Quality Assurance Strategy

2026–2030

The Lake Lucerne Institute aims for excellence in its teaching, research and services. The institute's Charter anchors quality assurance in LLUI's governance. LLUI applies the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Swiss quality standards under the Higher Education Act (HEdA) as the framework for its quality assurance.

01 · UNDERSTANDING OF QUALITY

Quality means that LLUI's research, teaching and services achieve their aims while processes reliably support them.

Research	Research quality is judged first by peers, through peer review of publications and competitive funding, and by the institute's Academic Board assessing the institute's research by its content and contribution, in line with the principles of responsible research assessment.
Teaching	Teaching quality is multidimensional. It covers the relevance of learning objectives, the design of teaching and the qualification of teachers, as well as students' experience, the learning outcomes they achieve and their long-term impact.

Most measures of quality in research and teaching are proxies, each capturing one aspect with its own limitations. The institute interprets them with scientific rigour, remains self-critical about its assumptions and methods, and always takes into account the current state of research.

02

Principles

Quality assurance at LLUI rests on six principles:



Freedom of research and teaching

Quality assurance supports the freedom of research and teaching and the integrity on which it rests. LLUI promotes scientific integrity, good scientific practice and academic integrity in teaching and assessment.



Quality culture

Everyone takes responsibility for the quality of their own work, seeks feedback, discusses it openly and acts on it. Leadership values the contributions of members and involves them in decisions that affect their work.



Proportionality

The quality assurance approach is enhancement-led and proportionate. As a small institution, LLUI keeps its instruments few and builds them into existing processes, drawing on available data and avoiding duplicate surveys and reporting.



Subsidiarity

Responsibility for quality lies first with those who carry out an activity. Departments, centres and central services shape their own measures; the Executive Board sets the common framework where consistency across the institute is needed.



Evidence

Decisions on quality rely on quantitative and qualitative evidence: evaluation results, indicators, audit findings and feedback. Both evidence and results are discussed with those concerned and decisions are traced to that evidence.



External perspective

Pursuing a multidimensional approach, the institute brings external perspectives into its governing bodies and commissions, where possible. Comparisons with peer institutions inform the development of quality assurance.

03

Objectives

The quality assurance system supports the implementation of the institute's strategy, fosters a culture of quality and provides the evidence of its progress. LLUI sets the following objectives for its Quality Assurance Strategy for 2026–2030:

1

Mature and transparent quality cycles

All areas, from teaching and research to services and management, operate closed quality cycles. Internal audits cover all core processes and verify the system's effectiveness. Results and measures taken are communicated transparently to those concerned.

2

Independent reviews for research and educational activities

Research activities and educational programmes are reviewed with external peers and resulting measures are implemented, followed up systematically and results communicated publicly where possible.

3

Systematic review of qualifications and supervision

Qualifications and progress of academic staff are reviewed systematically, including teaching and supervision of early-career researchers. The results inform staff development and career paths, so that early-career researchers receive structured guidance.

4

Documented and reviewed procedures

Core processes in governance, teaching, research, services and support are documented, and their application is reviewed regularly to ensure activities follow transparent, reproducible procedures.

5

Systematic quality data

Data on teaching, research, services and resources is collected systematically and longitudinally and is made available for internal audits, management review and reporting without manual compilation.

04

Participation

> All members participate through feedback and evaluations, and through their groups' representation in the Institute Assembly and its commissions.

RESPONSIBILITIES AND REVIEW

RESPONSIBILITY	SUPPORT	SUPERVISION	REVIEW
Executive Board, which adopts this strategy	Quality management	Academic Board (Research & Teaching)	Annually (management review); renewal by 2030