laatumiljö) is the atmosphere and commitment of faculty, staff, and students of the Business School community aiming at maintaining and improving quality in all activities.

### The quality system

Hanken's quality system is a way of describing our activities permeated by the idea of continuous development. The purpose of the quality system is to support the implementation of Hanken's mission, strategy, quality policy, and action plans.



The elements of the Hanken quality loop are processed and documented as presented below

<i>In the Quality Loop</i>	<i>What</i>	<i>Who</i>	<i>Documentation[1]</i>
<b>PLAN</b>			
<b>Research activities and projects</b>	Focal areas for research, research projects and processes	Board Research Council Researchers	Meeting minutes Research plans
<b>Competency goals and programme design</b>	Competency goals and learning outcomes, study plans	Committee for AoL and Quality Academic Council Education Council	Meeting minutes Study planning tool
<b>Curriculum and teaching</b>	Curriculum, course descriptions, courses offered	Faculty Department Councils Education Council Study administration	Digitally published course offering Meeting minutes Teaching Lab guides

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<b>Organisational and human resources</b>	Organisation Personnel plans Recruitments	Board Rector Managers	Meeting minutes Decisions Performance agreements
<b>DO</b>			
<b>Knowledge creation and dissemination</b>	Doing, publishing and presenting research	Faculty Researchers Doctoral students	Theses, publications, papers, presentations and other research outputs
<b>Teaching, supervision and assessment</b>	Teaching in class and online, creating teaching materials, supervising theses, assessing and grading study results	Teachers, examiners Pedagogical support Study administration	Teaching schedules Teaching materials Grades and assessments Teaching Lab guides
<b>Student learning</b>	Studying, showing learning results	Students	Student work
<b>Engagement with stakeholders</b>	Cooperation in research and teaching activities Expert role activities Societal impact Stakeholder input	Rector and Management Team Faculty and staff Students	Agreements and other documentation of projects Follow-up data Feedback Media attention
<b>Management</b>	Ensuring resources for research and education Ensuring work-place well-being	Board Rector Heads of Departments Directors Managers	Meeting minutes Decisions Performance agreements Development discussions Work plans
<b>Support services</b>	Supporting research, teaching, studying, digitalisation, HR etc.	Administrative units and support services Management Team	Decisions Meeting minutes Process descriptions
<b>CHECK</b>			

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<b><i>Follow-up with indicators and response data</i></b>	National funding and other indicators AoL results Feedback	Rector and Management Team Committee for AoL and Quality Programme coordinators Directors of administrative units	Data Collected feedback Meeting minutes incl. annual dialogues
<b><i>Data and feedback analysis</i></b>	Analysing indicators, AoL-results and feedback from students, stakeholders, faculty and staff Planning and proposing actions	Rector and Management Team Programme coordinators Department Councils EMBA Council Committee for AoL and Quality	Meeting minutes Decisions
<b><i>Self-assessments</i></b>	Self-assessment reports for AACSB, EQUIS, AMBA and FINHEEC	Committee for AoL and Quality Rector	Self-assessment reports Data
<b><i>External evaluations</i></b>	Evaluations aiming at quality label or ranking	AACSB, EQUIS, AMBA and FINHEEC, Financial Times, U-Multirank	Evaluation reports Rankings
<b><i>ACT</i></b>			
<b><i>Reflect and learn</i></b>	Considering and understanding actions taken, results and feedback	Department Councils Management Team	Teaching portfolios Development discussions
<b><i>Develop and improve</i></b>	Adjusting strategies, plans and regulations Curriculum development Professional development Developing support	Board Academic, Educational and Research Councils Departments Faculty and staff	Rules and regulations Strategies Study plans and curriculum
<b><i>Respond to feedback</i></b>	Communicating to students, personnel and stakeholders about feedback received and actions taken	Management Team Subject/programme managers Faculty	Web articles Newsletters Dialogs Feedback on course feedback



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<b>Standardise</b>	Consolidating good practices	Management Team Academic Council Departments Administration and support	Instructions Decisions Meeting minutes
<b>Share good practice</b>	Collegial collaboration	Faculty and staff within and across departments and units	Internal news Presentations Teaching Lab activities

[1] Hanken's information management is managed by an **Electronic Record Management Plan** (sve. informationsstyrningsplan), which also includes instructions about how data and documents on different protection levels should be treated. Its classification system is based on identified processes.

### The organisational structure of quality management at Hanken

The **Board** sets Hanken's mission, strategy and action plans and has the ultimate responsibility for the quality of Hanken's activities. The **Rector** is responsible for organising the quality management and is supported by the **Management team** consisting of the Deans, the Heads of Department and the Director of the Centre for Languages and Business Communication, seven senior managers, and the president of the Student Union; as managers responsible for implementing quality management within their areas.

**The Academic Council** coordinates the quality assurance regarding education and research, approves the quality policy, makes decisions regarding core areas for the quality work and carries the responsibility for the Assurance of Learning process. The Assurance of Learning and Quality Committee (AoL- och kvalitetsåkringskommitté) manages the Assurance of Learning and QA processes. The committee is chaired by the Dean of Programmes and Quality Assurance and consists of faculty, staff and students.

Each **Department Council**, and for the executive MBA programme the **EMBA Council** (*EMBA-rådet*), is responsible for processing student feedback as well as follow-up data on how the students achieve the competency goals of the programmes.

Hanken's quality team prepares issues for the Academic Council and the Committee for AoL and Quality (AoLQ), supports gaining and retaining international institutional accreditations and rankings, and the systematic implementation of quality improvement processes in the organisation.

### Student involvement

Student involvement in the development of Hanken is strong. The students are represented on all levels of decision making and in most preparatory bodies at Hanken. The rector and the deans as well as administrative staff frequently meet with representatives of the [Student Union](#) to discuss current issues and to ask for input and opinions. The students participate in the quality assurance work in the AoLQ Committee.

The [Assurance of Learning process](#) puts student learning at the center of development of Hanken's education. Competency goals on programme level form the starting point for planning, curriculum mapping serves as a tool for ensuring that the intended substance knowledge as well as skills development are included in the study plans and each course is described with goals for the learning outcomes. Systematic [fe](#)

[edback](#) is collected in connection with all courses, in connection with the (on Bachelor level mandatory) exchange studies, of all incoming exchange students and when the students graduate with the Bachelor's and Master's degrees.

The collaboration continues after the students graduate, and the active [alumni network](#) gives Hanken an important contact area to the business community. Systematic feedback is collected from alumni at certain intervals after graduation, focusing on employment and looking back at the education from the perspective of their careers.

## The quality culture

The quality culture is strong at Hanken, with a long tradition of not only internal quality improvement efforts but also external audits. According to Hanken's mission statement, all activities are characterised by the Nordic values of equality, openness and integrity, and a commitment to high quality and continuous improvement. The staff and students collaborate in accordance with the values and objectives. Good practices are shared, ethical approach and behaviour as well as engagement is evident in activities. All members of the Hanken community take responsibility for the quality of their work and are involved in the continuous improvement of operations.

## Quality assurance processes

### Research

Hanken's mission is to advance new knowledge in business and society and vision is to establish itself internationally as an acknowledged research-intensive business school with a distinctive profile in research. Fulfilling the mission and vision requires a **research-focused faculty meeting high academic standards**. Hanken encourages high-quality research with both scientific impact and corporate/societal relevance, but the academic freedom of faculty with regard to the choice of specific research topics and research designs is fully respected.

With reference to the strategy, quality in research is achieved through a **strong involvement in the international academic community**, where publishing and presenting research is associated with built-in quality assurance through expert assessment and peer review processes. The objectives are to achieve and maintain sustained recognition for academic research at the highest international level with an emphasis on increased quality, quantity, and impact, and to increase the impact of research on management practice and society at large.

**All members of faculty are expected to be scholarly active.** The faculty's research efforts are encouraged both in terms of quality, through research published at the top level, and in terms of quantity, through faculty-wide academic publishing, particularly in peer-reviewed journals. Research activities are supported by allocating time for research, creating and upholding research networks and a research-friendly atmosphere and by offering the needed infrastructure and services. Hanken has an [incentive system](#) promoting publications in international refereed scholarly journals.

The School has a **policy for academic areas of strength** and regularly conducts an international peer-review evaluation of the research as a basis for the Board's decision to appoint the areas of strength every five years. The decision for 2019-2023 also included appointing areas of high potential. Both categories are given priority in resource allocation and are subject to a midterm review discussing the progression of the areas and how each area will go forward for the remaining period regarding to resource use and impacts.

One of Hanken's overall strategic goals is to advocate **responsibility and sustainability**, and one operationalisation of this goal is to strongly encourage researchers' efforts towards [open science](#) and [open access](#) of publications. Hanken has guidelines for research data management and data privacy issues as

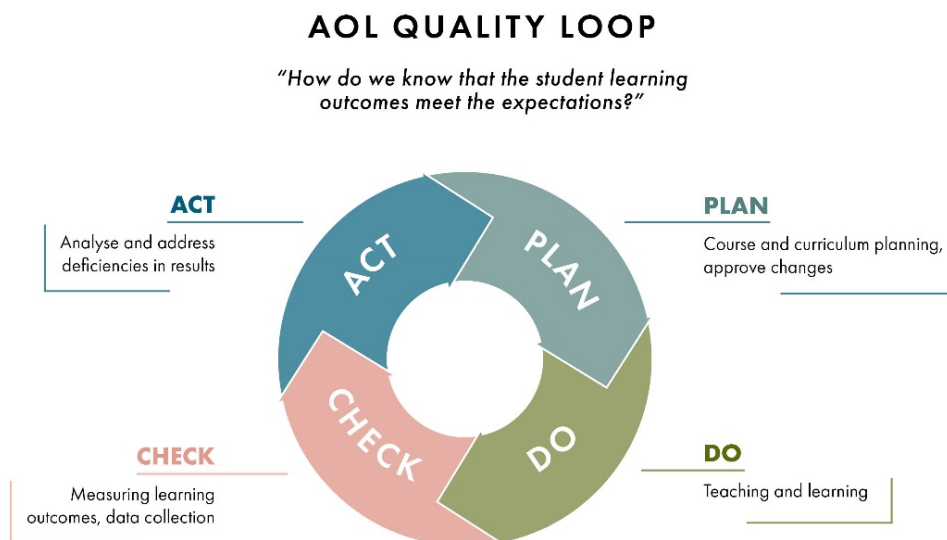
well as open research, and publications with open access or openly archived data are included in the KPI:s for research. We promote the values of ethical conduct and openness, and researchers are educated on and required to follow the guidelines for responsible and ethical conduct of research and the ethical principles of research in the humanities and social and behavioural sciences. As part of these commitments, Hanken has appointed a Research Ethics Committee, which examines suspicions about research integrity/ethics of Hanken-affiliated researchers, and serves as an ethics committee. There are also guidelines on how to comply with regulations when research data includes sensitive personal data.

Faculty management, the incentive systems intended to support research and managing the international peer-review evaluations of research are responsibilities of the Rector and the Dean of Research. The [tenure track career system](#) supports the career paths for faculty. Professors and associate professors develop and manage research projects and research co-operation nationally and internationally. Every project has a responsible leader (a Principal Investigator, PI) who is responsible for managing the whole application and project process. The [Guide for Management of Externally Funded Research and Innovation Projects](#) supports the planning and follow-up of projects. Faculty are responsible for supervision of and supporting doctoral students in their career. Faculty are also expected to attract external research funding, and transfer know-how and knowledge to the corporate world and society at large. A database on on-going and published research enables monitoring of the performance of research on an individual level as well as on a departmental level. The Research Council is responsible for developing and evaluating research and the doctoral programme.

## Education

Hanken promotes an environment that **values teaching and learning** and rewards teaching excellence. All education is research-based, which means that the faculty transfers research-based knowledge to the students and teaching is built on analytical and critical reflection and a scientific work process. The degrees offered and the degree requirements are stated in the [Degree Regulations](#).

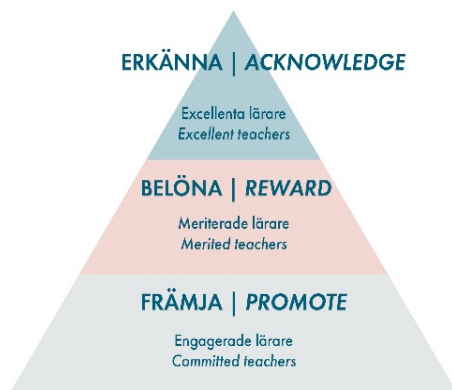
Hanken has a comprehensive process of [Assurance of Learning](#) (AoL) based on the competency goals and measurable learning outcomes set for each programme. The purpose of the AoL-process is to ensure that students can demonstrate achievement against stated learning outcomes at programme levels, and to support continuous quality improvement of teaching and learning.



We continuously monitor and evaluate the programmes' competency goals and the student learning outcomes (substance as well as skills) in accordance with the Assurance of Learning policy. Curriculum mapping supports ensuring that all learning outcomes are covered and identifying measurement points for student learning. The results of assessment are compiled to reports on aggregated information, the reports are analysed, problem areas are identified, solutions and improvement actions are discussed for a programme as a whole. After implementation of improvements, re-assessments are conducted, and a loop of the process is closed. Changes and improvements are also made to the process (rubrics, measure points).

The AoL results as well as student feedback are considered when the Department Councils, EMBA Council and the Language Center plan curricula and the courses offered. Study plans and course descriptions are approved by the Education Council. In addition to course feedback, Hanken receives information about the perceived quality of the education through national surveys conducted among BSc, MSc and PhD graduates as well as Hanken's own surveys to alumni, exchange students and other target groups. Changes to courses and programmes are also carried out due to new research findings and other changes in the subject area, input from the business community, new methodological approaches, or shifts in the strategic priorities of the School. Course specific competency goals and learning outcomes are set for each course at Hanken and are clearly communicated to students in the course descriptions.

Hanken's [Award and incentive pyramid for high-quality teaching](#) is designed to encourage, reward, and publicly acknowledge sustained excellence in teaching. The reward scheme takes into consideration the whole teaching process: planning, development, transfer of knowledge and skills, and the enthusiasm created among the students.



- Good teaching is promoted by time, resources and opportunities for pedagogical training and development and by encouraging and offering support for development and digitalisation of teaching.
- Development of teaching and pedagogical research as well as student chosen teachers of the year are rewarded.
- Excellent teachers who demonstrate a genuine interest in teaching and student learning and can show excellent results from this are acknowledged, rewarded and asked to systematically share their educational knowledge to improve the quality of teaching

in general at Hanken.

We follow and integrate the [principles of responsible management education \(PRME\)](#) in our teaching and learning, and embrace Nordic values such as openness, equality and integrity. The [Rules of Procedure concerning Studies and Examination](#) set rules for processes such as curriculum management and assessment of studies. We have issued an [Action plan against Academic Dishonesty](#), which gives guidelines on how to deal with cases of plagiarism or other forms of unethical behaviour.

## Societal interaction and contribution to community

Hanken's main contribution to society is the knowledge created by research and the knowledge and skills our students acquire and take with them into working life and society. Goals are set for research output and the graduation of students, several processes support research activity and study progress, the results are followed up and feedback is collected. Hanken graduates remaining competitive on an international labour market is an important quality measurement.

Media attention is followed up and can also be seen as a measure of societal impact. Ethics, responsibility and sustainability are values that permeate contacts to the business community and society as well as studies and research.

Societal interaction and [corporate collaboration](#) permeate the activities at Hanken. Hanken faculty are encouraged to participate in consulting activities in business, for bodies in the public sector and for non-governmental organisations. They are expected to actively share their expertise in alumni events as well as to corporate partners. When Hanken is involved in practice-oriented research, corporate project partners are primarily asked to provide intellectual capital, data, and their time. The projects always include targeted dissemination activities to the companies involved, and the research output from practice-oriented research is brought back to executive education and the degree programmes. Since corporate connections in research are carried out within specific research projects, also quality assurance follows the processes and guidelines for these.

From a corporate perspective, corporate relevance is followed up within the External Stakeholder Advisory Board (ESAB) and through feedback given by companies engaged in courses, such as partner companies. In order to ensure that the relationship between the partner companies and Hanken are satisfactory and on track, the collaboration and partnership are reviewed yearly. Hanken has a strong [alumni](#) network and close collaboration with alumni giving feedback and input. The alumni activities are evaluated through feedback surveys.

Hanken has a strong commitment to sustainability. We signed the [UN Principles for Responsible Management Education \(PRME\)](#) already in 2008 and are one of the selected universities in the PRME Champions Leadership Group working to unlock the next level of responsible management education. Researchers are encouraged to link their research to the UN Sustainable Development Goals. Hanken is engaged in actions to integrate asylum seekers in the Finnish community; a prime example being the [integration programme Business Lead](#) that facilitates the integration of educated refugees and asylum seeker into Finnish business life. Hanken has committed to going carbon neutral by 2030, and has the [WWF Green Office](#) status. Hanken has endorsed the [European Charter for Researchers](#) and the [Code of Conduct for the Recruitment of Researchers](#). Internally, the School has issued an [Action Plan against Academic Dishonesty](#), an [Action Plan against Harassment](#) (sve. förebyggande av trakasserier), an [Environmental Guide](#), an [Equality Action Plan](#), and a [Plan for Security in the Premises of the School](#). Five of the School's Competence Centres have a focus on corporate social responsibility and sustainability.

## Performance management

In accordance with the [Universities Act](#), an [agreement](#) on quantitative and qualitative targets of pivotal relevance to education and science policy is made with the Ministry of Education and Culture every four years. The agreement contains objectives whose implementation is monitored. The [national funding model](#) is based on performance indicators, and Hanken receives most part of the total funding based on the model.

The Board gets reports on the finances and performance at every meeting, which are analysed, and actions are taken by the Board when needed. Since Hanken is a stand-alone business school, it can quite rapidly respond to opportunities and challenges. The Board appoints an autonomous internal audit committee that identifies current major risks and makes internal controls every year. The audit committee reviews the internal financial reporting processes, reviews the financial statement of Hanken and gives advice on the selection of an independent auditor.

Operational plans on the unit level are derived from the annual dialogues between the Rector and the Departments and administrative units. In these negotiations, a set of indicators is followed up on and operational plans for each department and unit are agreed upon covering areas such as research, pedagogical development, and changes in faculty and staff needed to fulfil the plans. The achievements of the progress of the Departments and the units are evaluated annually.



The academic departments get their funding in accordance with an internal resource allocation model. The main part of the funding is based on the salaries of the positions at the department, but the departments also receive performance-related funding, the volume of which is based on research output, credits and the internationalisation of the department. This internal allocation model is continuously monitored and revised to meet the needs of the changing operational environment of the universities. The administrative units negotiate the funding for both salaries and other expenditure.

### Competitiveness as employer

Attracting and maintaining qualified and motivated faculty and staff is crucial for a higher education institution. Hanzen is a fair and responsible employer that highly values equal opportunity and the overall well-being of its academic and administrative staff. In our human resource management and development, we adhere to the Nordic values of equality, openness and integrity. We support the competence development of all personnel, and excellent performance in research and teaching is rewarded. We continuously develop our recruitment processes to be competitive in the market for high-quality human capital. Hanzen aims at having an international faculty without compromising its national responsibility to educate business graduates fluent in Swedish.

The introduction of tenure track as the primary instrument for faculty recruitment and career development, research resources and infrastructure (data resources, computing facilities and research support services), and the pedagogical training offered and support in teaching technology enable Hanzen to recruit and retain competent faculty and to create an attractive research and teaching environment.

**Leadership and management** have a considerable impact on the organisational culture and the well-being of the work community. In order to develop leadership and management skills, both training and consultation are offered to managers on all levels. All staff takes part in annual [development discussions](#) where they together with their manager discuss achieved results from the previous year together with goals, possibilities and aspirations for personal development. The teaching and research staff make an individual [work plan](#) that should be discussed with and approved by the manager before each academic year. Based on these development discussions, appropriate measures for staff support in terms of redistributing work tasks, training, or other support are to be considered.

In addition to legislation and the collective agreement, HRM at Hanzen is primarily regulated by the [sub strategy for human resources](#), the [personnel instruction](#) and the [career structure for academic staff](#). A survey on [well-being](#) at work is conducted every second year and results are used to assess work condition and employee satisfaction. Based on these results, resources are allocated to improve the work environment on both unit and university level.

### External evaluations

In order to get external support for continuous improvement, Hanzen actively participates in international accreditations for Business Schools. The participation in international accreditations since 2000 has led to improvements of quality assurance processes, has affected strategic choices and contributed to the set of indicators and data collection.

Hanzen is a Triple-crown business school, which means it has received the EQUIS, AMBA and AACSB accreditations. **EQUIS** (The EFMD Quality Improvement System) is a leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. Hanzen is EQUIS accredited since 2000. **AMBA** (the Association of MBAs) is an international impartial authority on continued education within the field of business education. The AMBA accreditation constitutes the global standard for MBA programmes. Hanzen is AMBA accredited since 2008. **AACSB** (The Association to Advance Collegiate Schools of Business) is a global, non-profit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education. AACSB accreditation is known, worldwide, as the longest standing, most

recognized form of specialized accreditation an institution and its business programs can have. Hanken is AACBS accredited since 2015. Hanken's [quality management and quality system](#) have been evaluated by the national evaluation agency (the Finnish Education Evaluation Centre, [FINEEC](#)) since 2006.

The international accreditations and the national audit are without doubt important driving forces for the development of Hanken and the quality of its activities. We have focused on strategy development, internationalisation and corporate connections, which have been emphasised by the EQUIS Awarding Body. Curriculum adjustments, improvements of content presentation and revisions of the assessment policy of the EMBA programme have been initiated based on AMBA feedback. The introduction of the comprehensive Assurance of Learning system was part of the preparations for the first AACSB accreditation. The FINEEC feedback has contributed to changes in the organisation of quality assurance work, the systematisation of [feedback management](#) and development of incentives for good teaching.

Other external evaluations and benchmarking projects supporting continuous improvement include the [Financial Times Masters in Management](#) ranking, the [U-multirank](#) and the European Commission's project 'The Human Resource Strategy for Researchers' ([HRS4R](#)). Hanken conducts bi-annual organisational climate surveys that enable benchmarking against other Finnish universities. All MSc graduates are asked to return a questionnaire regarding the quality of education and how well the content of the education meets their expectations. The survey is conducted by the [Finnish Business School Graduates](#) enabling Hanken to benchmark itself against the rest of the Finnish business schools. All BSc graduates fill in the Finnish [Bachelor's Graduate Survey](#). To support the continuous development and improvement of our services and operations we collect and manage [feedback](#) from both students and alumni. An external evaluation of research is also regularly conducted.

## Documentation and communication

The case management system (currently [Dynasty](#)) supports the decision-making processes and stores all formal decisions. The [Records Management Plan](#) (*informationsstyrningsplan*) contains detailed information on handling, registration, publicity and retention of documents and data. Meeting minutes are published on the intranet, and also other decisions of general interest are published as web news.

Hanken has an academic administration system ([SISU](#)) for student data, study plans, course offerings and study achievements. Hanken's research portal ([Haris](#)) collects information about Hanken researchers' publications, projects and activities, all searchable through a public user interface. Awareness of [information security and data protection](#) is emphasised. A data warehouse has been set up, which will present Hanken in figures and be the main place for storing performance data. Regularly recurring and standardised feedback will be compiled in the data warehouse and presented on the website.

This quality handbook and other documents concerning quality management as well as process descriptions are found in a process tool (Integrated Management System, IMS). The quality handbook links to further descriptions, documents and websites. A process description consists of a process flow chart, phase details and a summary page describing for instance the division of responsibility. The documentation of the Assurance of Learning process on Hanken level is conducted by the Office of Studies and Admissions who stores measurement data and creates summary reports.

An important part of maintaining a strong quality culture is a continuous dialogue about strategic goals, continuous development and quality assurance issues within the organisation. The aim is to strengthen the quality system through further increased awareness of the purpose of quality assurance and of its concrete effects for the development of operations.