Yushin-Ryu Private University LLC

Academic Basic and Framework Regulations 2026

Governance, academic responsibilities, quality assurance, and compliance

ADOPTED – IN FORCE

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Adopted by	Prof. Dr. Frank Benjamin Weibel, acting concurrently as University Director, President, Member of the Board, and Academic Director
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Review cycle	at least annually and as circumstances require
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These Regulations were formally adopted and published on 29 July 2026. Any required governmental, professional, or accreditation-related recognition and approval remain separate procedures.

Preamble

Yushin-Ryu Private University LLC combines academic freedom, practice-oriented teaching, ethical responsibility, inclusion, and international compatibility. These Framework Regulations establish a consistent governance and compliance structure for this purpose. Until the approvals or accreditations required in each case have been obtained, all study programmes shall be identified as planned or in preparation for accreditation.

Section 1 Purpose and legal nature

(1) These Regulations define the basic academic structure, the responsibilities of the governing bodies, the principles of study, teaching, research, quality assurance, and compliance, and the relationship with subordinate regulations.

(2) They constitute internal framework regulations. Statutory, regulatory, professional, and accreditation requirements of the competent jurisdiction shall take precedence.

(3) The designation as a university and the award of academic degrees may be used only within the scope of the effective governmental or accreditation-related authority applicable at the relevant time.

Section 2 Scope

(1) These Regulations apply to all governing bodies, faculties, institutes, departments, central units, employees, adjunct teaching staff, and students of the University.

(2) Cooperations, joint programmes, and cross-border offerings shall additionally be governed by written agreements that clearly allocate academic, legal, and quality-assurance responsibility.

Section 3 Mission and values

(1) The University serves research, scholarship, and teaching. Academic integrity, human dignity, responsibility before ego, patient-centredness in the health disciplines, equal opportunity, and societal benefit are binding guiding principles.

(2) Teaching and research shall be evidence-based, methodologically transparent, critically reflective, and open to interdisciplinary and transdisciplinary cooperation.

(3) Non-discrimination, accessibility, multilingualism, and appropriate consideration of neurodivergent persons shall be implemented according to the principle of Accessibility by Design.

Section 4 Academic structure

(1) The binding planning status comprises 29 faculties, 206 institutes, and 79 departments. The organisational presentation shall follow the sequence faculties, institutes, departments, and degrees.

(2) The current list of names and assignments shall be maintained as a controlled organisational register stating its version number, approval, reason for change, and responsibility. Changes to the numbers or assignments require a documented decision by the competent governing body.

(3) Institutes and departments do not automatically constitute separate study programmes. A study programme may be offered only after separate development, resource review, quality approval, and any required authorisation or accreditation.

Section 5 Hierarchy of regulations and documents

(1) These Basic Regulations take precedence over academic framework regulations, examination regulations, doctoral and habilitation regulations, faculty regulations, programme regulations, module handbooks, and procedural instructions, unless mandatory law provides otherwise.

(2) Conflicts shall be recorded by the regulatory office together with QM/Compliance and submitted to the competent decision-making body. Subordinate regulations may not weaken governance, compliance, or quality standards.

Section 6 University Council

(1) The University Council exercises overall strategic oversight, approves the overall academic development, and monitors the integrity of governance.

(2) In particular, it adopts basic regulations, strategic development plans, material organisational changes, risk limits, and the initiation of institutional accreditation procedures.

(3) Individual operational decisions concerning study, teaching, and examinations may be referred to the University Council only on the basis of expressly assigned authority.

Section 7 Scientific Council

(1) The Scientific Council advises on academic quality, research strategy, academic standards, programme development, and academic integrity.

(2) It issues opinions on new faculties, institutes, research centres, study programmes, and material changes to academic standards.

(3) Its opinions, dissenting votes, and conflicts of interest shall be recorded in a traceable manner.

Section 8 Academic Senate and Academic Directorate

(1) The Academic Senate is the central collegial body for study, teaching, and research. Its composition, terms of office, and election procedures shall be defined in separate Senate Regulations.

(2) The Academic Directorate coordinates the implementation of adopted academic standards while preserving the decision-making authority of independent examination and appeals bodies.

(3) Students, academic staff, and teaching staff shall receive appropriate participation rights.

Section 9 University Executive Management

(1) University Executive Management conducts the University's operations within the adopted strategy, budget, delegation framework, and control systems.

(2) Strategic leadership, academic quality assurance, operational management, and independent control functions shall be separated so that conflicts of interest can be identified and managed.

(3) Substitution, emergency, and escalation arrangements shall be defined in writing.

Section 10 Faculties, institutes, and departments

(1) Faculties bear academic responsibility for their fields of study and research. Deans' offices manage resources and quality within delegated authority.

(2) Institutes bring together research and teaching; departments structure specialised disciplines. Responsibility, leadership, reporting lines, and resources shall be documented for each unit.

(3) No unit may make examination, recognition, or academic appointment decisions outside its assigned authority.

Section 11 Examination Boards and independence

(1) Academically suitable Examination Boards shall be appointed for study programmes or groups of programmes. They shall decide independently in accordance with applicable law and regulations.

(2) Members shall disclose any conflict of interest. Decisions shall state reasons, be documented, and provide for a regulated review or legal-remedy procedure.

(3) Automated systems may not replace Examination Boards.

Section 12 Quality management, compliance, audit, and safety

(1) QM, Compliance, Audit, and Safety form a functionally independent control system with central and decentralised responsibilities.

(2) The control functions shall have direct reporting and escalation rights to the University Council and University Executive Management. Critical findings may not be suppressed for operational reasons.

(3) The global highest-standard principle applies to high-risk research: stricter practicable standards shall be reviewed and incorporated into the internal master standard; local requirements may only make the standard more stringent.

Section 13 Conflicts of interest and recusal

(1) Members of governing bodies, employees, teaching staff, and external reviewers shall disclose actual, potential, and perceived conflicts of interest.

(2) Where a conflict exists, recusal, substitution, and documentation are required. Heightened requirements apply to procurement, appointments, examinations, recognition, research partnerships, and the allocation of funds.

Section 14 Programme development and approval

(1) Every study programme requires a documented qualification profile, learning outcomes, curriculum, ECTS and workload model, examination plan, resource plan, staff qualifications, library and IT provision, support concept, accessibility concept, and quality cycle.

(2) Before publication, the needs analysis, academic review, compliance review, resource approval, and accreditation-related classification shall be completed.

(3) The website and advertising shall accurately identify the status as planned, in preparation for accreditation, accredited, or authorised. Forecasts and statements of intent shall not be presented as existing recognition.

Section 15 Curriculum, learning outcomes, and ECTS

(1) Curricula shall be competency-based and aligned with a qualifications framework. Modules shall specify learning outcomes, content, teaching and learning methods, workload, ECTS credits, assessment formats, and responsible persons.

(2) ECTS credits shall be awarded only after the achievement of the learning outcomes has been demonstrated. A full-time academic year shall generally correspond to 60 ECTS credits; the underlying workload shall be stated transparently.

(3) Shared content shall be reused as quality-assured learning objects; subject- and level-specific variants shall remain traceable.

Section 16 Digital and hybrid teaching

(1) Digital, hybrid, and in-person teaching formats shall be subject to equivalent quality assurance. Identity, examination integrity, data protection, accessibility, academic support, and technical availability shall be ensured in a risk-appropriate manner.

(2) AI systems support teaching, advising, and analysis within clear structures of human responsibility and escalation. Decisions of material legal or academic significance shall remain reviewable and under human responsibility.

(3) Failures of digital systems may not be attributed to students unreasonably; emergency and recovery procedures shall be established.

Section 17 Admission, recognition, and individual study pathways

(1) Admission decisions shall be transparent, academically justified, non-discriminatory, and based on published criteria.

(2) Prior qualifications, previous study achievements, and demonstrated competencies shall be assessed fairly. Refusals based on substantial differences shall state reasons; rules on evidence and documentation shall follow applicable law.

(3) Individual study plans may be created only within approved curricular boundaries and shall be reviewed regularly.

Section 18 Examinations

(1) Examinations shall validly assess the published learning outcomes. Assessment formats, grading criteria, weighting, repeat attempts, and procedures for disruptions shall be regulated in advance.

(2) Assessments shall be transparent, consistent, and protected against impermissible automated bias. AI-supported assessment may not constitute the sole, non-reviewable final decision.

(3) Access to records, the right to be heard, complaints, and independent review shall be guaranteed.

Section 19 Research and academic integrity

(1) Research shall comply with good research practice, ethics, data management, conflict-of-interest requirements, publication integrity, and the protection of humans, animals, the environment, and cultural property.

(2) Research involving increased biological, chemical, radiological, nuclear, energy-related, or security risks requires separate approvals, specialist oversight, redundant safety structures, and incident management.

(3) Suspected academic misconduct shall be investigated independently and confidentially while safeguarding the right to be heard.

Section 20 Personnel, appointments, and teaching competence

(1) Personnel decisions shall be based on qualifications, experience, integrity, teaching competence, resource requirements, and equal treatment.

(2) Appointment and selection procedures shall be documented, academically reviewed, and protected against conflicts of interest.

(3) Teaching staff shall receive regular professional development in didactics, digital teaching, accessibility, and examination law.

Section 21 Student participation and feedback

(1) Students shall participate appropriately in programme development, evaluation, quality improvement, and academic self-governance.

(2) Feedback shall be collected confidentially, evaluated, and translated into documented improvement measures. Feedback may not result in disadvantages for students.

Section 22 Accessibility, inclusion, and dignity

(1) Universal Design for Learning and Accessibility by Design apply to teaching, learning platforms, communication, and examinations.

(2) Reasonable adjustments shall be granted individually and transparently without lowering the defined competency objectives.

(3) Screen-reader and keyboard access, captions, transcripts, alternative formats, audio description, suitable sign-language provision, and flexible learning formats shall be planned according to need.

Section 23 Data protection, information security, and retention

(1) Personal data shall be processed for specified purposes, proportionately, securely, and in accordance with applicable data-protection law.

(2) Access rights, logging, deletion and retention periods, data transfers, processing by service providers, and data-protection impact assessments shall be regulated on a binding basis.

(3) Academic records, examination decisions, and quality evidence shall be retained in a tamper-resistant and traceable manner.

Section 24 Complaints, reports, and protection from disadvantage

(1) The University shall maintain accessible channels for academic complaints, discrimination complaints, compliance reports, and reports of suspected academic misconduct.

(2) Responsibilities, deadlines, confidentiality, independence, protection against retaliation, and escalation pathways shall be published.

(3) Mediation services may not curtail formal rights or deadlines.

Section 25 Quality cycle and indicators

(1) Quality assurance comprises planning, implementation, monitoring, evaluation, improvement, and effectiveness review.

(2) Indicators relate in particular to learning success, workload, support, assessment quality, dropout risks, recognition, accessibility, complaints, employability, research integrity, and resource provision.

(3) Data shall be interpreted in context; purely automated rankings or sanctions without academic review are impermissible.

Section 26 Risk, crisis, and continuity management

(1) Academic, financial, technical, personnel, legal, and safety-related risks shall be recorded in a documented risk register.

(2) Critical functions shall have substitution arrangements, reserves, recovery objectives, and communication channels. Shift, backup, incident, and crisis structures are mandatory for high-risk areas.

(3) Crisis decisions shall be situation-based, recorded, and reviewed afterwards.

Section 27 Transparency and public communication

(1) Public information on legal status, accreditation, recognition, programmes, fees, admission, teaching formats, qualifications, and locations shall be current, comprehensible, and verifiable.

(2) Planned or not yet approved offerings shall not be presented as available or recognised.

(3) Material public misinformation shall be corrected without delay, and the correction shall be documented.

Section 28 External quality assurance and accreditation

(1) The University shall align its internal systems with the applicable national requirements and the standards of the European Higher Education Area.

(2) Accreditation is not replaced by an internal decision. Evidence, self-evaluation reports, external reviews, conditions, and follow-up measures shall be coordinated centrally and documented in an audit-proof manner.

(3) The anticipated ESG 2027 revision and other new standards shall be evaluated after publication and implemented through controlled changes.

Section 29 Change control and interpretation

(1) Amendments require a documented proposal, academic, legal, and quality-assurance review, and adoption by the competent governing body.

(2) Questions of interpretation shall be decided by the competent academic body after an opinion from QM/Compliance and, where required, external legal advice.

(3) A historical version shall remain archived; the publicly accessible version shall be clearly marked as current, repealed, or draft.

Section 30 Entry into force and transition

(1) This version was formally adopted on 29 July 2026 and enters into force on the same date.

(2) Upon entry into force, conflicting earlier provisions shall be repealed only to the extent expressly specified. Protection of legitimate expectations and transitional provisions for students already enrolled shall be regulated separately.

(3) The first ordinary review shall take place no later than twelve months after entry into force.

Annex A – Governance and Responsibility Matrix

Subject	Decision-making responsibility	Participation / oversight	Evidence
Basic Regulations and strategy	University Council	Scientific Council; Academic Senate; QM/Compliance	Decision, version control, publication
Programme development	Academic Senate / competent academic body	Faculty; Examination Board; QM; resource owners	Curriculum file; resource and quality approval
Examination decisions	Independent Examination Board	Examinations Office; academic representative	Reasoned formal decision; records management; legal-remedy route
Accreditation	University Council /	QM; faculties; external	Self-evaluation report;

Subject	Decision-making responsibility	Participation / oversight	Evidence
	University Executive Management	bodies	evidence register; monitoring of conditions
Compliance and audit	Independent control function	University Executive Management; University Council	Finding; action plan; escalation; effectiveness review
Public information	University Executive Management	Communications; QM/Compliance; responsible academic units	Approval record; status labelling; correction procedure

Normative References and Source Status

The reference points listed below were taken into account in structuring these Regulations. The versions currently in force and the law of the competent recognition or accreditation jurisdiction shall always prevail.

Reference	Relevance to these Regulations	Official source
Swiss higher education funding and coordination law (HEdA and implementing ordinances)	Institutional accreditation, quality requirements, and protected designations.	https://www.fedlex.admin.ch/eli/cc/2015/362/en
ESG 2015 – Standards and Guidelines for Quality Assurance in the EHEA	Framework for internal and external quality assurance; the ESG 2027 revision is in preparation.	https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/
ECTS Users' Guide 2015	Learning outcomes, student workload, award of credits, recognition, and mobility.	https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf
Specimen Decree 2024 / German accreditation framework	Reference standard for formal and subject-related programme criteria.	https://akkreditierungsrat.de/publication/specimen-decree/?lang=en
UNESCO Global Convention on Higher Education	Fair, transparent, and non-discriminatory recognition procedures; no guarantee of automatic recognition.	https://www.unesco.org/en/higher-education/global-convention

Revision History

Version	Date	Status	Change
2.0	29 July 2026	Adopted / in force	New version for the YRPU 2026 structure; adopted and brought into force on 29 July 2026.