

AUDIT OF THE LAPPEENRANTA-LAHTI UNIVERSITY OF TECHNOLOGY LUT

Tekijät **Håkan Wiklund, Irina Duma, Birgit Kraus, Matti Kuronen & Mirella Nordblad.**

Annikka Nurkka (ed.) Self-assessment of LUT.

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Abstract

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Higher Education Evaluation Committee's decision

The Lappeenranta-Lahti University of Technology LUT passed the audit on 16 June 2021.

The Quality Label is valid until 16 June 2027.

Audit team's evaluation of the evaluation areas I-III

I: HEI creates competence: good level

II: HEI promotes impact and renewal: excellent level

III: HEI enhances quality and well-being: excellent level

HEI as a learning organisation – evaluation area chosen by LUT

Digitalisation in teaching and learning

Theme and partner for benchlearning

Theme: Master's thesis in engineering programmes at PoliMi

Partner: Polytechnic University of Milan

Key strengths and recommendations

Strengths

- Education at Lappeenranta-Lahti University of Technology systematically reflects the university's strategy.
- LUT has strongly strategy-based, systematic and consistent management and improvement of its societal engagement and impact. LUT systematically collects information from its operational environment and monitors key performance and strategic indicators, and uses the information to redirect its activities.
- LUT's quality system is well-designed and communicated and covers the institution's core duties.
- The whole university community acknowledges the benefits of digital tools and there are, especially among teaching staff, clear ideas and plans to maximise their potential.

Recommendations

- The university should continue to work to improve the role of course evaluations in their quality system.
- LUT could benefit from ensuring that research ethics are considered as precautionary measures and are introduced in the early stages of both research planning and the researcher career.
- The quality work at LUT can benefit from increasing the systematic dissemination of good examples to all parts of the university.
- The university should find a balance between online and on-site teaching and learning, while taking further steps to bring social interaction into the digitalised process.