

Education Strategy

Lake Lucerne Institute

01

Purpose and scope

This *Education Strategy* defines the Lake Lucerne Institute's strategic vision and priorities for education. It serves as a guiding framework for the continuous development of educational activities in alignment with the institute's other strategies. The Education Strategy focuses on the institute's degree programmes and does not encompass professional training or continuing education such as summer schools, certificates or Master of Advanced Studies. Continuing education is set out in a separate strategy.

The strategy is complemented by the *Education Strategic Roadmap*, which defines specific measures taken and sequences developing steps described per department, and by the *Academic Teaching Mandate*, which defines the operational framework for teaching and programme implementation.

02 · VISION FOR EDUCATION

We educate independent thinkers who work across disciplines and challenge established assumptions, advancing knowledge with curiosity and scientific integrity.

03

Educational principles

1 **Scientific excellence and academic freedom**

Education is guided by internationally recognised scientific standards and scholarly inquiry and delivered within a binding framework defined for each programme, safeguarding intellectual independence from external interests or predefined outcomes. Students engage directly with ongoing research and take part in the creation, validation, and advancement of knowledge.

2 ***Theoria cum Praxi***

Educational activities are informed by real-world contexts while preserving the academic independence as per the institute's Charter.

3 **Interdisciplinary knowledge integration**

Knowledge is integrated across disciplinary boundaries, because new ideas often arise where different fields of inquiry meet.

These principles apply to every academic programme, which translates them into its specific disciplinary context. The structures and procedures for implementation, including Bologna-based programme design and teaching, are defined in the *Academic Teaching Mandate* and institution processes. Education is continuously enhanced through systematic reflection and evidence-informed evaluation, as set out in the Quality Assurance Strategy. Students contribute to this systematically through their feedback.

04

Programme focus and graduate profile

The institute focuses on a small number of specialised, interdisciplinary fields. Within this focus, it prioritises graduate research-led consecutive degree programmes (Master's and doctoral programmes) that complement the Swiss higher education system. Teaching is student-centred: close supervision and supervised projects in real practice settings are central, so cohort sizes are kept small. Admission is based on transparent, competence-based criteria defined for each programme in the respective study and examination regulations.

Teaching is carried out principally by active researchers of the Lake Lucerne Institute. Where specific expertise is required the institute selectively engages external lecturers. The institute sustains the provision of teaching and learning at a consistently high level of quality, independent of the career trajectory of any individual researcher or lecturer.

Building on its existing Master's provision, the institute is expanding its graduate programmes into a coherent academic pathway from Master's to doctoral level, expressing its ambition to educate its own doctoral graduates. The establishment of doctoral programmes is contingent on successful accreditation and the right to award doctoral degrees. Alongside its own doctoral programmes, the institute continues to host external doctoral researchers who conduct their research at the institute while obtaining their degree at a partner university. Both pathways are complementary: the first affirms the institute as an independent academic actor with its own graduates, the second reflects the strength of its research environment and its collaboration with partners on equal terms.

Graduate profile

Across its graduate programmes, the institute educates graduates who can:

1. understand how scientific knowledge is generated, validated, and advanced, and contribute to research and the creation of new knowledge in accordance with the principles of scientific integrity;
2. integrate concepts, methods, and perspectives across disciplines to build coherent, evidence-based approaches to complex problems;
3. move responsibly between scientific inquiry and real-world application, letting each inform the other and taking into account the long-term economic, social and ecological consequences of their actions;
4. form independent judgments and navigate complex, ambiguous situations, thinking beyond established frameworks via a scientifically sound methodolocial approach.

05

Learning environment

Practice and local accessibility

The institute is embedded in a rich local network of practice partners, including clinical institutions, family offices, and foundations. This proximity is a distinctive strength of its education: students engage directly with real-world settings, data, and expertise.

The institute makes its education accessible. It adopts a blended model that combines intensive on-site periods, where physical presence adds academic value, with structured online learning. This allows students to participate fully from elsewhere in the country or abroad. Because on-site periods remain integral to the education, the institute also commits to developing its on-site facilities strategically, so that teaching spaces and their accessibility develop in step with its educational growth.

Innovation and digital education

The institute understands innovation in education as the continuous, evidence-informed development of how students learn, so that teaching keeps pace with advances in research, technology and practice. New formats and tools are adopted where they demonstrably strengthen the educational principles set out above.

To this end, the institute designs its teaching to be modular and digitally supported. The institute supports personalised learning paths and differentiated teaching within its course units, drawing on new digital technologies and models where appropriate.

Inclusion and equal opportunities

The institute is committed to an academic environment in which individuals with diverse intellectual, cultural, and educational backgrounds can fully develop their academic potential, with equitable access independent of personal, social, or geographic circumstances. Equal opportunities are grounded in merit-based academic standards combined with transparent and fair processes in admission, assessment, and academic progression. The institute actively promotes equality between women and men in its programmes, teaching and academic bodies.

To support this principle, the institute provides targeted financial support mechanisms, including scholarships and tuition fee waivers, enabling highly qualified students to participate in its educational programmes regardless of financial circumstances. In addition, the institute provides students with disabilities, chronic illnesses or other special needs with appropriate inclusion measures, so that they can participate fully in teaching, learning, and assessment on an equal footing.

07

Resourcing

Education is a core mission of the institute and is resourced as such. The institute's base funding secures the core of the educational offering, while departmental or third-party funds and fees may support its development. The institute adds or expands programmes only where funding is secured, follow-on costs are covered, and supervision, support and infrastructure are available.

Through central services and resources, the institute ensures that services and standards are consistent across the institute allowing for streamlined quality assurance across all programmes.

The institute sets binding standards for the didactic competence of everyone who teaches in its programmes and actively supports their continuous didactic development, from newly appointed lecturers to experienced researchers.

06

Academic educational partnerships and mobility

The institute pursues educational partnerships to extend the disciplinary breadth it can offer its students and to enable interdisciplinary learning across institutional boundaries.

Forms of partnership:

- **Student exchange and credit mobility:** reciprocal mobility arrangements that broaden students' academic and cultural experience while remaining fully integrated into their programme of study.
- **Shared and jointly developed curricula:** collaborative design of course units, allowing students of different disciplines and institutions to learn with and from one another.
- **Joint and dual degree programmes:** structured programmes leading to a jointly conferred or dual qualification.

Principles for partnership:

- **Scientific quality and compatible quality assurance.** Partners meet the institute's scientific standards, and their quality assurance is compatible with its own. For jointly conferred or dual degrees, this compatibility is verified and documented before entry.
- **Curricular fit and demonstrated academic value.** The partnership fits the institute's curriculum and learning aims and makes a clear contribution to interdisciplinarity or *Theoria cum Praxi*. Its academic value must outweigh the operational and administrative effort it requires.
- **Shared delivery, clear responsibility, and retained ownership.** Partners collaborate on delivery and share resources, each retaining ownership of its own content, with responsibility clearly assigned.

08

Responsibilities and review

Education is carried out in the institute's departments, each with a distinct profile and clear responsibility for its programmes. A central, institution-wide structure steers and administers education and keeps services, standards and quality assurance consistent across all programmes. The institute's binding regulations for study programmes, examinations and degrees are continuously developed in line with the standards that apply to university-level institutions in the Swiss higher education area.

The Executive Board is accountable for the quality of education, in line with the requirements of the Higher Education Act (HEdA). Operational responsibility lies with the Rector, supported by the Education mandates. The Academic Board supervises quality assurance in education while students take part in governance through their elected representatives in the institute's bodies, in particular the Institute Assembly, as provided for in the Charter.

Progress, risks, key deliverables and deviations from strategic objectives are monitored on an ongoing basis. The annual management review evaluates the effectiveness of educational activities, identifies emerging risks and adjusts strategic priorities where needed. The Executive Board renews this strategy at least every four years, on proposal of the Rector.