

LUT quality management system

SELF- ASSESS- MENT REPORT

for 2026 FINEEC audit

LUT Quality Management System

SELF-ASSESSMENT REPORT

for 2026 FINEEC audit

1. Introduction	3
2. Evaluation area: Strategic management supported by the quality management system	6
2.1 LUT's quality management system in support of strategic management	6
2.2 Quality management in education	10
2.3 Quality management in research	14
2.4 LUT's organisational culture	18
2.5 Diversity, well-being, staff recruitment, and competence development	22
3. Evaluation area: Learning supported by teaching and guidance	28
3.1 Planning of degree programmes	28
3.2 Development of education	33
3.3 Teaching and guidance practices	37
3.4 Continuous learning	42
4. Conclusions	45

1. INTRODUCTION

1.1 Self-assessment process in FINEEC audit 2025–2026

This document is LUT University's self-assessment report based on the FINEEC audit criteria. The self-assessment was carried out as a collaborative process coordinated by the university's quality system manager. Two or three experts from the university's service units drafted the first version of each chapter in September 2025. The entire report was then assembled and submitted for review, verification, comments, and supplementation to a larger group of people responsible for practical operations covered in the criteria in schools and University Services. Representatives of the student body were also part of this larger group. The first version of the report was submitted to the steering committee of quality and sustainability management systems review in November 2025, after which it was made available on the LUT intranet so that all staff members could comment on and improve the texts. Students were invited to give their comments through the Student Union and student guilds. Additionally, during the whole writing process, specific individuals and groups were invited to comment on specific sections of the report to review the content.

The final version of the self-assessment report was approved by the steering committee and the management team of the university.

1.2 Introducing LUT University

LUT University (Lappeenranta–Lahti University of Technology LUT) is a public science university in Finland that brings together the fields of technology, business, and social sciences. With campuses in Lappeenranta and Lahti and smaller units in Kouvola and Mikkeli, LUT fosters a multidisciplinary environment where sustainability, innovation, and global responsibility are at the core of education and research.

LUT and its affiliate, the LAB University of Applied Sciences (LAB), compose a corporate group that benefits both parties through collaboration. The institutions have their own strategies, as outlined in their performance agreements with the Ministry of Education and Culture. Although both higher education institutions (HEIs) are independent, they have agreed on close cooperation, a joint strategy, and shared targets. LAB and LUT have joint University Services, strategic risk management procedures, and regulations that apply to both organisations. In

addition to LUT and LAB, Kampusravintolat Oy and Etelä-Karjalan Kesäyliopisto Oy are included in LUT Group. The group strategy has four focus areas:

- 1) RDI:** combined expertise in research, development, and innovation;
- 2) Education:** internationalisation, continuous learning, and guidance in choosing an education path;
- 3) Community:** shared culture, shared university services, and a thriving community, and
- 4) Growth:** expansion beyond Finland and new business opportunities.

Vision and mission of LUT

LUT University is committed to solving the world's wicked problems and making great discoveries that contribute to saving Planet Earth. As a student-focused international research university, LUT combines scientific excellence with societal relevance, aiming to be a trailblazer in sustainability, innovation, and interdisciplinary collaboration.

Our mission is to catalyse breakthroughs in science and education that lead to meaningful change. We strive to be a high-impact university that fosters a culture of curiosity, responsibility, and global engagement.

LUT's values

LUT University's strategy is grounded in three core values, established in a collaborative process in 2011, that guide our actions and define our culture:

Courage to succeed – We challenge conventional thinking and dare to explore new paths.

Passion for innovation through science – We are driven by a deep commitment to scientific discovery and creative problem-solving.

Will to build well-being – We work together to promote sustainable development and societal progress.

These values inspire LUT community members to pursue excellence, embrace change, and contribute meaningfully to the world around us.

Science with a Purpose – System Earth 2030 strategy

LUT's strategy, System Earth 2030, refers to our planet as a complex system of connected parts,



SYSTEM EARTH

Science with a Purpose

PLANETARY RESOURCES

Regenerative use of natural resources

DIGITAL REVOLUTION

Utilising data and digital technology to benefit society

BUSINESS AND SOCIETY

Building resilient businesses, industry, and communities

ENERGY TRANSITION

Clean energy solutions for industry and society

LUT UNIVERSITY STRATEGY 2030

each playing a vital role in maintaining balance and healthy ecosystems. Understanding the Earth as a system reveals how changes in one area affect others and what innovations are needed to tackle global challenges such as climate change.

The System Earth 2030 strategy emphasises a collaborative and multidisciplinary approach that increases the impact of LUT's education and research and helps build a sustainable future.

LUT's impact will focus on the following strategic areas in the university's research and education:

Planetary resources – regenerative use of natural resources

To secure long-term resource availability, human needs must be balanced with the planet's natural systems and biodiversity. Planetary resources such as water, air, land, and minerals must be used regeneratively amid changing climate conditions. LUT's research and education help ensure that natural resources continue to benefit both society and the environment. LUT explores sustainable resource management, including the processing, purification, and reuse of raw materials. Additionally, LUT develops innovative, sustainable materials and contributes to policies and governance processes, promoting biodiversity and the circular economy.

Energy transition – clean energy solutions for industry and society

To achieve a sustainable energy system, industries must apply clean, resource-efficient, and carbon-

neutral energy solutions. The transition requires the electrification of the energy system and infrastructure and optimising the generation, storage, and use of energy. LUT's research and education support the transition to a carbon-neutral energy system with pioneering clean energy solutions. LUT also focuses on energy policy and governance.

Digital revolution – utilising data and digital technology to benefit society

Society faces the challenge of utilising vast amounts of information and knowledge. We need to generate and process information and apply industrial AI, automation, and software to tackle global problems. LUT's research and education aim to benefit all areas of society and increase our positive impact on the planet. LUT develops human-centric digital solutions and creates value through the design, modelling, and simulation of machines, systems, and phenomena. Additionally, LUT explores advanced data understanding and process modelling to enhance productivity and efficiency.

Business and society – building resilient businesses, industry, and communities

Businesses and communities face the pressing challenge of achieving sustainable growth. Business transformation is crucial in ensuring that companies and communities can thrive sustainably. LUT's research and education help businesses and communities adapt to changing conditions. LUT focuses on enhancing business productivity through responsible technology and growth strategies along with effective policies, ethical leadership, and systemic sustainability governance. LUT also strengthens the resilience of critical systems and promotes transformative innovations.

LUT aims to strengthen its impact and standing as an international research university. It has defined strategic goals and indicators for research, education, community, and impact for 2030. The objectives are ambitious, and strategic action plans define concrete measures for achieving them.

Advancing systemic change for a sustainable future: regional, national, and international objectives

The university's mission begins at the global scale, aiming to tackle humanity's most complicated problems and contribute to making the world a better place. This ambition cascades down to the national and regional levels. LUT seeks strong impact through systemic change, approaching challenges in a comprehensive and innovative manner. In its areas of expertise, LUT enables Finnish and European actors to participate in solving global problems. This includes supporting the growth, internationalisation, and renewal of companies. LUT's operation focuses mainly on Finland and Europe. Nevertheless, the university aims for global impact.

In Europe and Finland, LUT combines technological expertise, business insight, and social sciences to generate innovations that address technological, societal, and economic challenges through both business solutions and policy development. LUT aims to identify and engage with the most impactful European networks and partners, positioning itself as a recognised and desirable collaborator among key influencers. Strategic collaboration with high-potential companies and globally leading actors is central to LUT's approach, ensuring that innovation is translated into real-world impact.

Regionally, in South Karelia, Päijät-Häme, and beyond, LUT's goal is to attract top international talent to strengthen the local innovation ecosystem. LUT builds connections between international solution-oriented companies and local enterprises to create fertile ground for collaboration. Innovations emerging from LUT are transformed into economic growth, reinforcing the region's vitality. Through systemic change, LUT enables groundbreaking innovations from these regions to reach a global scale.

1.3 Internationalisation as the audit's cross-cutting strategic theme

LUT's internationalisation has progressed gradually over decades but became more structured in the early 2000s. During the 2010s, internationalisation accelerated notably, evidenced by the expansion of

English-language master's programmes, increased success in securing competitive international research funding, and international accreditations and other evaluations. In the interim review of the previous strategy, internationalisation was specifically identified as an area for development. In the 2021 FINEEC audit, the peer review team focused much of its feedback on the university's international development and its strengthening. LUT's revised strategy for 2026–2030 includes clear and ambitious goals for further internationalisation.

Even after 2021, LUT has taken major steps to increase its international recognition and influence. It has focused on building its partnership networks in research and education and applying for highly competitive international research funding together with its partner institutions. It has developed double and triple degree programme collaboration with its partners, introduced new international bachelor's degree programmes in almost all disciplines, and developed a unique double degree model in collaboration with the Hebei University of Technology (HEBUT) in China. The number of master's programmes for international applicants has also grown steadily. As a result, LUT has quickly become a truly international university in terms of the proportion of international students. In autumn 2025, 43% of all new students came from outside of Finland. In 2021, the equivalent figure was 10%.

LUT acknowledges that this rapid internationalisation brings challenges, which are critically examined in this self-assessment report in accordance with the criteria. LUT hopes to receive valuable feedback and ideas from FINEEC's external evaluation panel for the sustainable promotion of internationalisation.

Links to LUT web sites and intranet

LUT strategy:

[System Earth 2030 strategy | LUT University](#)

LUT organisational chart:

[Organisation | LUT University](#)

LUT in figures:

[Key Facts and Figures 2024 | LUT University](#)

Link to LUT intranet:

<https://lut.sharepoint.com/sites/intra-lut/>

Link to eLUT student portal:

[Welcome to eLUT! | eLUT](#)

2. EVALUATION AREA:

Strategic management supported by the quality management system

2.1 LUT's quality management system in support of strategic management

2.1.1 Quality policy statement as the framework for quality management

The LUT's quality policy is founded on the following principles, which concisely define the fundamentals of quality management at the university. The principles are publicly available on LUT's website:

- » The university fulfils its mission in accordance with its values and strategy in ways that promote the well-being of the staff and students.
- » The university's activities and management are based on continuous assessment and development.
- » The university maintains a quality management system which ensures that the university is able to operate in a responsible, transparent, efficient and quality-oriented way, taking the needs of all internal and external stakeholders into consideration.
- » The rector is responsible for the quality management system, but each member of the university community bears quality management responsibilities related to their job.

The purpose of LUT's quality management system is to support the achievement of the university's strategic goals and assure the high quality of the university's operations and results. The quality management system supports the university administration and the pursuit of the university's goals. It covers the three main functions of the university – scientific research, academic education, and societal interaction – and the support services of the university. In practice, quality management is incorporated into the normal activity of the university with the underlying idea of continuous improvement in accordance with the Plan–Do–Check–Act cycle (Figure 1). In the quality management system, the cycle is implemented through key elements of university management:

- » **Plan:** strategy, annual plans, objectives, development targets and actions
- » **Do:** processes, process descriptions, instructions, guidelines
- » **Check:** monitoring data, feedback, internal and external assessments
- » **Act:** roles and responsibilities, decision-making bodies deciding on objectives and development actions.



Figure 1: Plan–Do–Check–Act cycle and LUT strategy integration



2.1.2 Everyone contributes to quality at LUT

All members of the university community bear quality management responsibilities related to their role.

The goals for university personnel are set in the university's strategy, strategic action plans, annual operation targets, and personnel development discussions, while the goals for students are set in personal study plans.

The maintenance and development of the quality management system is the responsibility of the rector together with the quality and sustainability management committee appointed by the rector. The chairperson of the quality and sustainability management committee is the provost. Defining responsibilities is an essential part of the university's quality management work, which is reflected, for example, in the university's quality manual. From a quality management perspective, the person responsible for an activity ensures that monitoring and feedback data are reviewed and used in decision-making and developing the activity.

In 2007, LUT consolidated its quality management procedures into a single framework, the LUT quality management system. It has proven to be a strong foundation that also supports the university in change management. LUT has grown significantly in recent years, which has also brought new requirements for quality management practices. Starting in 2026, the university's revised strategic management model will strengthen the use of information and enable a more proactive approach, ensuring greater impact and readiness for change.

Effective internal communication has become a priority for both staff and students, prompting LUT to invest in internal communications personnel, develop the eLUT study portal, redesign the intranet, and revise staff and student orientation practices. Additionally, face-to-face meetings, discussions,

and clear communication on quality management practices remain essential.

2.1.3 Internal and external assessments as continuous improvement tools

The university's management is based on active and regular internal assessments of its functions. LUT's strategic planning and schools' and units' annual operational plans – with clearly defined quantitative targets – are based on a comprehensive analysis of various data sources. These include recent trends in key performance indicators, stakeholder feedback, the foreseeable potential of research and education activities, changes in the operating environment, and the evolving needs of society. The university's performance is regularly assessed by the university board and school and university management teams, which agree on development needs and necessary actions. Analysed data including conclusions and possible action recommendations are mainly provided by University Services personnel. Monitoring information is available to staff on the intranet or the LUT Data Platform, and those in positions of responsibility have access to the information they need for their work.

The importance of data production and analysis has been emphasised in recent years, and all university service units have invested in it to better support the management of the university and its schools and units. Systematic and regular data production has been identified as a development target, and improvements have already been made. For example, the LUT management team is guided by an annual plan (Figure 2), which also guides the production and analysis of data.

In addition, the university executes thematic internal assessments when necessary. For example, research platforms will be assessed in spring 2026, and the results will be utilised in the next platform funding round.

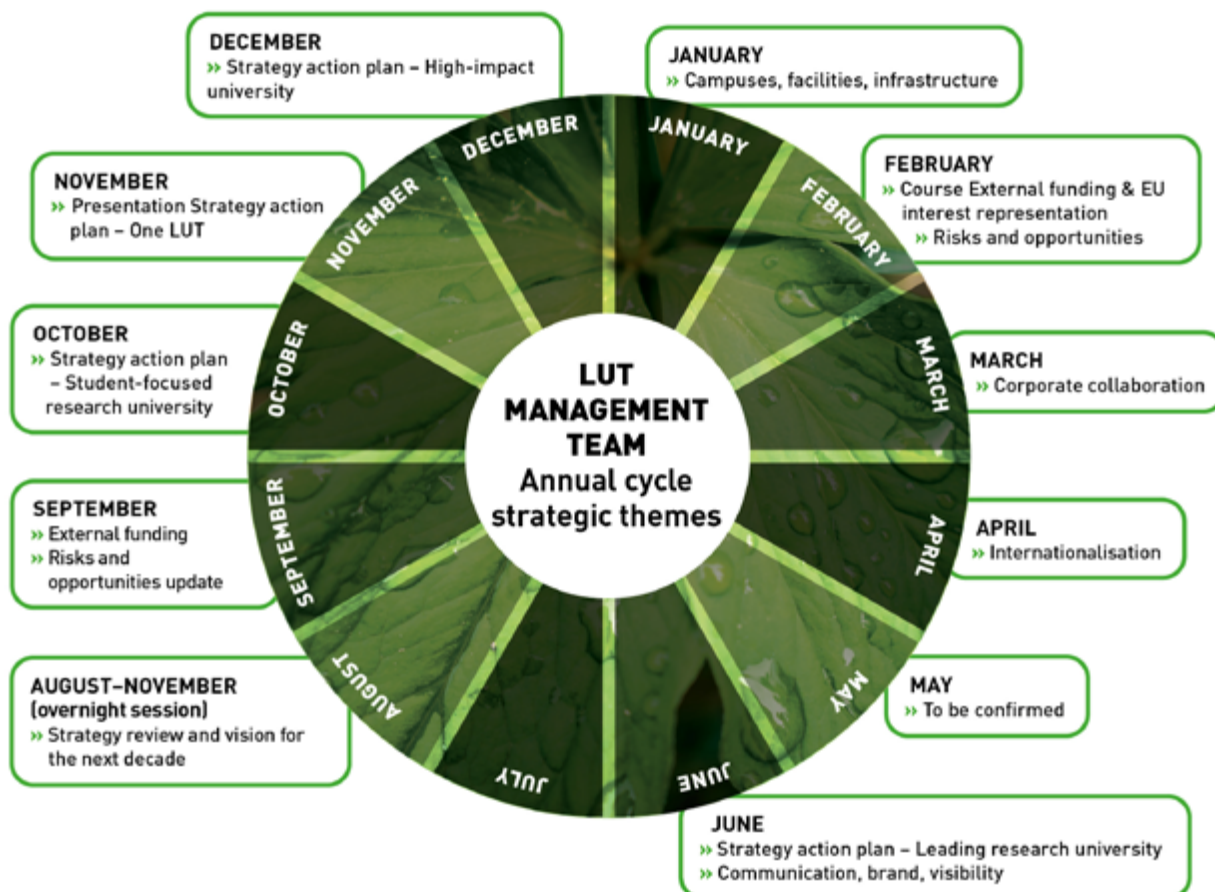


Figure 2: Annual plan for LUT management team meetings

LUT University is strongly committed to external evaluations as a means of strategic development and continuous improvement. The university's quality management system is regularly evaluated in line with the Universities Act. International research assessments have been conducted in 2012, 2018, and 2024 to evaluate the quality, impact, and potential of the university's research. LUT's internal research platform assessments also support these evaluations. To promote international recognition and comparability, LUT has pursued international accreditations for business and technology degree programmes since 2011, with accreditation cycles every five or six years.

LUT Business School has held institutional AACSB accreditation since 2022, and further accreditations are planned for new social science degree programmes and updated doctoral programmes as they become established.

The university also engages in other external assessments, including major global rankings, and conducts benchmarking with peer institutions.

2.1.4 Foresight and readiness for change

At LUT, risk management is an integral part of strategic leadership and data-driven decision-

making. Staff and student surveys have been conducted to identify emerging themes, contributing to long-term foresight and planning.

Systematic risk management and its principles are part of LUT's performance guidance and internal control following good governance principles, and they are strongly connected to foresight. The aim is to ensure LUT's operation and strategy implementation in a constantly changing operating environment. Risk management principles are approved by the LUT board and describe the risk management operation model, responsibilities, and resources. Risks are divided into four main categories: strategic, operational, financial and political, and damage risks. Risk management is supported by special software, which was adopted in 2025, and guided by a structured framework. The risk management system enables assessment in relation to the university's vision, mission, values, strategic priorities, business environment, financial outlook, technology, personnel and culture, reputation and brand, ESG¹ factors, and regulatory compliance. A detailed risk matrix complements the process. This classification will allow LUT to further develop its risk management practices. A risk management report is delivered to the board twice a year. The university also proactively identifies and prepares for a wide range of other potential risks.

¹ Environmental, Social, and Governance



In addition to risk management, foresight is included in performance guidance, management, strategic and operational planning, budgeting, financial forecasts, and input and output predictions. Forecasting key indicators, such as the number of graduates and research publications, is a vital part of managing financial risks.

The university aims to establish a more systematic approach to foresight, employing it to consistently identify changes, risks, and opportunities that may affect LUT in both the short and long terms. In early 2025, LUT piloted a foresight method based on the PESTEC² tool to identify risks and opportunities with schools' management teams to increase understanding of the challenges and opportunities LUT may face. This work was further applied in strategic and operational planning and risk management; for example, in detecting possible risks related to internationalisation and cooperation with certain partners. The aim is to build a diverse knowledge base for foresight work in general. Also, artificial intelligence is increasingly used to enhance data-driven management and predictive capabilities, strengthening the university's overall risk preparedness.

2.1.5 Internationalisation and responsibility

In recent years, internationalisation has been one of LUT's central strategic objectives in pursuing growth, encompassing both research and education. LUT has a strong, worldwide partner network. The partners complement the university's key areas of expertise, adding value through joint research and education and creating new opportunities for student and staff mobility. LUT is a member of several international associations and networks on different themes in education and research.

LUT is committed to investing in high-quality international partnerships that support the university in

achieving its ambitious strategic goals. As a member of the European university alliance EULiST, LUT actively collaborates on education and research projects with international university partners. In recent years, the partnership management process has been developed to better coordinate partner selection and related activities across university units. This process has become increasingly important as the university actively pursues and manages rapid growth. Adherence to responsible internationalisation guidelines ensures consistency and alignment with the university's chosen strategic direction.

The university has launched several bachelor's and master's degree programmes delivered in English, providing opportunities for students from abroad to complete degrees at LUT. Additionally, all doctoral degrees are available to international applicants, and the majority of new teaching and research positions are open to international applicants. Rapid internationalisation has made LUT a truly international community, representing over 100 nationalities.

Since LUT operates in a global environment, it is essential to stay aware of future risks, threats, and opportunities. To that end, LUT regularly analyses its external environment and benchmarks its practices against international standards. LUT has also established principles of responsible internationalisation in autumn 2025 to guide the development of internationalisation and collaboration with partners. The principles aim to ensure that LUT's global partnerships and actions are ethical, transparent, and mindful of risks involving areas such as security, academic freedom, and sustainability. By acting responsibly, LUT protects its values, builds trust, and ensures that international cooperation benefits everyone involved.

STRENGTHS	DEVELOPMENT TARGETS
Comprehensive quality management system supporting the university's strategic planning and implementation of changes.	Systematic and regular data production to better support the risk management and foresight of the university and its schools and units.
Commitment to continuous improvement through the PDCA cycle implemented through key aspects of university management.	Internal communication to ensure all staff and students contribute to and share LUT's strategic objectives and apply quality management practices.

² Political, economical, social, technological, environmental, cultural aspects

2.2 Quality management in education

2.2.1 LUT strategy sets targets for education development

LUT's strategy, System Earth 2030, and its action plans define the development targets for education for the strategy period. The education targets of the revised strategy are ambitious: more first-year students and graduates from master's programmes, equal shares of domestic and international students, higher overall education quality according to student feedback, and a higher teaching score in Times Higher Education rankings. The strategy also sets targets for the impact of education in terms of the employment rate of LUT graduates, start-ups of LUT students, and alumni engagement. The strategic targets are implemented through the action plan titled 'Student-focused research university', which defines how the university aims to achieve the targets. The action plan also defines who is responsible for each action. The strategic targets are divided into annual school- or unit-level goals, laying the foundation for annual performance planning and evaluation.

In addition to objectives set by the university, education at LUT is governed by the qualitative and quantitative targets set in the performance agreement between the university and the Ministry of Education and Culture.

2.2.2 LUT's pedagogical approach and improvement of teaching and learning quality

The university's pedagogical approach to education is constructive alignment. It is student-centred and emphasises the active participation of students in their own learning process. It focuses on student learning in both curriculum work and course planning. The approach has officially been applied to LUT curricula in all degree cycles since the national degree reform in 2008.

The LUT curriculum process ensures that intended learning outcomes are defined at both the degree programme and course levels and that teaching and assessment methods support these outcomes. Heads of programmes are responsible for the alignment of course learning outcomes with programme objectives, and teachers are instructed to design their courses so that the content, learning outcomes, and assessment methods form a coherent whole.

LUT has a teaching support team in Study Services called *Opetushelp*, which provides training and individual support in constructive alignment in teaching and offers guidance for teachers as needed. Pedagogical training for staff members is offered

regularly. The training aims to develop and support teaching and supervision skills, improve interaction skills, and strengthen participants' identity as teachers. Pedagogical staff training has been arranged every autumn since 2001, and it has been very popular. In addition, Opetushelp offers shorter training on the fundamentals of instructional design for new teaching staff members at the request of departments. It covers the basics of constructive alignment in both theory and practice. Staff members are encouraged to record completed pedagogical training in the HR system.

However, feedback surveys have repeatedly revealed the need to improve the pedagogical competencies of teaching staff. This stems from increasing student diversity, students' requests for online and hybrid instruction, and the need to foster student engagement in teaching sessions. Thus, the updated strategy emphasises strengthening teachers' pedagogical competencies and improving the overall quality of teaching.

The teaching support team also provides guidance in and tools for using digital technology in teaching and learning in a pedagogically sound way. The team has recently invested in guiding and supporting teachers in the use of artificial intelligence in course design and teaching. Teachers' digital competences have increased annually, and good practices have been learned and shared. However, student feedback often highlights problems with the use of course platform Moodle. Teachers, heads of degree programmes, the teaching support team, and student guilds are working together to plan improvements.

2.2.3 Well-defined responsibilities form the basis for education quality management

To support effective quality management and the continuous development of education, LUT has defined clear roles and responsibilities within its education management structure. The provost, director of study services, deans, vice deans, heads of degree programmes, and heads of bachelor's, master's, and doctoral programmes are responsible for developing degree education and related processes and support services. They ensure that development needs arising from the university's strategic goals, performance monitoring, stakeholder feedback, scientific research, and labour market demands are addressed appropriately. They also contribute actively to the university's strategy process by helping define strategic objectives and action plans for education development and implementing them within their respective areas of responsibility. In the two larger schools with several degree programmes,



LES and LENS, development managers for education have been appointed to support deans and heads of degree programmes in management and development of education.

Starting in 2026, the strategic and proactive management of education will be strengthened by launching a new strategic executive group and by intensifying the information flow between different actors. The management model for education has also been refined more broadly. The meetings of heads of degree programmes and the doctoral school management group have turned into workshop-type discussion and development forums. The director of study services and development managers for education (head of degree programme at LBS) have an important role in ensuring communication flows to all relevant parties between university administration and schools. The management model renewal aims to strengthen strategic management and make it more dynamic and effective. It will be flexibly modified as needed.

2.2.4 Close monitoring and improvement of education activities

In recent years, LUT has invested significantly in education-related communication using Power BI tools. As a result, the monitoring of educational processes, such as applicant information, study progress data, and student feedback, has improved considerably. Indicators through which the input, quality, and output of bachelor's, master's, and

doctoral programmes are monitored are reported on a Programme Indicators dashboard, which is openly available to all LUT personnel. It reveals the overall strengths and development targets in education at the degree programme level, including matters such as programme attractiveness, student progress, and student satisfaction. These monitoring tools have improved the real-time accessibility and transparency of programme-specific performance data, and they will be further developed to strengthen the programme portfolio evaluation. A completely new doctoral education progress tracker will be implemented in February 2026 to complement the current, more limited dashboard. It will utilise specific points on the doctoral education path to track progress and anticipate completion.

Stakeholder feedback is also actively utilised in education quality management. Several channels provide feedback on education from a variety of stakeholders: students on courses, first-year students and graduates, commissioners of theses, and alumni. The university also actively utilises feedback collected in cooperation with its partners, such as the Student Union. Informal feedback is always possible in different contexts. For example, the rectorate meets with the Student Union regularly to discuss feedback. In addition, each degree programme maintains regular dialogue with its student guild representatives to ensure that student feedback and development needs are heard and addressed.

The collaborative review of stakeholder feedback in the annual quality workshops forms the basis for in-depth internal reviews at the degree programme level. Workshops are held in every degree programme, and the head of the degree programme and heads of bachelor's and master's programmes together with teacher and student representatives conduct the review and prepare a critical self-assessment report with development targets, proposed actions, and persons responsible for implementation. The workshop results are documented in a report, and the progress of development actions is reviewed in the following year's workshop. Feedback on doctoral programmes has been discussed at doctoral school meetings. However, the doctoral education feedback system has not been efficient enough and will be improved.

Feedback on education is discussed once a year at a university management team meeting with student representatives. The management team goes over the feedback reports, which highlight the most important areas for development gleaned from the vast amount of feedback. The annual management team review is a powerful tool for developing education at the university level, while the quality workshops in degree programmes can detect development targets specific to individual programmes or even to individual courses.

Long-term monitoring of recurring figures and questions in feedback surveys enables evaluating the effectiveness of development actions. One example is the bachelor's graduate survey, which has highlighted certain development areas and demonstrated that

improvement measures by the university or individual degree programmes have been effective. LUT has also set a quality target for course feedback, which all courses should reach. In recent years, roughly 8–10% of courses have not reached the target. Degree programmes and the teachers of those courses are expected to address the reasons for the low quality and come up with possible improvements. The new strategy has raised the target level and placed greater emphasis on improving the quality of courses.

International accreditation criteria also serve as a valuable benchmark and support for the development of education. They have encouraged LUT to develop its degree programmes in all three degree cycles as well as their common quality management procedures and course-level practices.

2.2.5 Learning outcomes and employment after graduation – the main impact of education

The university develops its programme portfolio in a future-oriented and strategy-driven manner and by listening to the needs of prospective employers of graduates. New degree programmes are designed in an agile manner, particularly at the bachelor's and master's levels, by listening to the needs of industries and planning with experts in the field. Intensive benchmarking of equivalent programmes in Finland and abroad is also part of programme planning. When defining the intended learning outcomes (ILOs) of degree programmes, consideration is given to the competences required in the professional world in the future – including expert knowledge from the latest research as well as transferable skills. The aim



is to ensure master's graduates a good position and impact in the world of work after graduation, while bachelor's graduates mainly continue their studies in master's programmes.

An example of the planning process being driven by learning outcomes is the development of LUT's doctoral programmes in technology. It started with identifying the development targets of doctoral education based on national development actions, the university's strategic priorities, feedback received, the progress of doctoral students, and the employment situation of doctoral graduates. Based on the analysis, the ILOs were defined and a new degree structure and study process were developed to support their achievement. The updated doctoral programmes will start in autumn 2026.

A high graduate employment rate – both quantitative and qualitative – is one of LUT's strategic targets. LUT closely monitors the employment outcomes of master's and doctoral graduates at the time of graduation, one year after graduation, and 3–5 years after graduation. While employment rates have traditionally been high, the growing share of international students has made graduate employment a key development target. Many measures have been planned and implemented to promote the employment of international students, such as recruitment partnerships, financial support, collaboration with companies in courses, investing in career services and career counselling, and offering Finnish language courses.

2.2.6 Internationalisation challenges the pedagogical approach and impact

At LUT, internationalisation has been a driving force in education development at all degree levels. Internationalisation means increasing the number of degree programmes targeted for applicants from both Finland and abroad, partnerships with foreign universities, exchange possibilities, benchmarking, participating in international networks, and applying for international accreditations.

LUT University has seen increasing internationalisation among its teaching staff, with many new experts coming from diverse cultural backgrounds. This also entails diversity in academic practices and interpretations of guidance, group work, and course instructions. Independent learning is emphasised in Finland and at LUT but may not be a priority in other academic cultures. Therefore, university pedagogy training provides international teachers an important introduction to LUT's approach to teaching. In the pedagogy training round that started in autumn 2025, 20 out of 25 participants had an international background. Internationalisation challenges Finnish teachers as well, and they need to be aware of cultural differences among students. These differences can affect aspects such as self-regulation and group dynamics, which, in turn, influence learning outcomes. Teachers play a crucial role in ensuring that all students feel included and engaged in the learning process.

As international degree programmes, teaching staff, and students increase, also students enrolled for Finnish-language programmes are completing more courses in English. This has raised discussion and a need to clarify language policies. As a rule, Finnish-speaking students may complete their coursework in Finnish even if the instruction is in English if the teacher's language skills allow it. The varying language skills of teachers have also become a topic of discussion. However, the situation has improved year by year, as both teachers and students gain proficiency and get used to working and studying at a truly international university. Another challenge is the limited integration of international students into the Finnish student community. Although the Student Union and student guilds are actively working to improve this, more targeted efforts are needed. LUT has begun analysing feedback and indicators by nationality (Finnish vs. international students), which has helped identify specific needs and patterns. A key strategic aim is to successfully integrate international students into LUT and, ultimately, the Finnish labour market.

STRENGTHS	DEVELOPMENT TARGETS
Student-centred pedagogical approach ensuring the achievement of intended learning outcomes of degree programmes and courses	Improving teachers' pedagogical competencies further to ensure high-level learning experiences and outcomes for a heterogeneous student body
Systematic monitoring, assessments, and improvement of education activities	Developing the programme portfolio evaluation to enable sustainable growth in international degree programme market

2.3 Quality management in research

2.3.1 Strategic targets for research

According to the LUT strategy, LUT's research, development, and innovation activities strive to contribute to a more sustainable world by focusing on four global themes derived from LUT's key research competence areas. The university board approves the strategic objectives and impact indicators for research and monitors progress at least at an annual level in its quarterly meetings.

The implementation of the strategy is supported by strategic action plans, one of which focuses on improving research performance. That action plan is created by a representative group of professors and consists of concrete actions for reaching the strategic goals for research. Each action has indicators, which are regularly monitored and discussed by the management team.

In addition to objectives set by the university, research at LUT is governed by the qualitative and quantitative targets in the performance agreement between the university and the Ministry of Education and Culture.

2.3.2 Good scientific practice: research quality policy framework

To ensure and develop high-quality, responsible research activities, the university is committed to many national and international guidelines and policies, such as the Finnish Code of Conduct for Research Integrity and Procedures for Handling Alleged Violations of Research Integrity in Finland (2023), Guidelines for ethical review in human sciences (2019), the Declaration for Open Science and Research (2025), Good practice in researcher evaluation (2020), the Human Resources Strategy for Researchers (2012), and the Agreement on Reforming Research Assessment (2022).

Internal policies and practices have been developed at the university level to implement national and international guidelines. Among these policies are LUT Universities' open science policy, research data policy, instructions for research ethics, HRS4R action plan, and CoARA action plan. Their implementation is actively supported by University Services and, for instance, incentives for researchers. The open science policy, for example, has been supported through online courses, guides, and instructions and incentives for open-access publishing and self-archiving. However, some aspects, such as the openness of LUT's research data and research infrastructures, require further actions, which are being advanced under the guidance of LUT Universities' open science steering group by,

for example, sharing good practices. Another issue requiring further action is the reform of research and researcher assessment in accordance with CoARA commitments, as all of the commitments are not incorporated into LUT's current practices.

2.3.3 Well-defined responsibilities – the basis for research quality management

The provost is responsible for the university's research activities and their strategic development. Deans of schools, heads of departments, and professors heading research groups also play a key role in research management and development. The key actors and responsibilities in the management of research are described on the intranet. In 2025, LUT has hired two senior experts in management services to support science policy and research management. Starting in 2026, the strategic and proactive management of research will be strengthened by establishing a new strategic executive group and intensifying knowledge utilisation and information flow between different actors. In addition, a professors' forum has been introduced to improve communication and to ensure professors' perspectives are reflected in strategic research management.

Each school, department, and research group take the strategic objectives and quantitative targets into account in developing their own research activities. Heads of units are responsible for aligning their unit's research activities with the university's strategic goals and quantitative targets. This is ensured by internal performance guidance.

Researchers are employed by schools or departments in tenure-track, non-tenure-track, or fixed-term project positions. Recruitments and promotions in all career tracks follow clear criteria and procedures. Research work is done in research groups composed of researchers at different stages of their career. The salary and incentive system for research and teaching personnel encourages high-level scientific research.

2.3.4 Infrastructure, environments, and services ensuring high-quality research

Achieving high quality and impact in research requires appropriate and up-to-date research conditions, including research resources, environments, infrastructures, and services. At LUT, they are continuously evaluated and developed.

From 2015 onward, the university has invested internal seed funding in research platforms to facilitate high-level interdisciplinary research collaboration between schools and departments. The platforms

were established following an international peer review and have proven to be an effective means of promoting high-quality research in LUT's strategic focus areas and securing competitive research funding. To address current and future needs, the operating model is being revised to create more open platforms, where dedicated personnel facilitate collaborative research projects among staff and external partners in Finland and abroad. In addition, a new university-level initiative, the System Earth Collegium, has been launched to advance the platforms' interdisciplinary research towards radical innovations and scientific breakthroughs. The collegium is centred on a visiting fellowship programme that will cultivate a new culture of scientific inquiry.

LUT has a wide range of laboratories and equipment for scientific and technological experiments, access to relevant national and international research infrastructures, and hardware and software for data- and computing-intensive research. LUT grants investment funding based on applications, which ensures the continuing development of research equipment. Attention is also paid to maintaining and updating skills to use the equipment. The quality of LUT's research environments is assessed regularly in the Research and Impact Assessment and by monitoring the book value of the research equipment. However, the need for more strategic development of research infrastructure, including joint investments and shared use with academic and industrial partners, has become obvious, and the most recent strategic action plan for research tackles this issue. As a part of this development, LUT is currently reviewing its research infrastructures to maximise their utilisation and rationalise future investments.

For conducting research of high scientific quality and societal impact, the university provides researchers with professional services including the following:

- » Support related to funding opportunities, including information and communication on applications and deadlines, training in applying for research funding, such as the Research Grant Quest webinar series and Grant Writing as a Skill courses, ethics and research integrity guidance, EU representation in Brussels, post-award support for coordinated Horizon Europe projects, and partner identification as a part of responsible internationality (Research Services),
- » Support in project management and implementation, the financial reporting of research projects, data warehouse reports, and procurement in research projects (Financial Services),
- » Support in information retrieval, publishing, and data management (Academic Library),

- » Support and training in the dissemination of research to larger audiences (Communications and Marketing),
- » Ensuring that research contracts, agreements, recruitments, etc., follow the appropriate regulations and statutes (Legal Services),
- » Institutional support in matters such as strategic partnerships, AI use, and sustainability considerations (Management Services),
- » Support in innovation and the commercialisation of research results (Green Campus Open).

One issue that has been raised is the cooperation between different research service providers to ensure coherence, comprehensiveness, prioritisation, and interoperability. With the launch of the new strategy, the need for developing more systematic cooperation and communication between service providers will be addressed.

2.3.5 Internal and external assessment of research

Key strategic research indicators relate to scientific publications, external funding, business collaboration, and start-ups. The LUT board monitors progress in these indicators at least annually in its quarterly meetings. LUT also systematically monitors both the quantity and quality of its long-term research partnerships with industry. Quality is monitored through a collaboration satisfaction survey among industry partners. University Services regularly collects feedback on its operations, and the latest feedback survey focused on services related to research. The results are used to assess and develop the services.

LUT's research performance is regularly assessed by external expert panels. In the latest Research and Impact Assessment (RIA), an international expert panel assessed the scientific quality, academic impact, research environment, societal impact, and future potential of research at the university. The assessment produced useful recommendations at the university and unit levels, many of which have already been implemented or considered. For example, many recommendations for targeting recruitments, clarifying research profiles, developing doctoral education, rearranging facilities, and developing research funding profiles have been or are being implemented.

2.3.6 Multiple ways for research to impact society

The societal impact of LUT research is developed in relation to its strategic focus areas and indicators. One important indicator is external research funding, which signals the relevance of LUT's research to



society, business, and innovation. Especially funding from EU research and innovation programmes, Business Finland, municipalities (particularly Lappeenranta and Lahti), foundations, and companies demonstrates the application potential and real-world impact of LUT's research. LUT has appointed a chief growth officer to attract external investments and pursue growth in collaboration with university management, professors, research directors, and innovation and commercialisation services.

Collaboration with business and industry is LUT's primary pathway from research to societal impact. The university aims to create sustainable solutions to global challenges through technological and business innovations. LUT has close contacts with Finnish business and industry, including the process industry, manufacturing industry, and service sector. Collaboration ranges from joint research centres to consultancy and commissioned research. In recent years, LUT has systematically expanded its portfolio of business and industry partnerships and appointed industry professors to facilitate collaboration in key areas. Examples include novel multidisciplinary collaboration platforms with Peab Asphalt and Kempower (Electric Mobility Research Center) that also impact education.

LUT is already Finland's most successful university in terms of national corporate funding per researcher, but to achieve its strategic goal of becoming a leading European partner in industry collaboration, more ambitious research is needed. Thus, LUT strives to secure long-term projects with international partners that produce groundbreaking innovations in sustainable solutions.

Another important path to societal impact is the commercialisation of research through spin-off companies. LUT encourages researchers to report

inventions, submit patent applications, and start businesses. LUT provides support and rewards related to these activities and monitors the areas systematically. The establishment of LUT's Green Campus Open has effectively facilitated these activities. Examples of successful spin-offs from LUT research include SolarFoods and Aurelia Turbines. Moreover, maintaining contact with spin-off companies and alumni helps LUT to develop important stakeholder networks that promote the impact and visibility of LUT's research beyond academia.

LUT also promotes the societal impact of its research by providing expert commentary and advice on various public matters. For example, LUT professors serve as members of national expert panels and give expert advice to various professional communities, municipalities, and organisations in Finland and abroad. Such activities are recognised in promotions to professorships and are supported by communication training. LUT also collects information on its impact cases for reports to global impact ranking organisations. However, there is still room for improvement in communicating the significance and societal benefits of LUT research to different audiences.

In 2022, LUT established a department of social sciences to broaden its research profile. It was a strategic choice stemming from the critical need to better address the societal aspects of sustainability and to facilitate the uptake and impact of new technologies. In the long run, this decision is expected to enhance the societal impact of research throughout the university. Collaboration between social sciences and technology has been a key factor in staff recruitment and curriculum planning. With the addition of social sciences, LUT also aims to strengthen its collaboration with public authorities,

policy-makers, and non-governmental organisations playing a significant role in the regulation, implementation, and use of sustainable solutions.

2.3.7 Internationalisation in LUT research

LUT has consistently strengthened its position as an internationally recognised research university. It has made significant efforts to attract international talents, increase international research collaboration, and boost international visibility. LUT’s research platforms have been one way of attracting international researchers and projects to the university’s core areas. International engagement is deeply embedded in LUT’s research culture, making separate quality management procedures for internationality largely unnecessary. According to the latest Research and Impact Assessment, LUT’s research meets high international standards and demonstrates strong global impact, all while adhering to ethical principles and good scientific practices.

LUT continuously improves its international working environment through initiatives such as the European Commission’s Human Resources Strategy for Researchers (HRS4R). This framework supports the development of a high-quality, attractive working environment for researchers and has driven many improvements in, for instance, recruitment processes and open science practices. LUT received the HR Excellence in Research award in 2013 and passed the latest related evaluation in 2023. The next evaluation will take place in 2026.

Recruitment for researcher positions is based on open international calls. Most applicants are from outside of Finland. Since the launch of the tenure track system in 2016, LUT has appointed 107 assistant, associate, or full professors through open international calls. A total of 35% of the hires have been international. As of August 2025, 47% (458) of LUT’s academic staff members are non-Finnish nationals. To support their integration, LUT offers

tailored activities for international staff and their families, professional research support, access to high-quality laboratories, and close cross-sector connections beyond academia.

LUT schools host visiting professor and researcher programmes to attract and integrate world-class scholars. Currently, around 45 visiting professors or researchers from 17 countries are engaged through these programmes. LUT is a welcoming and collaborative institution where international researchers are eager to visit and participate in meaningful mobility. International research visits by LUT staff are strongly encouraged and supported by, for example, grants awarded by the research foundation of LUT.

Based on systematic partner scouting, LUT has established institutional partnerships with strategically important universities abroad. LUT has also created incentives and support structures that connect (early-career) researchers with these universities. LUT is a member of the European university alliance EULiST, which provides special opportunities for research collaboration. In collaboration with Clare Hall, University of Cambridge, LUT has established the Global Climate Research Prize to emphasise the urgent need for transformative, cross-disciplinary research on climate change. The initiative aims to connect LUT with leading climate researchers worldwide and enhance the university’s global visibility and impact.

Schools, departments, and research groups have built and consolidated international networks with relevant institutions through longer research visits and collaborative research projects. Based on internal data on research visits, joint projects, co-supervision arrangements of doctoral students, and co-publications, LUT is currently developing targeted tools to systematically map its existing networks as a shared resource for further activities.

STRENGTHS	DEVELOPMENT TARGETS
Strategic management of LUT research and innovation activities in alignment with the university’s key competence areas, supported by systematic research performance management	Openness of research data and infrastructures as well as culture for open scholarship, including responsible research assessment
Research collaboration with international and domestic business and industry partners, ensuring and increasing the global impact of LUT research	Strategic development of research infrastructure to better ensure the up-to-date and efficient utilisation of research infrastructure and tools in cooperation with different partners

2.4 LUT's organisational culture

2.4.1 Participation of students, staff, and stakeholders in the development of operations

LUT University's organisational culture is characterised by a low hierarchy, approachable management, and a strong sense of trust in both staff and students. All community members are encouraged to participate and share their thoughts through various surveys and decision-making bodies or by raising issues face to face. This inclusive approach fosters a sense of belonging and strengthens a culture of trust.

During a period of rapid growth across multiple locations, the university has recognised the need to foster a sense of community. One of the System Earth 2030 strategy's action plans that comes into effect at the beginning of 2026 addresses the topic One LUT – a unified university. The working group for the action plan includes representatives from management, staff, and students, reflecting LUT's participatory approach and the action plan's goal of building a cohesive university community.

Management at LUT aims to be open and inclusive. For example, management team memoranda and board communications are published on the intranet for all staff. Students and staff are represented in the university's official decision-making bodies, and the majority of LUT's board members are external stakeholders. In addition to official bodies, there are teams and committees where both staff and students are represented, such as the quality and sustainability management committee, the well-being committee, and the doctoral education forum. One recent development is the growing role of international

students in administrative bodies, which now enable participation in English.

For regular cooperation with external actors, LUT has an Advisory Board, which plays a consultative role in analysing changes in business, industries, and society and contributes to the long-term development of LUT's research, education, and societal interaction. The System Earth Collegium, established in autumn 2025, also brings together top researchers and leading international experts from outside the university for systemic development of academic research framework and multidisciplinary initiatives to achieve LUT's ambitious strategic goals and strengthen overall societal impact.

2.4.2 Culture and organisational identity

The university's growth and expansion – such as the opening of the Lahti campus and the extension of operations to Mikkeli and Kouvola – challenge the sense of community. There is a noticeable imbalance in student activities between the university campuses. In Lappeenranta, the student culture is more long-standing and established, whereas in Lahti, guild activities have only recently started to develop. However, the new Lahti guilds have incorporated an international dimension from the outset, while the Lappeenranta guilds have gradually become more international. To ensure equal representation of students' interests, guild development focuses on inter-campus cooperation, comprehensive orientation, and advocacy channels for international students.

The addition of social sciences has highlighted that LUT's technology-oriented culture may not



immediately resonate with those from more humanistic backgrounds. This also presents a challenge for LUT's organisational identity. Establishing a new department and degree programme requires time and planning. The work has been supported especially by the university management, LENS, and University Services. The new discipline is gradually finding its place within the LUT community.

The increasing number of international staff members and students has brought greater cultural diversity, requiring cultural sensitivity and collaboration. LUT supports international community members through integration services, orientation to Finnish culture and practices, and opportunities to study the Finnish language. The development of organisational culture also reflects LUT's core values of equality and equity.

To better understand and develop the university's working environment, LUT conducted an organisational culture assessment in February 2025. The assessment provided valuable insights into the current culture and helped identify key areas for development. The findings revealed a shared commitment among staff to work more collaboratively, support one another, and build a more inclusive and people-centred environment. The LUT Culture Ambassadors' team, chaired by the vice rector for HRD, plays a role in this development work while maintaining close connections with their respective schools or departments. These matters will be addressed in the One LUT action plan, which focuses on strengthening LUT's leadership, values, and working models (onsite, online, hybrid).

2.4.3 Activities supporting the organisational culture and openness

The university arranges annual events such as a staff Christmas party and the State of the University Review, which focuses on current topics. In addition, all units organise well-being events for their own staff. Both campuses have community developers who enhance student engagement and a sense of community. The Student Union (LTKY) and degree programmes' student guilds support the student community in many ways, and the interaction between student representatives and staff members works well in most cases. Communication is open and smooth, which is very much appreciated by both parties.

Internal communication is a vital part of the organisational culture, and its development has lately been emphasised. The intranet serves as the main information-sharing channel, complemented by school newsletters, Microsoft Teams groups, and the internal social media platform Viva Engage. Each school has its

own communications officer or community developer, and in spring 2025, an internal communications specialist has also been appointed. In the Finnish Bachelor's Graduate Survey, LUT received the highest ratings in Finland for how easily students were able to find study-related information. In autumn 2025, LUT has conducted staff feedback surveys on internal communication. They will provide valuable insights to help make LUT an even better place to work.

LUT's strong organisational culture is also reflected in staff satisfaction. In the 2025 Varma Well-Being at Work Survey, LUT's eNPS (Employee Net Promoter Score) was 42, whereas the Finnish university average was 24. This indicates strong commitment and a positive employer image.

2.4.4 Organisational feedback system

Feedback from both internal and external stakeholders is highly appreciated at LUT. LUT's quality management system includes a range of systematically conducted feedback surveys, which are listed on the intranet and in the Quality Manual. The university makes an effort to take full advantage of the surveys for quality assurance purposes.

Student feedback is collected at the end of every course and systematically at the beginning of studies and upon graduation. In addition, an annual teaching quality survey (Opetuksen laatu -selvitys OLS) deals with many essential elements in studies and student life, such as well-being. The biannual International Student Barometer (ISB) focuses on the views of exchange students and international degree students. LUT conducts career surveys annually to collect feedback from master's graduates from five years ago and from doctoral graduates from three years ago. However, the weakness of feedback and surveys is that their impact depends on the number of respondents. For example, around 30–40 per cent of students give course feedback, and respondents more likely give negative feedback than positive, which creates a bias. Student feedback indicates that course teachers and other staff at LUT are easily approachable in study-related matters, which is why much of the development work initiated by students takes place informally and is not visible to external review. For example, chats after lectures or direct email correspondence represent the most direct forms of feedback and development between students and staff. However, some students report cases where teachers are difficult to reach via email. Therefore, especially in distance and hybrid studies, where face-to-face interaction during a lecture is not possible, dedicated opportunities for student-staff interaction must be provided.

Monthly mood tracker surveys and biannual national university well-being surveys (Varma surveys) are conducted among staff members. Their response rate is typically roughly 50%. Annual support service surveys evaluate the staff members' satisfaction with support services.

As part of strategic planning, strategy-related surveys and workshops are conducted to inform strategy development and evaluate implementation effectiveness. Both staff and students are invited to participate, while external stakeholders contribute through LUT board and Advisory Board meetings and discussions with campus city representatives. LUT also has open channels on the intranet for staff and in eLUT for students for feedback of any kind.

External stakeholders further support the university's continuous development through targeted feedback surveys. Master's thesis commissioners give feedback on the thesis process and evaluate students' competencies. The Research Collaboration Satisfaction Survey is also conducted regularly. In customer-driven continuing education, quality management is based on a strong feedback culture and interaction with participants.

2.4.5 Maintaining a positive feedback culture by ensuring the utilisation of feedback

The university collaborates with a wide range of partners (e.g., employer associations, the Ministry of Education and Culture, and the Varma employer insurance organisation) to ensure effective collection and use as well as to enable national benchmarking. Among the most important partners in the OLS survey and course feedback processes – and in fostering a strong feedback culture among students – are the Student Union and the student guilds of degree programmes. The Student Union also ensures that OLS survey results are presented extensively to students, staff, and management. This type of development work helps themes that affect entire groups of students emerge more clearly and be addressed effectively. Several regular feedback surveys are reported on LUT's data platform, where survey results are available easily and in real time to all relevant stakeholders.

The feedback culture has been strengthened in many ways: teacher responses to course feedback, course feedback collaboration with student guilds, regular feedback events, and the Teacher of the Year Award based on course feedback. In 2017, degree programme feedback workshops were introduced,



and feedback on education is discussed annually in university management team meetings. In doctoral education, feedback is discussed in the doctoral education forum, where development targets are agreed upon. Feedback received through the open feedback channels on eLUT and the intranet is systematically responded to.

Feedback collected by staff members is often reported on the LUT intranet, and mood tracker and Varma Well-Being at Work Survey feedback is discussed in smaller teams with supervisors. The aim is to detect any concerns about staff well-being as early as possible.

Collecting feedback from stakeholders on various topics is a valuable tool for learning from stakeholder experiences and opinions and utilising them in development work. However, stakeholders sometimes feel overwhelmed by the number of survey invitations they receive. Therefore, other methods of information gathering have also been utilised, including interviews, face-to-face group discussions, and workshops.

2.4.6 International academic community – challenges and a clear goal

LUT has internationalised rapidly in recent years, with a strategic target for 2030 to have half of all new students coming from outside of Finland. This represents a major change and challenge for the student community, which has traditionally been close-knit and homogeneous, centred on a single campus in the Skinnarila district. In autumn 2025, LUT had students from over 100 different countries, and this diversity is now reflected in everyday university life at all LUT locations. LUT aims to provide the same services and guidance to both Finnish and international students, in both Finnish and English. Meanwhile, it has been recognised that different target groups may also require targeted services (for example, specialised career support for international students). English is increasingly used as the language of instruction. LUT was also among the first research universities in Finland to launch bachelor's programmes for international students, and today, nearly every degree programme includes one. This

means LUT has an increasing number of very young students who have moved to Finland, and their particular support needs must be addressed.

One common way to strengthen the sense of community and help students connect is through group work, which is assigned in many courses. Student feedback often mentions group work as challenging in a highly heterogeneous student community, where individuals have very different goals, backgrounds, and capacities to participate in group activities. Teachers have developed effective strategies for forming groups and share these practices with colleagues; for example, in quality workshops held within degree programmes.

LUT staff – especially teaching and research personnel – has also become increasingly internationalised. LUT recognises that international staff members can easily feel excluded, partly due to language barriers. To complement the wide range of specialised support services (especially through HR), it is important to ensure that everyone, regardless of background, has equal opportunities to contribute based on their role. LUT's intranet content is available in both Finnish and English, and language practices in meetings are flexible to promote inclusion. English is used whenever a participant does not speak Finnish, but Finnish is actively promoted when possible. This helps international staff learn the language and supports their integration into the university and Finnish society.

Leadership roles can be particularly challenging for staff members with international backgrounds, especially when the local leadership culture differs significantly from what they are accustomed to. HR Services offer support and training for supervisors.

Despite the challenges inherent in rapid internationalisation, the aim is clear: LUT strives to be a genuinely international university where both staff and students – wherever they come from – feel welcome and safe, can progress in their personal development, and contribute to their own field of science and to the university on its path toward a sustainable future in alignment with the LUT strategy.

STRENGTHS	DEVELOPMENT TARGETS
LUT's inclusive and participatory culture characterised by a low hierarchy, approachable management, and a strong sense of trust among staff and students	Balancing campus and unit activities and maintaining a sense of community during the university's rapid growth and heterogenisation
Strong feedback culture with effective practices for regularly collecting and utilising feedback from internal and external stakeholders	Increasing integration of international staff and students , ensuring cultural sensitivity, collaboration, and equal opportunities for all community members to contribute



2.5 Diversity, well-being, staff recruitment, and competence development

2.5.1 Systematic, goal-oriented promotion of diversity and equality

The university actively strives to build a community where everyone feels like they belong and is welcomed and valued for who they are. The promotion of diversity is evident in areas such as recruitment, student selection, teaching, and everyday interaction.

LUT Universities' student equality and non-discrimination plan is governed by the Non-discrimination Act, the Act on Equality between Women and Men, the strategies of both LUT and LAB, and codes of conduct based on both institutions' values. All key guidelines and regulations concerning students are available on the public eLUT website, which provides students access to essential documents such as the Degree Regulations, Code of Ethics, guidelines on academic misconduct, and instructions for addressing harassment and inappropriate behaviour. These topics are introduced to new students during orientation, through both digital onboarding materials and orientation lectures. LUT University's Student Union plays a key role in promoting student equality and non-discrimination. The Student Union works to eliminate harassment and inequality in the LUT community by advocating for students' interests, collecting feedback, and appointing a liaison for harassment issues.

The staff equality and non-discrimination plan is updated every two years in cooperation with employee representatives. The plan is available to everyone on LUT's intranet, and progress toward its objectives is regularly monitored in dialogue meetings and discussions with different personnel groups. In addition, LUT has established operating models and

support services that promote equal treatment and address possible grievances. Community members are encouraged to participate in development work and to express their views. The orientation of new employees includes an online course on equality and non-discrimination, which must be completed within three months of starting employment. The course is available in Finnish and English and is open to all staff.

The implementation of equality and diversity is monitored through the staff well-being survey, which includes a dedicated set of questions related to these themes. The results indicate that LUT staff members feel that equality, non-discrimination, and diversity are well implemented – even better than at Finnish universities on average. When results are examined based on the respondents' nationality, international staff members rate issues related to equality and non-discrimination more positively on average than Finnish employees do.

2.5.2. Support for student and staff well-being

At LUT University, staff and student well-being is a key priority, as it plays an essential role in academic success, coping with work and studies, and timely student graduation. The well-being of LUT community members is addressed in all management bodies – from the LUT board to unit-level meetings. Student Services is mainly responsible for measures and services that support student well-being, and HR Services is responsible for those related to staff well-being. A wide range of services and offerings support the well-being of students and staff. They are equally available to Finnish and international staff and students, supporting integration and enabling internationalisation at home.

MOVEO Well-being and Sports Services provides services for both students and staff. MOVEO operates



on the Lappeenranta and Lahti campuses as well as online, offering a wide range of gym facilities, sports services, and recreational activities. Some activities are free for all, but a broader range is available to those who pay a membership fee.

University chaplains are appointed in cooperation with the local parish and are available to talk confidentially about both the joys and challenges of life. They respect individual worldviews and remain open to all students and staff, regardless of their background.

Student well-being targets: students feel well, have energy to study, and enjoy life

Matters related to student well-being at LUT are coordinated by the university-level student well-being working group. The group includes representatives from LUT and LAB, the Finnish Student Health Service (FSHS), the Student Unions of both HEIs, and the university chaplains. The working group aims to support and strengthen students' ability to study and overall well-being by promoting their physical, psychological, and social health. The group's work is closely connected to other relevant actors and services. Each spring, students are invited to participate in the student survey on the quality of teaching (OLS survey), where well-being issues are surveyed by LUT and the Student Union in collaboration. Based on the survey results, the working group identifies key development themes for the following academic year. In addition, regular institutional cooperation reviews are carried out in collaboration with the FSHS on both campuses to evaluate and develop well-being-related services.

Although LUT students gave the highest average scores in Finland in the national bachelor's survey in 2024 in response to the statement "I feel well at my university", concerns related to student well-being emerge through many channels, and the university maintains a strong focus on well-being services.

Information on student well-being services is publicly available in the eLUT student portal:

- » The eLUT student portal provides students with a comprehensive collection of guidelines, support materials, and helpful resources. It includes various self-help materials related to well-being, study skills, and time management. For international students, the Living in Finland section offers information about Finnish culture, services, and seasonal activities, along with instructional videos and practical tips for daily life.
- » Study counselling psychologists provide support for studying and coping through individual counselling, lectures, webinars, and community-based support for degree students. Topics students can discuss with a study counselling psychologist include a lack motivation, thesis-related stress or anxiety, burnout, study-related stress, performance or social anxiety, and individual study arrangements and accommodations.
- » Student community coordinators have been appointed on both campuses. Their work relates to community-building activities, events, and initiatives on campus, guidance related to support services, everyday challenges, well-being-related questions, a safe and inclusive campus environment and study atmosphere, and adapting to student life and the local community.
- » All degree students have access to health care through the Finnish Student Health Service (FSHS). Exchange students are not eligible for FSHS services but have access to public and private health care.

The Student Union and student guilds also play an important role in promoting student well-being in various ways. All guilds have a guild room where students can spend time and connect with their peers. Guilds are also a natural forum for promoting cooperation between students and degree programme teaching staff.

Staff well-being: building a thriving work community

The university and the world around it are changing – LUT is becoming more international and growing rapidly. University management has recognised the need to nurture staff well-being and competence, as people are the university's most valuable asset. In recent years, LUT has systematised the management of staff well-being. An annual plan has been created for work ability management, which consists of meetings of the work ability management steering group and the occupational health care steering group as well as updating and monitoring work ability management indicators. Key procedures that support well-being at work, such as the early support model, the substance abuse programme, and the model for preventing and addressing inappropriate behaviour and harassment, are in use and are updated regularly. Occupational safety and health activities highlight issues related to working conditions and support staff through risk assessments and the occupational safety and health committee.

Several methods and services are used to monitor, develop, and support staff well-being, both individual and collective. Well-being at work is monitored through a monthly mood tracker and a biennial well-being at work survey. The results are discussed at different organisational levels and used as a basis for developing improvement measures. The well-being survey also enables comparisons with other Finnish universities. Work ability resources and work requirements at LUT are on par with other universities and in many cases above the average. The same survey indicates that LUT employees are satisfied with their employer. LUT's Employee Net Promoter Score is remarkably high and above the Finnish university average. However, the survey reveals several development targets, which are being addressed at all organisational levels. For example, well-being

training sessions and events have been organised for smaller teams and units.

LUT offers its staff comprehensive occupational health care, which includes preventive health care, work ability support, and medical care, such as extensive mental health services. Occupational health care services are actively developed through, for example, campaigns that raise awareness of key health risks in the community. HR does proactive work, such as monitoring sick leaves, supporting supervisors in challenging situations, adopting operating models, and arranging work guidance and workplace mediation.

Well-being at work is also enhanced through sports and recreational services. In addition to MOVEO for Staff, employees have access to the Epassi financial benefit, which they can use for various sports, cultural, and wellness services in their free time. Many units also have their own well-being teams that organise different events supporting well-being.

Flexible working arrangements, the possibility for remote work, and part-time work options support well-being at work. Work-life balance is promoted by taking into account employees' different situations in life. As the university grows and becomes more international, there is a need to develop online, hybrid, and on-campus work to strengthen the sense of community.

2.5.3. Supporting the integration of international community members

LUT's current growth pace challenges the organisation to develop orientation and onboarding for both staff and students and to address the many aspects of growing diversity. Increasing internationalisation is a significant opportunity for the organisation,



but it can also create needs for which operating models, processes, or resources do not yet exist. Multiculturalism requires everyone – from leaders and supervisors to employees and students – to recognise the needs and challenges of communication and interaction. LUT supports the integration of its international community members by offering comprehensive orientation, practical guidance for daily life and work, career support, networking opportunities, and peer support. The goal is to ensure that both students and staff feel part of the LUT community and Finnish society and are well-prepared for the working world. The latest related investment in 2025 is the appointment of student community coordinators on both campuses to help students integrate into the LUT community.

Support for the integration of international students

LUT has developed an integration plan that aims to provide a supportive, inclusive, and sustainable framework for international students. It is regularly assessed and improved to ensure it meets students' evolving needs. The beginning of studies is highly significant, as it lays the foundation for continued academic progress and development. LUT's orientation programme consists of both general sessions for all LUT students and programme-specific activities. The general programme includes events such as the Welcome to the Land of the Curious session, student fairs, and presentations on various student services. LUT focuses on supporting its diverse student body in adapting to a new culture and academic environment from the very start of the studies. International students are offered dedicated orientation sessions, including the Introduction to Finnish Culture lecture, the Meet a Local Friend programme, the Cross-Cultural Encounters course, and the community-driven Plant a Tree event. Students are also offered the opportunity and encouraged to study the Finnish language. LUT places strong emphasis on peer tutoring, especially for international bachelor's and master's students. Tutors are trained by the university, and the small size of international tutor groups allows for personalised support during the critical early stages of studies. It is obvious that international students require significantly different support from tutors compared to Finnish students, including assistance with arrival, settling in, and handling official matters. This places a much heavier workload on tutors and calls for greater support from the university. After orientation week, tutors organise themed weeks designed to help new students integrate into the LUT community and become familiar with its services and culture. As part of the doctoral education development project, the orientation programme for doctoral students is

being developed, and the first implementation will be in spring 2026. Also, pre-orientation for international students has been developed to ensure that students from far away have realistic expectations and clarity regarding their upcoming studies.

LUT offers students career counselling, job search support, and networking opportunities to ease the transition into Finnish professional life. The university collaborates with local municipalities, government agencies, and student associations to help students build social and professional networks. However, the employment of international graduates is still a significant challenge for all Finnish universities, including LUT. LUT utilises several channels for student communication: the eLUT student portal, the Tuudo mobile application, campus information screens, the Moodle course platform, and email. Official communication is bilingual (Finnish and English) to ensure clarity and accessibility. LUT continuously improves communication to keep information clear and accessible.

Support for the integration of international employees

The internationality of LUT employees is reflected in bilingual communication; for example, the LUT intranet's main language is English, and most events are organised in both Finnish and English. LUT also offers Finnish language courses that help international employees begin to learn the language and manage everyday situations in Finland. Recently, there has been a growing need for more variety in Finnish language courses. LUT also supports the integration of international staff in many other ways, such as a weekly information desk, personal arrival counselling, various information materials for international employees, Welcome to Finland webinars, LUT PALs activities, and various events for international staff and their families. Increased cooperation with campus cities on immigration issues, evidenced by the establishment of the Lahti International House and the Lappeenranta International House, also promotes the integration of LUT employees and students in the region.

2.5.4. Open, transparent, and merit-based recruitment

LUT University follows open, transparent, and merit-based recruitment practices, especially for teaching and research positions. Recruitment processes are designed according to the nature of the position and implemented internationally to reach the widest possible pool of qualified applicants. Recruitment channels are tailored to the needs of the recruiting unit.

LUT has offered a four-level tenure track career path since 2016. The model provides researchers with clear and consistent career development and supports continuous competence development. The aim of tenure track positions is to enable progression to a professorship through gradual qualification. In non-tenure track positions, the emphasis may vary according to the needs of the schools. LUT's doctoral graduates are encouraged to apply for open tenure track positions that match their profile. Tenure track positions are generally filled through an open international search. As an exception, an invitation procedure may be applied. It corresponds to direct recruitment and enables hiring top talent. Selections are always based on applicants' expertise, merits, and skills. In line with LUT's strategy, gender balance is taken into account in recruitment but does not override merit-based selection.

LUT clearly informs applicants about the selection requirements, the process, the content of the tenure track levels, and the criteria for advancement. During the hiring process, LUT keeps applicants up to date on the progress and decisions, which strengthens the transparency and credibility of the recruitment process.

The top candidates for tenure track positions are evaluated by both an internal selection committee

and external academic experts, and the justifications for selections are clearly documented at all stages of recruitment. For other positions, applicants' competencies are evaluated in relation to the requirements of the position, and personal suitability is also taken into account.

The university is working on developing the university career models and recruitment process, which is a key process in employing the right experts to LUT. Renewing the recruitment system, streamlining the process, and strengthening LUT's employer image and visibility are development targets that need to be addressed.

2.5.5 Competence development based on the strategy

LUT University's strategy and action plans guide the professional development of the staff. The aim is to promote the organisational culture, employee well-being, and diversity and to emphasise the importance of all employees and their up-to-date skills as part of the whole. At the same time, the university is renewing its ways of working, encourages learning at work, leads learning processes, and builds collective capacity to achieve strategic goals.

Both tenure track and non-tenure positions define goals and criteria for progression from one level to the next, allowing academic staff to understand the



focus areas of their professional development in advance. The tenure track committee ensures the consistency of the system.

Annual development discussions are a key method for identifying and recording staff competence development needs. A report on those needs can be compiled from the HR system, enabling unit-by-unit analysis. The HR system also semi-annually tracks the number of development discussions to ensure that they are held with all employees. A separate guideline has been prepared for the development discussions of junior researchers, helping them reflect on career goals and plans for the post-doctoral period as well as the skills and competencies required to achieve those goals. Directors and supervisors of departments and teams are most familiar with the skills and development needs of their staff. They assess professional competencies and develop them together with employees.

Based on strategic priorities and identified needs, LUT prepares an annual development plan for the work community. The plan describes the current situation and outlines how the employer supports well-being and competence development through means such as training. Researchers enhance their scientific expertise by participating in networks and building connections at international scientific conferences. To improve the quality of teaching, LUT has invested in pedagogical and digital skills training and support services for teachers. Teachers can develop their pedagogical skills through LUT's university pedagogy training. Departments decide who can participate in pedagogical training, and staff members are encouraged to report completed pedagogical training in the HR system. By 2026, dozens of staff members will have completed 25 credits of university pedagogy training, with many more having completed smaller parts of it. The university monitors and reports, for example, in its financial statements the number of employees who have completed pedagogical training. In its new strategy, the university focuses on

improving the quality of teaching, and pedagogical training is one of the key tools LUT will encourage more teachers to take advantage of.

Since autumn 2024, supervisors have been offered the LEAD – Leadership Excellence and Development programme, which includes theoretical and practical training, group coaching, and peer support. Leadership skills will also be developed through needs-based training. All employees are offered training in language and communication, digital skills, occupational safety, and first aid. Information on all available training is provided on the intranet. In-house training is provided in both Finnish and English. In addition, departments can enable staff to participate in training outside the university. Feedback is collected from internal training sessions, and staff can suggest topics for future training. Teachers receive development ideas from regular course feedback surveys. LUT staff can also propose development ideas through various feedback surveys.

2.5.6 Challenges related to an internationalising university community

Internationalisation has already been covered rather comprehensively in terms of the assessment criteria, and therefore, only a brief overview will be provided in this section.

Because LUT's goal is internationalisation and growth, the integration of international staff and students into the LUT community comes with certain challenges involving expectations, equal treatment, communication, interaction, and well-being. LUT needs to learn from these challenges and find solutions in an agile manner. One example of LUT's ability to facilitate integration and support interaction among diverse student groups is the student community coordinators on both campuses. Their role and working methods are still taking shape, but recognised areas for development include building communal spaces and developing shared well-being activities for both staff and students.

STRENGTHS	DEVELOPMENT TARGETS
Systematic means to monitor and promote diversity and equality in university processes and services	Ensuring efficient orientation and onboarding addressing the challenges of multiculturalism and making certain that international community members feel integrated and supported
Strong emphasis on the well-being of students and staff to support the physical, psychological, and social health of all LUT community members	Refining staff recruitment processes to ensure the university attracts and appoints the most qualified and suitable talent

3. EVALUATION AREA:

Learning supported by teaching and guidance

3.1 Planning of degree programmes

3.1.1 Agile and responsive programme portfolio

LUT's programme portfolio aligns with the university's educational mission, strategy, and research focus areas, national and international frameworks, and the needs of the world of work. Degree programmes hear external stakeholders, such as alumni and corporate partners, in the development of their programme portfolio. For example, LUT offers master's programmes for students with different backgrounds, such as part-time studies for students in full-time work. In recent years, LUT's bachelor's and master's programme portfolios have undergone an overhaul, and new degree programmes have been and will be launched in the fields of technology, business, and social sciences. In line with its strategy, the university is strongly committed to the internationalisation of education. Most new programmes are targeted for both Finnish and international applicants, as the university sees internationalisation as the primary means to achieve its growth objectives.

LUT has systematic practices for approving new degree programmes, although the development of

a new programme can begin in many ways. The need to start a new programme often arises in discussions with external stakeholders, future employers, alumni, partner universities, or other organisations, which in some cases may even contribute through funding. The matter is first discussed within the school and with representatives of LUT management. If the idea is approved, planning will proceed, and a comprehensive benchmarking analysis against similar programmes is carried out. One year before the programme begins, the provost approves the admission requirements. After that, a programme description is drawn up for student recruitment, a curriculum is prepared, and finally, the school's academic council approves the curriculum.

LUT has recently started providing degree programmes in a new field of science – social sciences. That required applying for the right to award degrees in that field from the Ministry of Education and Culture before the planning of the programmes. Social sciences education at LUT started in 2022. LUT has also applied for and received the right to provide civil and construction engineering education, which will start in 2027.



3.1.2 Curriculum work ensuring programme relevance and continuous development

LUT's degree regulations provide the framework for the university's curriculum development. They define the objectives of bachelor's, master's, and doctoral programmes, which align with levels 6–8 of the Finnish National Framework for Qualifications.

The annual curriculum work (Figure 3) ensures that course contents, teaching and assessment methods, student workloads, and virtual and on-campus teaching are regularly reviewed. The aim is to ensure that students can achieve the programme's intended learning outcomes and progress in their studies towards future employment.

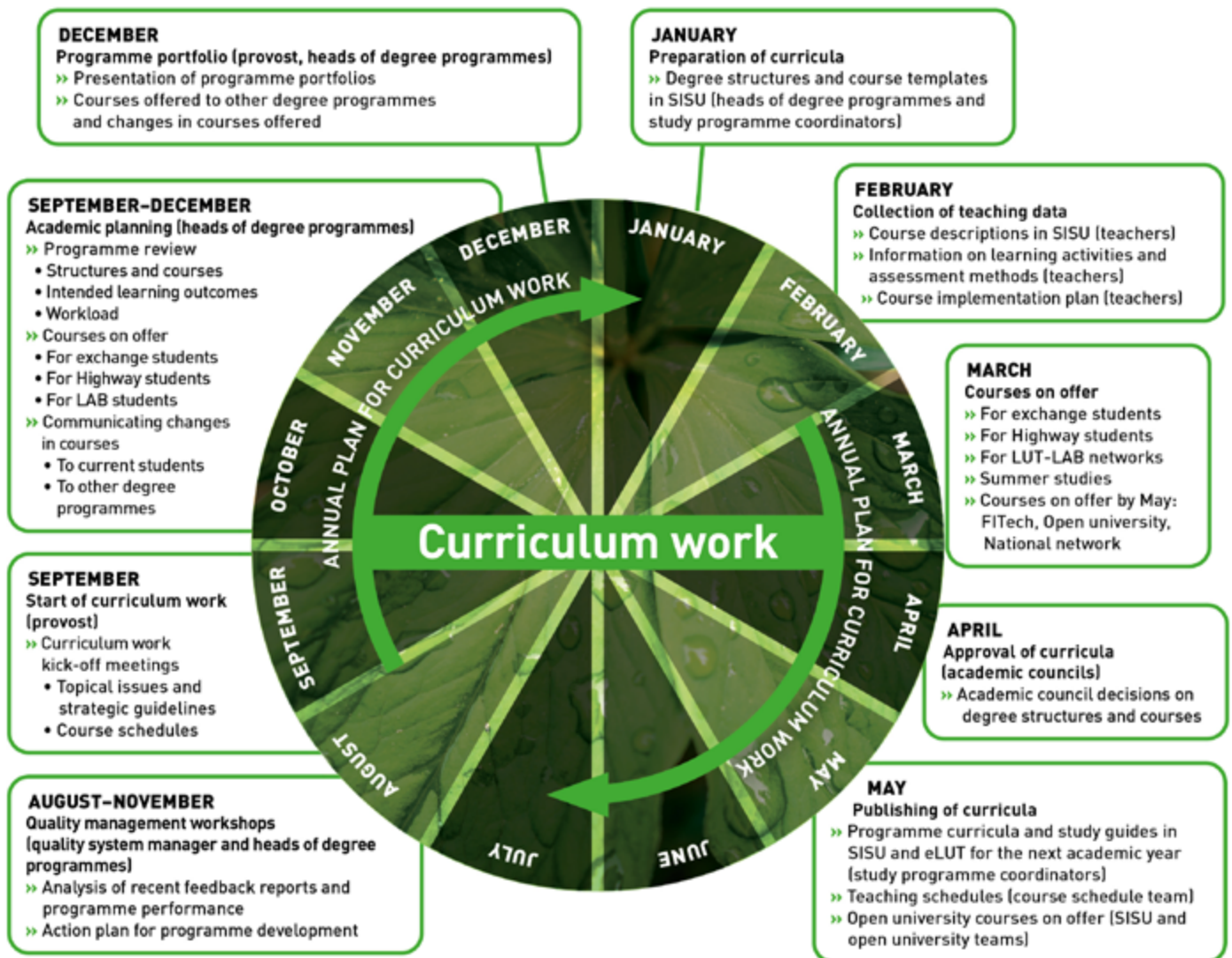


Figure 3: Curriculum work annual process

The LUT Study Services coordinate the curriculum work and provide programmes with help and guidance. Student feedback and statistical data are available, enabling the consistent monitoring of programmes and uncovering targets for curriculum development. Degree programme-specific curriculum kick-off meetings are held annually together with programme and Study Services personnel to discuss curriculum work guidelines, development targets, and schedules.

The work continues with a programme-level review of intended learning outcomes (ILOs), degree contents and structures, student workloads, and other topical issues. In recent years, attention has been paid to how courses support the achievement of the United Nations' Sustainable Development Goals (SDGs) and collaboration with business and industries and to ensuring that all degree programmes have a mobility window – a predefined period for exchange studies.

The head of the degree programme leads and develops the programme's activity in accordance with university policies and oversees the curriculum work. The degree programme head and persons in charge of bachelor's and master's programmes are responsible for the design, development, quality, and performance of individual bachelor's and master's programmes.

LUT has three doctoral programmes – one in each school – to educate doctoral students for the needs of academia, industry, and other organisations. The doctoral curriculum work applies the same annual plan as above. LUT's doctoral education development project, launched in 2024, will introduce new compulsory courses that all doctoral students complete, ensuring graduates have the knowledge, skills, and competencies expected of them.

3.1.3 Learning outcomes, alignment of degree programmes, and student-centred teaching

To ensure curriculum quality, LUT has introduced a curriculum analysis tool for programme management. Heads of degree programmes use it to ensure that bachelor's and master's programmes form a consistent entity:

- » The contents of compulsory courses align with programme ILOs
- » Course-level learning activities and assessment methods support the achievement of the ILOs

- » The student workload per period, semester, and academic year is balanced.

Curriculum analysis examines how well a programme forms a coherent entity that delivers knowledge, skills, and competencies aligned with its stated objectives. It identifies the teaching and assessment methods used in compulsory courses and helps determine whether the variety of teaching and assessment methods is appropriate for the degree cycle, the ILOs, and the programme's target group. The analysis also reveals how student workload is distributed across periods, semesters, and academic years.

This curriculum analysis typically conducted during external programme assessments and accreditation, but it is also very useful when major structural changes are being planned. Study programme coordinators support bachelor's and master's programme heads in conducting this analysis as part of the annual curriculum work. Workload is analysed annually to ensure smooth student progression.

In 2025, intensive development work has focused on LUT's doctoral programmes in technology. The programmes' ILOs are being revised to ensure doctoral graduates develop not only strong research skills but also the ability to apply their expertise widely in diverse careers. The work has emphasised



especially the transferable skills that LUT's doctoral graduates are expected to master.

3.1.4 Research – an integral part of education

Scientific research is integral to all education at LUT – especially doctoral education, where conducting research is the primary focus. LUT's programme portfolio aligns with the university's strategic research priorities, enabling the dissemination of the latest research knowledge and expertise to and through degree students. Recent research results are utilised in course content design, a practice encouraged in joint meetings of research groups and course development events. Research is integrated into teaching through practical examples and the use of research articles as course materials. This integration happens naturally because, consistent with LUT's principles, all teachers conduct research and all researchers teach. Research is therefore one of LUT's most important ways to advance educational development in programmes and courses.

Students participate in research through their bachelor's and master's theses and especially their

doctoral dissertations. They can take courses and participate in events where prototypes or service concepts are designed together with companies. LUT's J. Hyneman Center for rapid prototyping brings together students and companies for research and innovation. In addition, some students work as research assistants for limited periods, including summer positions or internships.

3.1.5 Work-life perspectives in degree programmes

Programme design is always based on needs of the professional world and future employers, identified through discussions with external stakeholders and various surveys.

Increasing students' understanding of Finnish work culture is a recognised development target for LUT education. Degree programmes are encouraged to include industry collaboration into courses, as each industry encounter creates networking opportunities needed for employment for both Finnish and international students. Collaboration with businesses has been integrated into courses through



cases provided by companies, visiting lecturers, and company visits.

To support the systematic development of business and industry connections, LUT collects data on the types of company collaboration teachers have planned for their courses. In January, teachers receive instructions for updating course descriptions, including guidance on documenting the modes of work-life collaboration. Teachers can add more detailed information about the collaboration on the Moodle course platform. Based on LUT's learning activities form, a PowerBi report is generated, where the types of work-life collaboration can be reviewed. The final implemented forms of work-life collaboration are collected through a teacher survey. The survey results help develop the collaboration further at the course, degree programme, and university levels.

Since 2024, LUT's doctoral education has been developed in response to needs identified through national policies and feedback from doctoral students and alumni. LUT's doctoral graduates' connections to the professional world and employment in industries or non-academic organisations have been important considerations in this development work. These aspects have been taken into account in doctoral course design, supervision practices, and career services.

3.1.6 Internationalisation in education planning

The internationalisation of education is a central strategic goal at LUT University and a key driver for institutional growth. However, one of the main challenges is the limited interest in student exchange, particularly among engineering students. In education planning, this issue is addressed by

designing programmes and curricula that enable individual students to incorporate international experiences into their degree in one form or another.

LUT integrates international perspectives into programme development from the outset. For example, in designing its new civil and construction engineering programme, LUT has explored collaboration with EULiST alliance universities to enable joint teaching, double degrees, and student mobility. Programme curricula are being adapted to support mobility, and dedicated exchange windows are scheduled in programme timelines to allow students to study abroad without delaying graduation. LUT has recognised the need to better ensure competency development and timely degree completion for students who participate in exchange programmes. This development work has started, and degree programmes are mapping the courses on offer at partner universities and exploring opportunities to include them in LUT degrees as, for example, minor studies. LUT has also expanded its international partnership portfolio with institutions such as Hebei University of Technology, Politecnico di Milano, and Leibniz University Hannover and established double or triple degree programmes with priority partners.

In addition to physical mobility, internationalisation at home and e-mobility are focus areas that are especially important for international students who have already relocated from their home countries. LUT's English-language programmes and international teaching staff and students create a multicultural learning environment, enriching the university community and fostering intercultural understanding – an increasingly essential skill in today's global society.

STRENGTHS	DEVELOPMENT TARGETS
Strategic and systematic approach to education planning , ensuring student-centred and research-based education, work-life perspectives, and internationalisation in LUT's programme portfolio and course delivery	Increasing practical orientation and work-life integration in teaching to enhance students' understanding of the working world, strengthen students' ability to apply theory to practice, and support the creation of networks that facilitate employment after graduation.
Well-structured and supported curriculum work process , ensuring relevance and continuous, agile development of degree programmes taking course contents, teaching and assessment methods, student workload, and course implementations into consideration	Enhancing student internationalisation and mobility by proving different paths to international connections and experiences in studies and designing curricula to enable students to take part in exchange without delaying graduation

3.2 Development of education

3.2.1 Participation of staff, students, and business and industry representatives in degree programme development

Heads of degree programmes are responsible for education activities in their degree programme and all its bachelor's and master's programmes. The heads of bachelor's and master's programmes are responsible for their programme's development: evaluating, updating, and developing curricula annually according to shared policies, development targets, and schedules. Heads of doctoral programmes have the same responsibilities for doctoral education. A person has also been appointed to oversee each research area represented in the doctoral programmes.

Systematic feedback surveys are the most important means by which large groups of students and external stakeholders, such as alumni and master's thesis commissioners, can participate in and contribute to the continuous development of degree programmes. LUT is committed to using feedback to develop education. Feedback is processed systematically and regularly at university management team meetings and programme-specific events. LUT emphasises that feedback must be discussed and analysed to inform development work. However, doctoral education feedback processes need improvement to better ensure feedback collection from all relevant stakeholders and the utilisation of the results in doctoral education development.

Annual quality workshops are organised in all degree programmes to enhance the systematic analysis of stakeholder feedback and programme performance. The head of each degree programme and heads of bachelor's and master's programmes together with teacher and student guild representatives conduct the review and produce a critical self-assessment report with development targets, planned actions, and designated responsible parties. Progress on development actions is reviewed in the following year's workshop. Similarly, doctoral students influence the development of doctoral education through representatives of the doctoral researcher's association (LUDRA) and the doctoral education forum.

All degree programmes have collaborative forums (e.g., education management group meetings, education steering committee, guild coffee meetings) where degree programme heads together with teaching staff and student guild representatives discuss current education-related issues. Topics may include student

feedback, planned changes to degree structures, significant course modifications, and student well-being. Additionally, many degree programmes hold specific course feedback sessions where students and teachers discuss effective practices and development targets in teaching.

The Student Union and the 14 degree programme student guilds on LUT's campuses play an important role in processing and utilising student feedback in cooperation with degree programmes. Doctoral students have their own association (LUDRA), which aims to enhance the doctoral journey by fostering peer support, providing information, and building a research community among doctoral students. One of the strengths of the LUT culture is the opportunity for students to participate in and influence university activities, as demonstrated in the bachelor's feedback survey, where LUT has for several years received significantly better feedback than other Finnish universities.

There is a recognised need to strengthen cooperation with external stakeholders and future employers at both the degree programme and course levels. In the business administration master's programmes, a systematic approach is already in place through programme-specific corporate advisory boards, which provide consultative advice to heads of programmes, particularly on the relevance and development of programme contents. In other degree programmes, perspectives of industries and employers are incorporated in less structured ways; for example, through meetings with master's thesis commissioners and collaboration with research project partners. Consequently, LUT is developing a unified process for involving alumni and other representatives of the professional world in programme development to further ensure the relevance of its degree programmes to the working world.

In curriculum work for the academic year 2025–26, LUT has set a target to increase labour market knowledge and involvement in courses. Teachers have been instructed to develop courses and find suitable ways to incorporate business and industry perspectives. Options include organising networking events between students and employers or alumni, developing knowledge of the labour market and world of work, introducing Finnish work culture, supporting Finnish language skill development, and enhancing student integration into the LUT community, local communities, and Finland. LUT's alumni relations, employer relations, and integration specialist support teachers in building connections to the professional

world in their courses. Building such connections in doctoral education and supervision processes is also a recognised development target, and initial steps have been taken to increase supervisors' knowledge of culturally responsive guidance practices and doctoral career paths. The aim is to establish a support service portfolio for teachers and guidance personnel.

3.2.2 Knowledge-based development of degree programmes

Education statistics and feedback reports are provided systematically to be utilised in decision-making and development planning at the university, school, degree programme, and course levels. LUT has actively developed education monitoring in recent years. Automated real-time reports have been created, and the reporting system is still being developed.

Statistics and feedback reports are compiled regularly, and an increasing number of reports are available in real time on the LUT data platform. Access to statistics and feedback reports on the LUT intranet is authorised based on professional roles. To facilitate programme performance evaluation, LUT has introduced a programme performance indicator dashboard, which provides a quick programme status overview at the bachelor's, master's and doctoral levels. A more comprehensive set of statistics is also available for programme management. These reports have been used as a basis for decisions on matters such as the programme portfolio reform, course schedule changes, and even academic progress support for individual students, as heads of degree programmes also have access to individual student records. In LUT's doctoral education development, the knowledge base and reporting tools are being developed to monitor doctoral students' progress. The tools aim to support planning, guiding, and tracking doctoral studies and help both doctoral students and their supervisors.

One recognised target for development is creating a systematic way to gather feedback from representatives of the working world. Currently, systematic feedback is collected from master's thesis commissioners and research project partners, and spontaneous feedback is naturally received and used in development work.

3.2.3 Assessment of the achievement of intended learning outcomes

Assessing the achievement of intended learning outcomes is a key tool for evaluating degree programme quality at the bachelor's, master's,

and doctoral levels. It demonstrates how effectively a programme supports students in reaching the defined learning goals.

The assessment of learning outcomes occurs in two phases. First, at the programme level, the head of the programme ensures that the compulsory courses align with the programme's intended learning outcomes. Alignment between programme-level and course-level goals is supported by the curriculum analysis tool, which also helps evaluate the suitability of learning activities, assessment methods, and student workload. Second, at the course level, teachers assess student performance in each course based on predefined assessment methods. In addition, LUT Business School has a systematic Assurance of Learning (AoL) process aligned with AACSB accreditation standards. Through this process, the attainment of programme-level learning outcomes is assessed directly according to a predefined multi-year cycle, ensuring continuous monitoring and evidence-based improvement. In all degree programmes, student competency development is also monitored through student self-assessment via systematic graduate surveys.

The growing use of artificial intelligence (AI) in learning has transformed the work of both students and teachers. As AI competency is increasingly expected by employers, LUT is committed to ensuring that students learn to use AI tools responsibly and effectively during their studies. This requires teachers to provide clear guidance on appropriate AI use and to consider how AI influences course and assessment design. In some cases, assessment methods have been adjusted – for example, by using traditional or electronic exams – when ensuring academic integrity is essential. At the same time, independent assignments are designed to harness AI's potential in pedagogically meaningful ways. Both teachers and students receive ongoing guidance and support in the responsible, ethical, and skill-enhancing use of AI in teaching and learning.

3.2.4 Special attention to balancing student workload

Courses that constitute programmes are quantified according to the workload required from a student. The basic unit is an ECTS credit. According to LUT Degree Regulations, one ECTS credit equals 27 hours of work, including face-to-face instruction, independent study, and preparation for and completing examinations. The average input of 1600 hours needed for one academic year of study corresponds to 60 ECTS credits.



The academic year is divided into two semesters and further into four periods, including exam and intensive weeks. Each semester consists of two periods, and each period is seven weeks long. Course length ranges from one to four periods depending on the optimal scheduling of activities during the course. In recent years, LUT has offered a significant number of continuously open courses and courses during the summer to provide students additional possibilities to progress in their studies and balance their workload. While summer studies always involve compromises between students' summer employment and holidays, students greatly appreciate the opportunities they offer to balance their workload. Summer studies are an important option for international students, who typically have more difficulties in finding summer jobs. Degree programmes are designed to allow students to complete their degrees within the prescribed time frame.

The aim is to distribute student workload evenly across courses, periods, semesters, and academic years. In curriculum planning, compulsory courses in both major and minor studies are prescheduled to ensure a logical course sequence and accumulation of knowledge, skills, and competencies. Using course timing templates, heads of degree programmes work with study service personnel to ensure course scheduling is realistic and reasonable.

Student workload is regularly monitored through feedback and credit accumulation. Student feedback is collected regularly at the course level through course feedback surveys and at the academic year level through the annual OLS survey. These surveys have provided important insights into students' experiences, leading to improvements in course design and scheduling. A longer-term review shows that the workload experienced by students per course has remained stable from year to year, with students rating the course workload on average at 3.5 on a scale of 1=too light, 3=appropriate, and 5=too heavy. The university, degree programmes, and teachers aim to optimise the workload of students in all degree cycles, although the workload experience is individual and depends on many factors, such as age, academic experience, and personal goals.

3.2.5 External assessments support the continuous improvement of education

To develop the international comparability, recognition, and quality assurance of degree programmes, the university has applied for international accreditations as of 2011. Accreditation processes have provided a robust framework for quality management and continuous improvement in LUT degree programmes. They offer a structured approach to educational development and have supported the establishment of consistent practices to ensure high-quality education throughout the institution. The external peer review teams involved in these processes deliver comprehensive feedback that covers all aspects of the programme, including its structure, teaching, course content, and delivery methods. This detailed expert evaluation offers valuable insights that significantly contribute to the ongoing development and enhancement of the programmes. In addition to programme-level accreditations, LUT Business School is committed to developing its education and activities in alignment with institutional accreditation, which provides an even more comprehensive and strategic framework for assuring and enhancing the quality of education at the school level. LUT has also further plans to apply for accreditation for new degree programmes and for the updated doctoral programmes to support their international recognition and continuous improvement.

3.2.6 Internationalisation in education development based on data and engagement

Internationalisation has been part of the LUT strategy for years, widely affecting the university's operations and development. As a rule, the same services and processes apply to all staff members and students whether they come from Finland or abroad. However, the needs of different subgroups have been taken into account in developing the services and processes. All LUT community members have the same rights and responsibilities based on their role, not on their nationality. The LUT intranet provides staff members information primarily in English, but most of the contents are available in both English and Finnish. All content in the eLUT student portal is in both Finnish and English.

The participation of international staff members in education development is equal to that of their Finnish counterparts, based on their institutional roles. All teachers responsible for courses have similar rights and responsibilities, such as planning course implementations and reviewing student feedback. In the 2025–26 academic year, almost 20% of all bachelor's and master's programme heads are of international origin. As in any international academic community, language is a natural consideration. The established practice is that whenever even one participant in a meeting does not speak or understand Finnish, the meeting is held in English. As language skills develop, both languages can be used flexibly, with practices agreed upon collectively by participants.

The number of international students has been growing rapidly over the past 10 years and will continue to do so. Students with diverse backgrounds create a need for process and service development and for stronger support in areas such as community creation, cultural integration, and employment pathways. Therefore, integrating international students into the LUT community and Finnish society has been recognised as a key challenge at the university. Significant steps have already been taken, and a university-wide Integration Plan was established in 2022. LUT HR Services have created support structures and various activities to integrate international staff members. LUT Study Services have comprehensively developed all student services to better serve the needs of international applicants, students, and graduates. The Language Centre has created a Finnish as a second language pathway and now offers language learning possibilities for international students up to B2 level. Career Spark,

a salary support programme for employers hiring international students for internships or master's thesis projects, was launched in 2022.

LUT aims to ensure that Finnish and international students are treated equally, have the same opportunities, and feel equally included in the student community. International students have been invited to degree programme student meetings, guild café sessions, and quality workshops. In addition, LUT has encouraged and supported student guilds in bringing international students into guild activities. The Student Union has improved its services and activities for multicultural participants. The increasing number of international students has created a need to fine-tune teaching and professional development support processes to ensure that all students graduate with appropriate professional competencies and networks for a smooth transition into the Finnish (or international) world of work. Integration is always a two-way process, and these developments will also benefit LUT's Finnish students as they prepare for increasingly multicultural working environments.

To gain a better understanding of the situation and needs of international students, both the data contained in information systems and the results of various surveys (especially the ISB survey targeted for international students) are now being examined in a way that allows outcomes for international students to be viewed separately. This has brought to light, among other things, challenges related to the financial situation and well-being of international students. Similarly, the results of the personnel well-being survey have been analysed by respondents' nationality, revealing that international employees at LUT are just as satisfied with their work as their Finnish colleagues.

STRENGTHS	DEVELOPMENT TARGETS
Active stakeholder participation and feedback utilisation ensuring that programmes are regularly updated and align with the needs of stakeholders	Systematic involvement of business and industry representatives in education development in all degree programmes by creating a process to include LUT alumni and other industry representatives in degree programme development
Strong focus on the university's internationalisation by offering a growing number of English-language degree programmes and providing international students and staff with comprehensive support services and processes for their integration into the LUT community	Improving doctoral education feedback processes to better ensure feedback collection from all relevant stakeholders and the utilisation of the results in doctoral education development

3.3 Teaching and guidance practices

3.3.1 Regulations, guidelines, and principles regarding student admissions, studies, and graduation

The university admits students to bachelor's, master's, and doctoral programmes and provides degree programmes in corresponding degree cycles. Information on LUT programmes for applicants and transparent, binding student recruitment criteria are openly available on the LUT website. In student recruitment, LUT communicates the academic content and learning objectives of each programme, ensuring that applicants receive clear and accurate information to support informed decision-making. The aim is to admit a target number of students based on published, objective selection criteria and to ensure that all admitted students meet the academic requirements of their programme.

LUT has a website for students, the eLUT student portal, where all regulations, guidelines, and principles regarding studies and graduation are openly available. The LUT Degree Regulations, based on the Universities Act and the Government Decree on University Degrees, form the framework for the organisation of teaching and studying at LUT.

With the number of students growing in recent years and the student body becoming more diverse, the role of clear and unambiguous guidelines is increasingly important. The content of the eLUT student portal is constantly being developed and maintained, and guidelines are updated as circumstances change (e.g., on the use of artificial intelligence). Course-related information provided by teachers is available in the Sisu student information system and on the Moodle course platform. Although students struggle with the fact that information is fragmented across different platforms, bachelor's graduate feedback indicates LUT students are very satisfied with their ability to find information on studies. This confirms that LUT's consistent development work has been moving in the right direction.

3.3.2 Supporting goal-oriented learning

The teaching and guidance provided in courses as well as the student assessment methods are designed to form a coherent practical entity in relation to the intended learning outcomes of each course. Students are viewed as responsible for their own learning, and the role of teachers is to support students in their learning process and in achieving the intended learning outcomes. This pedagogical approach is emphasised for teachers in the annual curriculum guidelines, university pedagogy training, and course

feedback. The main indicator of course quality is the question 'How well did the course as a whole promote my learning?' in the course feedback questionnaire. It encourages students to reflect on their own learning and progress, which further reinforces learning. It also signals to teachers that supporting students' learning is essential in teaching.

LUT has a long tradition of encouraging teachers to apply a variety of teaching and assessment methods in courses to support students' active role and engagement in the learning process. The topic is addressed in teacher training and consultative meetings between teaching staff and Opetushelp personnel. The learning activities of courses are reported in the curriculum work process and reviewed regularly, at least during programme accreditation. For example, continuous assessment has been applied in many courses to ensure progress in learning demanding content.

Meanwhile, the teaching environment keeps evolving, and the growing number of students and the increasing use of artificial intelligence (AI) are challenging the university and teachers to sufficiently support and assess student learning. LUT recognises that AI represents a major transition for university teaching and requires questioning traditional approaches to teaching and assessment. There will be a greater need for, among other things, genuine dialogue between students and teachers to ensure student learning. The issue has been addressed by appointing an AI specialist to the Digital Learning Team in 2025 to support teachers in AI-related matters. Also, the development of distance and hybrid course delivery requires constant balancing between student expectations, interaction to support learning, and impactful teaching practices. LUT recognises that appropriate teaching resources – both staff and facilities – are key to ensuring sustainable growth.

Students' personal study plans (PSPs) completed in Sisu support goal-oriented studying and graduation within the target schedule: three years for the bachelor's and two years for the master's degree. Study counsellors designated for bachelor's and master's programmes guide the preparation of the PSPs. Every student's individual PSP is officially revised at certain stages of the studies: the first year, the completion of the bachelor's degree, and the approval of the master's thesis topic. The LUT Doctoral School's student services team provides doctoral students with guidance and support in PSP-related questions. Sisu supports timely graduation through its timing template feature, which presents a recommended timeline for completing courses,

including the suggested order and academic year as well as the expected workload [ECTS credits] for each teaching period and semester. Students can adjust this schedule annually to accommodate changes in course availability or personal circumstances.

In university studies, students are expected and encouraged to study independently and responsibly. Self-directed learning is expected to become more common as students progress from bachelor's to master's programmes and on to doctoral studies. This is promoted by providing clear rules and guidelines for studying and by offering help and support to students who need it. Study counsellors, together with the heads of degree programmes, find ways to help bachelor's and master's students with special needs progress in their studies. In addition, a student advisor, who is a senior student, is designated for all degree programmes to provide low-threshold help and support. Every degree programme has appointed a few staff members as academic advisors, who mainly help students with questions related to choosing courses and career planning. Doctoral students receive similar guidance from their dissertation supervisors.

Students have access to various forms of study guidance throughout their studies. Services are communicated to students through the eLUT student portal. The need for guidance is particularly emphasised at the beginning of studies (orientation for new students, introductory courses), before graduation, and at various transition points during the studies. The progress of first-year bachelor's students is closely monitored in all degree programmes in cooperation with the heads of degree programmes

and study counsellors. The aim is to ensure targeted support at an early stage to those who are progressing more slowly. This monitoring has proven to be a good method for tracking progress and will be extended to later years of study. The orientation materials and practices for doctoral education are being revised as part of a broader initiative to develop doctoral education. The first revised orientation for doctoral students will be held in 2026.

3.3.3 Students' work-life skills

While developing students' specialist expertise is essential, fostering their transferable skills for the professional world is also an important part of their studies. In curriculum planning, general skills are taken into consideration at both the programme and course levels, and development of the prioritised general skills is ensured. The teaching and assessment methods chosen for a course play an important role in skill development. Work experience and internships can be included in most bachelor's and master's degrees either as compulsory or elective courses.

Career planning starts at the beginning of studies, in the introductory course. LUT Career Services provides a wide range of services, such as a working life information bank and job portal on the JobTeaser career platform, a Find Your Career course, workshops, webinars, personal career counselling, and recruitment events to build work-related skills and connections. Career Services personnel also collaborate with other guidance staff (e.g., academic advisors, thesis supervisors) and support their work with specialised expertise where necessary. Connecting teaching more strongly



with the professional world has been identified as an important area for development at LUT. The aim is to support the development of workplace skills and employment after graduation – especially for international students in Finland. In their feedback, students have also expressed a desire for greater integration of practice and professional world aspects into their education. Thus, teachers are encouraged to include a work-life perspective in teaching and describe this in the course description. Teachers receive related instructions in the annual curriculum work process and support from LUT Career Services experts. In doctoral education, the ‘industry doctorate’ model is already implemented for a number of doctoral students, integrating work and doctoral studies, but it needs further structuring and scaling.

3.3.4 Recognition of prior learning procedures

The LUT Degree Regulations establish the rules for degree education. Students can apply to include studies from other institutions and competence acquired in other ways in their degree. The procedure is communicated through the eLUT student portal and introductory courses for new students, and it is supported by study counsellors.

Studies completed elsewhere are recognised either by including them in an LUT degree or by replacing an LUT course. Students request inclusions and replacements through Sisu. Decisions on deviating degree structures are made by the head of the degree programme or by the supervisor of a doctoral student. The decision to recognise informal learning (e.g., at work) is made by the teacher of a related LUT course.

From the perspective of internationalisation and, for example, career skills, LUT encourages and supports student exchange and internships abroad. Student mobility is facilitated by several study abroad programmes, such as the Erasmus exchange programme in Europe, bilateral agreements with partner universities, and Nordplus exchange within the Nordic countries. In the near future, the EULiST alliance will offer students the opportunity to select courses from nine partner universities and take advantage of a joint virtual campus. In addition, LUT students can take courses from other Finnish universities through cross-institutional study arrangements or different cooperation networks. Students must verify in advance that studies they plan to take at other institutions are compatible with LUT degree requirements. Especially bachelor’s and master’s students in technology should take greater advantage of LUT’s many student mobility opportunities.

3.3.5 Supporting diverse student groups

As the number of students grows and the student body becomes more diverse, the need for study counselling and individual study arrangements increases. The university has various guidelines and services for accessibility and individual study arrangements, such as a non-discrimination and equality plan and instructions for individual study arrangements.

Students can reach out to the study counselling psychologist for individual study arrangements based on a previous diagnosis, such as learning or attention difficulties. Teachers apply the individual arrangements recommended by the study counselling psychologist in their own courses in ways that do not compromise the learning outcomes. For undiagnosed learning disabilities, students are first referred to student health care services. Instructions for teachers on accommodating diverse learners can be found on the LUT intranet, and student diversity and well-being issues are also covered in university pedagogy training.

Different educational backgrounds and learning styles challenge teaching and collaboration among students – for example, in group work. In some degree programmes, new courses have been developed to minimise the starting level differences between students continuing from a bachelor’s programme and students admitted directly to a master’s programme.

Sisu’s timing template feature allows students to better adapt their workload to their personal circumstances, which may vary for different reasons. Many international students – especially those paying tuition fees – have the desire or financial need to complete their studies faster than the target time, whereas students who study while working full-time may find the targeted study timelines too ambitious. Students admitted to complete both the bachelor’s and master’s degrees have the right to study for seven academic years, and students admitted to complete only a master’s degree have the right to study for four years. This provides practical flexibility to combine studies with personal circumstances and work.

According to student feedback, financial challenges, loneliness, and sleep and mental health issues undermine student well-being the most. In first-year introductory courses, study counsellors, study counselling psychologists, and Career Services present services to support study skills, study ability, and employability skills to tackle these challenges. Peer tutors are trained to talk about these topics in



the tutoring groups and to bring LUT's services to students' attention from the start.

Most LUT doctoral students are university staff members and have access to LUT's workplace well-being and other services. Those not employed by LUT lack access to these services, and their circumstances vary greatly. National statistics indicate that doctoral student stress and study interruptions are problems that require a holistic approach accounting for the diverse profiles of doctoral students. The project on the development of doctoral education aims to address this issue by improving orientation practices, strengthening the sense of community among doctoral students, and providing clearer structure to the doctoral study process.

3.3.6 Good scientific practices in studies

Upon enrollment, students commit to upholding the university's ethical guidelines. The guidelines help students understand what is expected of them and can be summarised into three core principles: use information correctly, follow rules, and be honest and fair. The students' increased use of artificial intelligence in studies heightens the need for good scientific practices, and new instructions and guidelines have been issued for coursework and thesis writing. However, the transformation driven by artificial intelligence in university education is

an ongoing challenge for teaching methodologies and student assessment.

The identification of and response to misconduct are detailed in LUT's ethical guidelines and guidelines for handling misconduct. Confirmed academic misconduct leads to disciplinary measures ranging from written cautions and warnings to temporary suspensions.

Ethical guidelines for university studies are introduced to students early through multiple channels, such as digital orientation in Moodle, orientation days, and introductory courses. Information retrieval and information security are also integrated into introductory courses. As students progress to their thesis, the university expects them to know and observe the ethical principles of academic studies and instructs them to follow good scientific practice. Students must read the ethical guidelines and observe them throughout their studies. All rules and regulations related to studies, including thesis instructions, are available in the eLUT student portal. Additionally, a special course in ethics is available to bachelor's and doctoral students.

The university actively monitors compliance with good scientific practice through a centralised, rigorous oversight process. Plagiarism is strictly prohibited in all student assignments and theses. The university requires all final theses to be checked using the

Turnitin tool before assessment. Thesis supervisors use it to verify the originality of submissions, provide feedback, and guide students. Theses containing plagiarised material receive a failing grade and are brought to the rector’s attention.

3.3.7 Relevance and development of support services

LUT provides study guidance throughout students’ studies. The study guidance personnel comprises peer tutors, study counsellors, student advisors, study secretaries, academic advisors, study counselling psychologists, and career counsellors. As the programme portfolio expands and the student body grows and becomes more diverse, the need for more specialised, wide-ranging study guidance has increased. New support measures, such as a Moodle course for new students, familiarise students with LUT policies and key guidelines before the start of studies. Community coordinators appointed to both campuses in 2025 support the student community and student networking. This is essential in helping everyone feel part of the increasingly multicultural student community and alleviating students’ loneliness. LUT’s doctoral students have tailored study guidance services: the LUT Doctoral School’s personnel review PSPs of doctoral students, give related guidance, and support students throughout their dissertation process. In addition, LUT’s IT services and information specialists at the LUT Academic Library help all students with their study-related questions.

The University Services unit provides all support services needed by LUT students and staff and also serves the LAB University of Applied Sciences. The unit supports LUT’s operational and strategic goals, and its performance is assessed based on overall university outcomes. University Services gathers feedback through regular surveys, institutional meetings, and customer interaction. Concrete evidence of continuous improvement can be seen

in areas such as doctoral education, the LUT data platform, and campus facility development.

3.3.8 Internationalisation

The recent rapid increase in the number of international students and degree programmes represents a major change in the university. Almost all aspects of LUT’s education have been revised, and new approaches have been tested and refined at all operational levels: teaching, support services, and management. Established educational practices and quality management procedures have provided strong support for this development work.

LUT expects and encourages students to study independently and take responsibility for their learning. These qualities are also valued in Finnish professional life. The self-directed approach becomes increasingly important as students progress from bachelor’s to master’s programmes and on to doctoral studies. However, students from different cultural backgrounds do not always share the same expectations about university studies or possess the same independent study skills. This has increased the need for guidance, affecting the workload of both teachers and study counsellors. Managing expectations requires attention during both recruitment and orientation. International students also frequently request clearer communication about available support services.

Teachers face various challenges when teaching courses with both Finnish and international students. The challenges range from language proficiency issues and difficulties understanding different accents to students struggling to collaborate in multicultural groups. These challenges often surface when students organise group projects and attempt to distribute the workload equally. Nevertheless, working in multicultural teams is a valuable skill for all graduates, and studies at LUT offer opportunities to develop and strengthen it.

STRENGTHS	DEVELOPMENT TARGETS
Comprehensive support tailored to different stages of the student’s academic journey, ensuring the necessary guidance and resources	Extending study progress monitoring to all years of study to better ensure students graduation on time
Goal-oriented learning supported by teaching, assessment, and guidance, helping students take an active role in their learning process and achieve the intended learning outcomes	Responding to AI transformation in university education: questioning traditional teaching and assessment methods and finding new ones

3.4 Continuous learning

3.4.1 Planning of continuous learning modules

LUT has developed modes of continuous learning in response to society's growing need for flexible educational paths for different target groups (Figure 4). The planning of open university courses and work-compatible degree education is built into curriculum work throughout LUT degree programmes. The LUT Study Services continuing education team plans continuing education and on-demand training, where customer needs drive the design process.

Continuous learning has been identified as a shared priority for the LUT Universities institutions – LUT and LAB. They provide continuous learning opportunities to meet the training needs of individuals and organisations in different sectors, drawing on current and emerging workplace requirements and research-based evidence. Continuous learning modules are accessible through the shared lutuniversities.fi platform. The national Opin.fi platform, which is still

being developed, is also used for marketing open university courses.

LUT Universities' joint strategic action plan establishes a unified approach to delivering and promoting lifelong learning and creating interdisciplinary learning opportunities based on LUT's and LAB's focus areas. The action plan includes a target of €3.5 million in revenue from fee-based training (open university excluded) by 2028, which means roughly doubling the current revenue over a five-year period.

Planning of continuing education

The LUT Study Services continuous education team plans continuing education in collaboration with the schools, following national provisions and considering the needs of different target groups. A key element is benchmarking against other universities' study opportunities and monitoring both competitors and private operators, especially concerning continuing education. The planning of continuing education opportunities is based on the university's focus areas

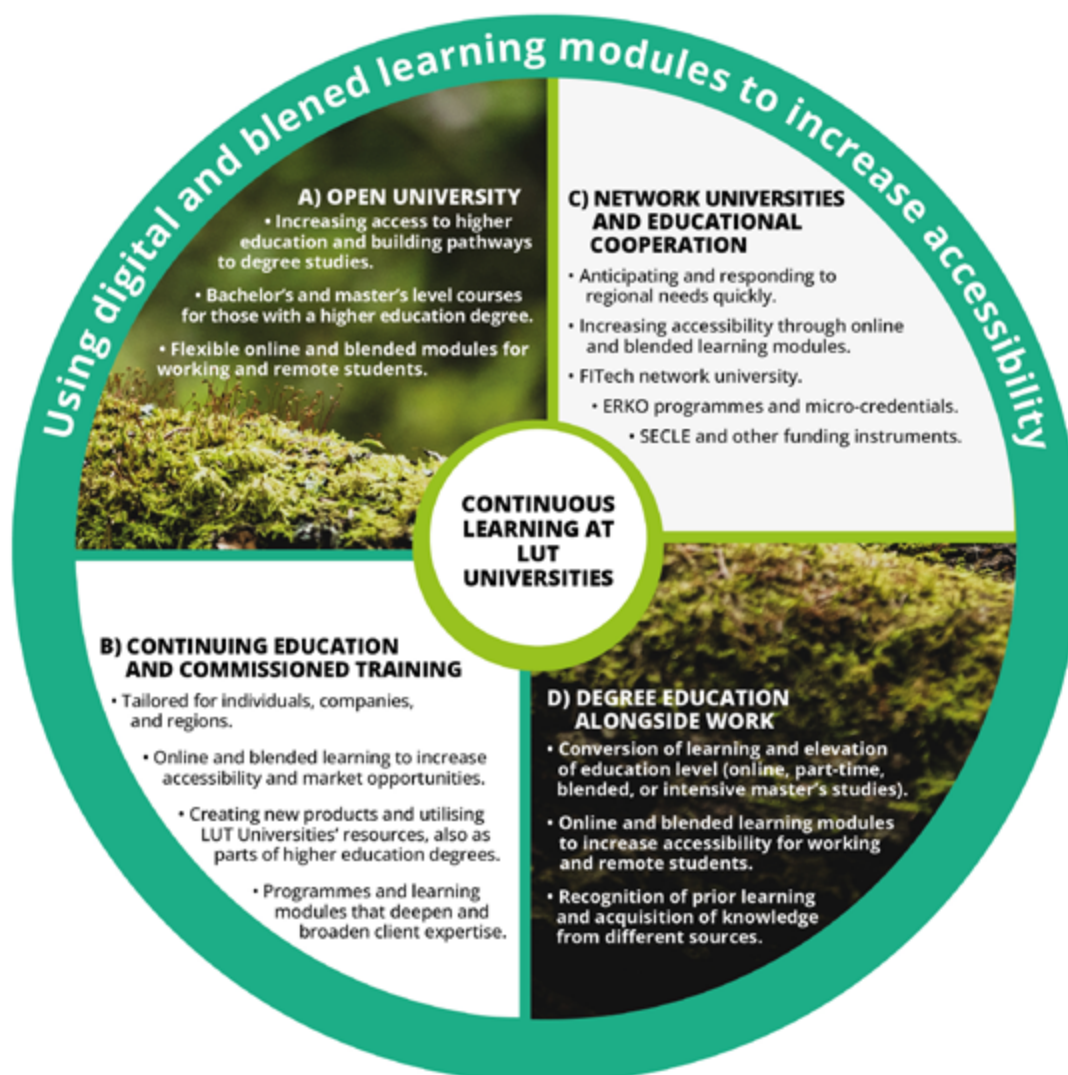


Figure 4. Modes of continuous learning at LUT Universities



and the needs of the main target groups: alumni and medium-sized and large companies and their managers, supervisors, and experts. Their needs are identified through company visits, training sessions, and needs assessments. When planning the provision of continuing education, LUT's strategic competences, research initiatives, and current educational contents are evaluated for their relevance and suitability for continuing education clients. The intended learning outcomes of continuing education are designed to meet the current and future needs of the target group, considering both the individual and employer perspectives. Occasionally, continuing education provides insights that inform degree programme development, demonstrating the active interplay between continuous learning and degree education. Internal collaboration in continuing education is particularly strong among LUT's business administration experts, but there is room for greater involvement from technology and social science experts.

During the planning phase, the training is outlined and a project description and budget are developed through discussion between the training project manager and the continuing education team supervisor. A financial project is then created to manage the training funding. For customised training, a budget is prepared before submitting the training proposal or quote, and the financial project is launched once a contract is signed.

Commissioned, customised continuing education is designed in close cooperation with the company or group of companies, addressing content, timing, delivery, duration, and location. The scope of customised training may also be defined using ECTS credits. Tailored training involves a formal training proposal and/or quote, which serves as the basis for a contract. Company-specific training programmes are developed in close collaboration with the client and instructors to ensure alignment with stated objectives, with particular emphasis on the planning phase. This includes joint meetings with the client to clarify training objectives and understand the participants' background. Additionally, participants complete a pre-training survey to assess their current skill levels, expectations, and specific learning needs.

These preparatory steps ensure that the training content and delivery align with the client's goals and the participants' professional context.

Open university instruction

Open university courses are based on LUT's degree education and planned in connection with degree programmes' curriculum development. Open university courses are, in principle, available for everyone, starting from upper secondary school students. Heads of degree programmes decide which open university courses to offer by looking at past registration rates and popular trends. In defining the courses available, consideration is also given to topics that may appeal to a broader audience.

3.4.2 Implementation of continuous learning opportunities

The continuing education project team consists of a project manager and a training secretary. The project manager is responsible for the planning, marketing, and sales of training as well as financial management, implementation, quality assurance, and reporting. The training secretary manages the registration process and communication with participants and lecturers, supports marketing efforts, handles invoicing and academic administration, and oversees the practical arrangements of training sessions. Continuing education mainly utilises the university's own experts as instructors, supplemented by external partners and specialists when necessary.

To facilitate the recognition of learning, most continuing education modules are ECTS credit-based. They are primarily delivered through in-person instruction, which best supports participant networking and peer learning – key values for continuing education participants. Training is mainly organised in Lappeenranta, Lahti, and Helsinki. Instruction typically includes lectures and group exercises. The most common method of assessment is a practical assignment, allowing participants to apply their learning to their own work and organisation. Assessment is conducted either on a scale of 0–5 or as pass/fail. A limited number of self-paced online courses are also available for continuing education clients.

Open university courses are implemented as part of degree programme course delivery, and the continuing education team helps in marketing and student administration.

3.4.3 Evaluation and development of continuous learning

At the university level, the effectiveness of continuing education within the framework of continuous learning is primarily assessed through key financial indicators such as revenue growth and profitability. These metrics reflect not only the volume of services provided but also their impact and perceived value among clients. For open university studies, performance is measured by the accumulation of academic credits and student feedback.

Continuous learning provision funded through special grants, such as those supported by FITech or SECLE³, are evaluated through dedicated forums tailored to each funding model. In the future, the continuous learning opportunities available on the Opin.fi platform can be assessed by using analytics provided by the platform once the service is fully operational.

In continuing education, course- and programme-specific feedback serves as a central tool for evaluation and development. Feedback is reviewed immediately after each training session by the project team responsible and shared with instructors along with open comments. It informs both immediate improvements and the planning of future iterations. Informal feedback gathered during training and through client interactions is also utilised to enhance quality. Beyond feedback, development ideas are actively collected from instructors, companies, and stakeholders and through targeted needs assessments conducted among the intended audience. These ideas are evaluated against supply and demand dynamics, competitive positioning, and financial feasibility.

For other forms of continuous learning linked to degree programmes – such as open university studies or work-compatible master’s programmes

– evaluation and development rely on course-level feedback and established practices used in degree programme assessment. The offerings are defined as part of curriculum development work, and key performance indicators include the number of applicants to, enrolled students in, and graduates from work-compatible master’s programmes.

3.4.4 Internationalisation in continuous learning

To date, the primary target groups for continuous learning at LUT have been learners residing in Finland and companies and organisations operating within the country. The funding model for open university activities is nationally regulated and supports the education of long-term residents in Finland. This framework naturally steers the courses and programmes available to meet domestic demand, with availability in both Finnish and English.

International markets in continuing education have been explored cautiously. Meanwhile, operational readiness has been ensured to serve international clients and companies operating in Finland whose training needs may relate to developing the skills of internationally diverse employees. Company-specific training is tailored to client needs and delivered in Finnish or English.

LUT University’s international networks are reflected in continuing education programmes such as the EMBA and the Procurement Specialist Programme, which include study modules abroad and international lecturers. Modules developed in collaboration with the university’s international staff and individual self-paced online courses may also be available in English. English-language content expands accessibility for international audiences.

Lifelong learning is also part of the activities and goals of the EULiST university alliance, which dedicates a work package to exploring collaboration in lifelong learning between ten universities. Continuous learning is embedded in the project’s goals and performance indicators.

STRENGTHS	DEVELOPMENT TARGETS
Integration of continuous learning opportunities and processes of LUT and LAB to agilely serve the various learning needs of continuous learning clients	Improving instructor availability and collaboration models with LUT’s specialists in technology and social sciences for continuing education
Strong collaboration between the continuous education team and specialists of LUT and companies especially in the planning and implementation of tailored continuing education to ensure alignment with their objectives and the professional context of the participants	Further developing operational readiness to serve international clients and companies operating in Finland, expanding the availability of English-language content, and leveraging international networks

4. CONCLUSIONS:

factors contributing to successes, reasons for improvement, future development goals

At LUT, a key success factor is the university's shared values, which were developed through an inclusive, community-wide process in 2011. These values provide both a basis for action and a direction for the future, and all LUT community members are expected to embody them:

- » **Courage to succeed**
- » **Passion for innovation through science**
- » **Will to build well-being.**

In line with its values, LUT has embarked on a growth trajectory and is striving for strong impact. LUT takes responsibility for the success and well-being of Finland and the planet. This is exemplified by internationalised education to address the looming labour shortage in Finland, innovation that develops the working world, and scientific solutions that help tackle the world's most complex challenges.

Over the past years, LUT has experienced strong growth, supported by its ambitious but focused strategy and internationalisation activities. Close collaboration with the LAB University of Applied Sciences, the expansion of the Lahti campus, and initiatives in new fields of study have enabled growth and renewal. The post-pandemic changes in the working environment and shift to hybrid work have also had a significant impact on the university's operations. They have brought new opportunities but also challenges, such as developing and scaling processes and support services, integrating an increasingly diverse community, and ensuring the well-being and success of all staff and students in a rapidly changing environment. LUT University is currently operating under a revised strategy that continues to emphasise sustainable growth, internationalisation, and increasing impact through excellence in research and education. Four strategic action plans for 2030 – *Leading Research University*,

Student-Focused University, One LUT, and High-Impact University – articulate how LUT will realise its vision through purposeful development across all areas of the university.

The university's comprehensive quality management system plays an important role in defining objectives and development targets. It enables systematic monitoring and improvement, helping the university to adapt to change while ensuring quality. LUT has robust mechanisms, such as systematic internal performance management and external assessments, to identify areas for improvement and is committed to addressing them in line with its quality culture. The university is responsive to change while remaining consistent in pursuing its vision with strong support and commitment from the university board.

The main drivers for the future are impact and internationalisation. The university seeks strong societal impact, particularly through strengthening collaboration at the industry and business interface, ensuring that research and education contribute to innovation and competitiveness. Recognising the challenges of growth and internationalisation, LUT invests in community building and cultural cohesion. Efforts to reinforce the LUT culture aim for inclusivity, well-being, and a sense of belonging among staff and students.

In summary, LUT's strategic management and quality system are well-positioned to support the achievement of the university's ambitious goals and continuous improvement while prioritising the well-being of its people and the integrity and impact of its operations.



LIST OF ATTACHMENTS

- A. The strategy and its implementation plan (including any indicators) and progress toward strategic objectives (trend data from the strategy period)**
 - 1. LUT strategy 2030
 - 2. Action plans for LUT's 2030 strategy
 - 3. Evidence of strategy reviews and progress
 - i. Strategic action plan review Dec. 2022
 - ii. LUT strategy review and update 2022
 - iii. LUT KPI Dashboard 2023–2025
- B. Rules of procedure or equivalent regulations**
 - 1. LUT regulations' amendment Sept. 2025
- C. The HEI's operations or annual plan and examples of unit-level operations or annual plans from the past three years**
 - 1. LUT's budget and operational goals 2024, 2025, and 2026 (in Finnish)
 - 2. LBS team targets and previous year's performance 2023, 2024, and 2025
- D. Quality manual or equivalent description of the HEI's quality and management systems**
 - 1. LUT Quality Manual, version 6.31
- E. Pedagogical policy or pedagogical model**
 - 1. Teachers' guide on the LUT intranet
 - 2. Training material for LUT teachers, Open Intro 2025
 - 3. Curriculum work instructions for LUT teachers, Jan. 2026
- F. The HEI's equality and non-discrimination plan**
 - 1. Staff members' equality and non-discrimination plan 2025–2026
 - 2. Students' equality and non-discrimination plan 2025–2026
- G. Access to the curricula of the degree programmes**
 - 1. Study guides in the eLUT student portal
- H. Guidelines on the recognition and validation of prior learning (RPL)**
 - 1. Guidelines on credit transfers and RPL in the eLUT student portal
- I. Summary of results from institution-level staff surveys (last three rounds)**
 - 1. Employee mood tracker reports 2023, 2024, and 2025
 - 2. Staff well-being survey reports 2021, 2023, and 2025
- J. Summary of student feedback by field of study (based on the HEI's quality system, from the past three years)**
 - 1. Student feedback review in LUT management team meetings 2023, 2024, and 2025
 - 2. Examples of degree programme quality workshop reports
 - i. Chemical engineering quality workshop reports 2023, 2024, and 2025
 - ii. Environmental technology quality workshop reports 2023, 2024, and 2025
- K. Summary of work-life/external stakeholder feedback (based on the HEI's quality system, from the past three years).**
 - 1. Feedback from master's thesis commissioners 2023, 2024, and 2025
 - 2. Master's level alumni feedback 2022, 2023, and 2024
 - 3. Doctoral alumni feedback 2022, 2023, and 2024
 - 4. Continuing education feedback survey
 - i. Example of continuous education programme feedback
 - ii. Example of course feedback
 - 5. Research collaboration NPS survey report 2024 and 2025