



SWISS TCM UNI
瑞士中医药大学

Teaching Regulations

These Teaching Regulations are based on the Statutes.

(For the sake of simplicity, the masculine form is used throughout this text; the feminine form is included in each case.)



Table of content

I. General Provisions 3

II. Knowledge Transfer..... 3

III. Educational Philosophy 3

IV. Guiding Values for Action..... 3

 §4.1 Synergy between Teaching and Research 3

 §4.2 Integration of Knowledge, Thinking, and Action 4

 §4.3 Performance Orientation 4

 §4.4 Personal Responsibility 4

V. Compatibility of Studies with Family or Employment 4

VI. Final Provisions 4

I. General Provisions

¹ These Teaching Regulations are governed by the Statutes of SWISS TCM UNI (STU), the Qualifications Framework for the Swiss Higher Education Area (nqf.ch-HS), the provisions of the Swiss Federal Act on University Medical Professions (MedBG Switzerland), the quality standards for the accreditation of degree programs in human medicine, dentistry, and chiropractic in accordance with the MedBG, and the Principal Relevant Objectives and Framework for Integrated Learning and Education in Switzerland (PROFILES).

² These Teaching Regulations set out the principles and provisions governing teaching.

³ They describe STU's understanding of quality in all areas of teaching and provide the foundation for the development and evaluation of competence-oriented teaching.

⁴ These Teaching Regulations are binding for all persons involved in teaching.

II. Knowledge Transfer

All students in education and continuing education programs are entitled to the following forms of knowledge transfer:

¹ Integration of the latest findings from science, theory, and practice and their interconnection within integrative medicine

² Teaching of practical professional and subject-specific competencies

³ Promotion of a spirit of research through an open-minded, interdisciplinary approach to thinking

⁴ In particular, the teaching of holistic, interdisciplinary, and cross-disciplinary problem-solving skills

⁵ Development of independent learning skills, including methods for expanding one's own knowledge and abilities

⁶ Raising awareness of a sustainably oriented social, economic, and ecological consciousness.

III. Educational Philosophy

¹ STU educates its students to become independently thinking and responsibly acting members of society who shape the future and act professionally.

² In accordance with its mission statement and statutes, STU educates students in its core field of Traditional Chinese Medicine (TCM) to become Bachelor of Science in TCM, Master of Science in TCM, and PhD/Doctor in TCM, possessing a high level of professional competence and scientific expertise.

³ The degree programs integrate content from TCM and conventional medicine and their integrative interconnection, with a strong practical component, for example through internships in practices and hospitals.

⁴ Teaching is delivered by internationally renowned lecturers and researchers.

IV. Guiding Values for Action

§4.1 Synergy between Teaching and Research

¹ STU imparts knowledge and competencies at the highest scientific level, always with a view to practical application.

² Teaching and research are of equal importance at STU. They are closely interlinked and internationally oriented. Academic staff are actively involved in teaching, and students are integrated into research activities at the earliest possible stage.

³ The teaching program is regularly reviewed and further developed. Degree programs are aligned with long-term scientific, societal, and medical needs and enrich Switzerland's medical and scientific landscape through their international orientation.

⁴ Degree programs enable graduates to recognize societal and medical challenges and to engage accordingly.

§4.2 Integration of Knowledge, Thinking, and Action

¹ STU degree programs encompass both the acquisition of knowledge and the development of critical thinking, thereby enabling responsible action.

² In addition to subject content, lecturers critically address the strengths, weaknesses, and limitations of their concepts and their relationship to neighboring disciplines. Those who study at STU are prepared to engage in this discourse.

§4.3 Performance Orientation

¹ A degree program at STU is open to all individuals who meet the formal requirements and demonstrate the necessary commitment. The selection of teaching staff is based on profile, performance, and potential. The resulting diversity of teaching staff and students, as well as the responsible handling of this diversity, are defining characteristics of STU's culture.

² Degree programs offer students a wide range of opportunities and freedoms to demonstrate excellence, both within and beyond formal assessments and curricula. Teaching and learning environments are motivating and performance-enhancing.

³ Academic assessments serve to support students' learning progress and development. Acquired knowledge, understanding, and skills are documented in a meaningful and transparent manner in the results of academic assessments

§4.4 Personal Responsibility

¹ Lecturers teach independently within their respective fields of expertise. They design their teaching according to pedagogical and didactic principles and align it with the intended qualifications.

² Students take personal responsibility for shaping their own learning process. Academic departments and the University Management support them in this endeavor.

³ Students, lecturers, and all persons involved in teaching enable innovation by initiating and supporting new developments. All persons affected by changes may participate.

⁴ Persons involved in teaching and student representatives engage in regular dialogue on teaching, which benefits from a diversity of perspectives.

V. Compatibility of Studies with Family or Employment

STU offers the option of completing studies on a full-time or part-time basis in order to ensure compatibility between studies and professional and/or family commitments.

VI. Final Provisions

¹ These Teaching Regulations were adopted by the Senate on 28 March 2025.

² They were approved by the University Council on 31 March 2025.

³ This document enters into force on 1 April 2025 and replaces all previous versions.